Unit 01: Intro to class, Production Process, Looking Through Viewfinder & VFA

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 1**
Length: **45 days**
Status: **Published**

Concepts

Essential Questions

- What are the advantages in using the production model?
- What are the advantages of using different camera angles and positions?
- What are the key positions on the production team?
- What are the three phases of the production process?
- What are your expectations in taking this course?
- What is the difference between above the line & below the line personnel
- What is the difference in brainstorming & clustering?
- Who are the members of the pre-production & post production teams?
- Why is it important to know how to properly load and operate a camera and tripod?

Understandings

Students will understand that Video Production is a process, a process that requires team work, preperation and understanding of the technical skills needed to communicate ideas effectively.

Standards

Video Production

MA.9-12.1.2.12acc.Cr1	Generating and conceptualizing ideas.
MA.9-12.1.2.12acc.Pr4	Selecting, analyzing, and interpreting work.
MA.9-12.1.2.12acc.Cr1d	Apply aesthetic criteria in developing and refining media arts artwork.
MA.9-12.1.2.12acc.Pr5a	Demonstrate effective command of artistic, design, technical and soft skills in managing

	and producing media artworks.
MA.9-12.1.2.12acc.Pr5b	Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.
MA.9-12.1.2.12acc.Pr5c	Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.
MA.9-12.1.2.12prof.Pr6a	Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.
MA.9-12.1.2.12prof.Re9a	Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

Transfer Goals and Career Ready Practices

Transfer Goals

*   I want students to understand the layout of the facility, how to find equipment and the general flow of the course along with clss expectations.

*   Appreciate student productions from the pass as to inspire them to be more creative on their own productions.

*   I also want the student to know how an idea is generated and the steps in creating a successful production so that in the long run they will be able to create their own successful show.

* Students will know who the production team is and their responsibilities so they can relate and understand our own studio layout and personel.

* Finally I want students to become familiar with the equipment in the class so that when they do their own filming, the equipment will be used properly and effectively.

* After filming the Video Footage Assignmen,t I want the students to use their own footage to then learn how to edit in Adobe Premier.

Critical Knowledge and Skills

Knowledge

Students will know: The three stages of Production, Pre production, Production and Post Production and how each relate to one another. They wil also know how to use a video camera, tripod and Adobe Premiere to inorder to become producers of content that communicates their ideas into video productions.

Skills

Students will be able to:

- Insert clips, music, graphics and transitions
- Use Audacity for voice recordings and transfer as .mp3 file
- effectively operate a video camera and tripod
- export VFA production showcasing learned skills
- identify three phases ofproduction
- utilize Adobe Premiere for video editing

Assessment and Resources

- Addition of titles, & Transitions
- Chapter 1 quiz
- Chapter 2 quiz
- Class notes and participation
- Cutting of video into various clips
- Export final VFA Production
- Hands On Equipment Demo

School Formative Assessment Plan (Other Evidence)

- Observe students working in adobe Premiere
- Respond to questions posed by teacher
- Tour facility and take active roll in learning

- Witness students performing hands on training of safe equipment usage
- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

understand the three phases of production

learn how to oerate a camera and tripod

effectively use the editing program Adobe Premiere

Primary Resources

Video Basic 2 Textbook chapters 1-3 - Zettle

Lecture, Handouts, Demonstrations and hands on practice will guide that students through the first marking period.

Supplementary Resources

Handouts and worksheets can be found in Kirschner Curriculum folder in the Portal.

Technology Integration and Differentiated Instruction

Technology Integration

Students will use desktop computers with windows 10 daily and edit with Adobe Premiere CC to create all productions.
Students will also use school issued laptops for generating notes, researching and finding content that can be added to their assigned projects.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Adobe Premiere.

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when framing shots wiht video camera.

APPLIED TECHNOLOGY - Students will use Adobe Premiere as their primary tool in class.

BUSINESS EDUCATION - N/A

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

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- Chapter I review & Quizz
- Complete handouts ½ period. Start "Benhind the Scenes" Friends video
- Continue Editing VFA – Demo transition tools and Tile template (Small group instruction)
- Demo Voice Over (narration) using Pod Cast kit. Explain to students how to record VO and transfer to project through the Video Drive and import into production
- Demo to students Adobe Premier, work environment, monitors, tools, capturing and capture location.
- Equipment Demo. Different types of cameras, tripods and microphones. Show how to load and operate
- Lecture of course procedures and expectations. Tour of facility.
- Lecture – read "Production Process
- Review Chapter 2 and take Quiz
- Review Production Team – Begin handouts –"who does what when" "the production team"
- Review "Production Process"
- Sample of student and professional projects.
- Students begin Video Footage Assignment (VFA) outside
- Students begin to finish up VFA productions. Add title cards, VO, MX, GFX and ready for export to class
- Students begin to finish up VFA productions. Add title cards, VO, MX, GFX and ready for export to class folder. Students who are complete will move onto Homecoming editing production
- Students continue experimenting with Titles on VFA
- Students should begin adding titles to production. Demo Title Window. Show Templates, Lower Thirds, Styles and Property Window
- Students will add production music from our mx library to the audio track of VFA production.
- Students working on editing VFA in two person teams. Assist as needed. Demo new tools, ie. TRANSITIONS , Ripple Edit, Track Selection, Rate Stretch, New Timeline and Black Video
- begin to capture raw VFA footage, simple edits using the cut tool
- eview Video Footage Assignment. Give handout on camera views and sample student projects from last year. Announce begin VFA tomorrow & for the next several days.

Unit 02: Homecoming Weekend Production Edit

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 2**
Length: **14 days**
Status: **Published**

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to begin editing the Homecoming Footage as another learning experience. This project will allow the students to become more familiar with Adobe Premiere and its vast array of tools. I want students to take a creative approach to editing the RAW Footage. They are to capture the spirit of the event and use a variety of effects to enhance the final version of the video. Students will see that even thought even though all have the same content, the final edited production of each group will be different. The use of music & scene choices will greatly affect the outcome of the final projec

Standards

Video Production

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5b   Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

- MA.9-12.1.2.12acc.Pr5c   Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- TECH.9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

- TECH.9.4.12.DC.6　　　Select information to post online that positively impacts personal image and future college and career opportunities

- TECH.9.4.12.IML.2　　　Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

- TECH.9.4.12.IML.3　　　Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Concepts

Essential Questions

- How can you make your video production standout form the others?

- How can you utilize graphics and text to maximize your impact on the viewer?

- What are some techniques that can enhance your final edit?

- Why is it important to edit RAW Footage?

- Why is it important to have the right music choice when editing a particular scene?

Understandings

Students will understand that . . .

There are many ways to editing a production. By knowing the capabilities of the editing program, students will have a better understanding of what can be accomplished within their productions. Choosing the appropriate music and scene choices will dramatically affect the final outcome of their production. Music editing is a major part of the video production. The use of special effects can add interest and emotion to a production, but overdoing the effects can be detrimental as well. Adding Titles & Graphics to the productions add information the viewer may not normally know

Critical Knowledge and Skills

Knowledge

Students will know:

- How to import RAW Footage from the video drive
- Location & how to import both music files and motion backgrounds
- Location of editing tools and usage of each
- The importance of choosing the right music to "fit" the scene being edited
- To produce a video that has an impact on the viewer, it must be concise, appealing and entertaining

Skills

Students will be able to:

- Edit RAW Footage of the Homecoming Pep Rally or dance into a 6-8 minute highlight of the event
- Insert clips, music, graphics and transitions
- Understand that editing is not only a "technical" ability but also a "creative" one as well
- Use Audacity for voice recordings and transfer as .mp3 file
- effectively operate a video camera and tripod
- utilize Adobe Premiere for video editing

Assessment and Resources

- Addition of titles, & Transitions
- Class notes and participation
- Cutting of video into various clips
- Output of final production

School Formative Assessment Plan (Other Evidence)

- Observe students working in adobe Premiere
- Respond to questions posed by teacher
- Weekly class participation
- Witness students performing hands on training of safe equipment usage
- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

Create / produce a highlight video of the West Deptford HS Homecoming weekend.

All students must incorporate the introduction of the Homecoming Court and the crowing of the King &

Queen.

Graphics with the courts name must also be included. Other than that it is up to the individual groups what is kept and what is edited out. Finished production must be between 8-10 minutes

Primary Resources

RAW Footgae of the 2018 WDHS Homecoming weekend activities, inlcuding multi camera footgae of pep rally, crowning of the queen at football game and dance.

Adobe Premiere CC on Desktop computers

Supplementary Resources

WDTV 08 Youtube channel

Various WDHS Video Yearbook DVD's

Technology Integration and Differentiated Instruction

Technology Integration

 Students will use desktop computers with windows 10 daily and edit with Adobe Premiere CC to create all productions.
 Students will also use school issued laptops for finding content that can be added to their assigned projects, ie: music, custom titles, pics and graphics.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Adobe Premiere.

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when framing shots wiht video camera.

APPLIED TECHNOLOGY - Students will use Adobe Premiere as their primary tool in class. Search the internet for content to be added into production.

BUSINESS EDUCATION - N/A

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

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Unit 03: Proshow Producer Photo Montage

Content Area: **Applied Tech**
Course(s): **Generic Course, VID TEC I**
Time Period: **Marking Period 2**
Length: **21 days**
Status: **Published**

Standards

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas.

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).   0x   TECH.9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual

- TECH.9.4.12.DC.6   Select information to post online that positively impacts personal image and future college and career opportunities.

- TECH.9.4.12.IML.2   Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and

- TECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Concepts

Essential Questions

Why is it important to know your audience before creating production?

What equipment may be necessary for filming?

What are you trying to convey to your audience? What is (are) the key points your view should know?

- How does Pro Show Producer differ from Adobe Premiere

- What kind of design elements would enhance the packaging of your Photo Montage DVD   0x
    - • What would an interactive DVD menu add to your overall production

- What would an interactive DVD menu add to your overall production
- Why is it important to choose the appropriate music for your type of production
- Why is it important to scan & crop family pics
- Why would Photoshop be a good tool to use for scanning and editing pictures

Understandings

Students will understand that . . .

- Creating a DVD menu will give student productions a professional appearance
- A successful production requires the knowledge of many skills
- Music selection is important when editing your production
- Presentation & packaging is essential to the overall project
- The use of Photoshop is a key tool in creating a quality video

Transfer Goals and Career Ready Practices

Transfer Goals

I want the students to be able scan, crop, edit, import pictures, and authorize DVD menus so that they will be able to create a professional looking photo montage using the software Pro Show Producer.

Critical Knowledge and Skills

Knowledge

Students will know:

- Adjusting
- Authorizing
- Cropping
- Exporting

- Scanning

Skills

Students will be able to:

- Edit photos into a photomontage with GFX, MX & transitions
- Import digital pictures and adjust in Photoshop
- Create DVD menus in Pro Show Producer
- Crop, scan and edit photos
- Export Photo Montage into DVD
- Import edited pictures into Pro Show Producer
- Select appropriate music for their production
- Use Photoshop to design DVD cover and disc artwork

Assessment and Resources

- Class participation
- Output of final production

School Formative Assessment Plan (Other Evidence)

- Observe students working in adobe Photoshop
- Respond to questions posed by teacher
- Weekly class participation
- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

bring in photos and or home movies from early childhood until now and scan, crop and adjust in Photoshop. They will then import pics into Pro Show Producer and create photomontage with transitions, graphics and music. Students will then export finished production into a DVD and create custom DVD menus. Finally students will burn production onto disc and design cover and DVD artwork

Primary Resources

Demo of "ProShow Producer" by teacher, individual and small group instruction.

Youtube instructional video produced by "Proshow Producer"

Supplementary Resources

Students are to bring in photos and or home movies from early childhood until now and scan, crop and adjust in Photoshop.

Technology Integration and Differentiated Instruction

Technology Integration

 Students will use desktop computers with windows 10 daily and edit with ProShow Producer to create this production as well as use Adobe photoshop to scan, crop and color correct photos.
 Students will also use school issued laptops for finding content that can be added to their assigned projects, ie: music, custom titles, pics and graphics.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Proshow Producer.

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when cropping photos

APPLIED TECHNOLOGY - Students will use ProShow Producer as their primary tool in class. Search the internet for content to be added into production.

BUSINESS EDUCATION - N/A

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

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- gather pictures
- scan, crop and edit in Photoshop
- Import pics into Proshow Producer
- Arrange pics inorder

- Choose theme
- choose music
- Preview final production
- Export production to DVD
- Create custom artwork for DVD cover

Unit 04: "How To" Instructional Video Production

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 3**
Length: **21 days**
Status: **Published**

Standards

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5b   Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

- MA.9-12.1.2.12acc.Pr5c   Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- TECH.9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

- TECH.9.4.12.DC.6   Select information to post online that positively impacts personal image and future college and career opportunities.

- TECH.9.4.12.IML.2   Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

- TECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Transfer Goals and Career Ready Practices

Transfer Goals

I want the students to be able to demonstrate to the view how to make something, perform a specific task or improve a skill.

Examples of this type of video might include: How to Make a Pie, How to Change the Oil in Your Car, How to Skateboard, or How to Create a Web Page. Demonstration videos, like aerobics, sports, arts and crafts, and cooking shows, allow people to view them repeatedly to help them learn a process or follow along if they

want.

Concepts

Essential Questions

These questions should be open ended and thought provoking . . .

Why is it important to know your audience before creating production?

What equipment may be necessary for filming?

What are you trying to convey to your audience? What is (are) the key points your view should know?

Understandings

Students will understand that . . .

- Gathering equipment and getting a location is a must
- Knowing your audience will help guide production
- Organization is key to a great production
- developing a scrip is essential

Critical Knowledge and Skills

Knowledge

Students will know:

- How to teach the audience a task or skill with the use of video
- How to develop a script
- How to organize thier content into a storyboard
- How to research a product
- How to work through the production process

Skills

Students will be able to:

- Create a storyboard
- Brainstorm ideas
- Edit raw footage into final production
- Write a script
- gather equipment and film scenes

Assessment and Resources

- Class participation
- Outline & Script
- Output of final production
- Storyboard sheets

School Formative Assessment Plan (Other Evidence)

- Check off scripts & storyboards
- Respond to questions posed by teacher
- Weekly class participation
- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

Students are to brainstorm and idea for their instructional video project, develop a script, storyboard and then proceede throught the production process from pre-production, production and post production.

Primary Resources

Preview "How to" productions by former students to get an idea of the production at hand

Youtube - Sample Instructional videos professionally created for youtube

Class discussion on what makes a good Instructional video

Supplementary Resources

Adobe Premiere CC tutorial channel on Youtbe.

Technology Integration and Differentiated Instruction

Technology Integration

 Students will use desktop computers with windows 10 daily and edit with Adobe Premiere CC to create this production. Cameras, tripods, microphones and props will be utilized to complete production.
 Students will also use school issued laptops for finding content that can be added to their assigned projects, ie: music, custom titles, pics and graphics.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❑   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❑   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❑   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❑   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❑   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Adobe Premiere CC

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when framing the shots

APPLIED TECHNOLOGY - Students will use Adobe Premiere as their primary tool in class. Search the internet for content to be added into production.

BUSINESS EDUCATION - N/A

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

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- Brainstorm ideas with partner
- Sketch Storyboard
- Write Script
- Film scenes
- Edit raw into final production
- Export video

Unit 05: Commercials - 30 sec / 60 seconds

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 3**
Length: **21 days**
Status: **Published**

Standards

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas.

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5b   Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

- MA.9-12.1.2.12acc.Pr5c   Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- TECH.9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

- TECH.9.4.12.DC.6   Select information to post online that positively impacts personal image and future college and career opportunities.

- TECH.9.4.12.IML.2   Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

- TECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Transfer Goals and Career Ready Practices

Transfer Goals

I want the students to be able to differentiate between different types of commercials. Will will see samples of a variety of commercial techniques and discuss approach and effectiveness of commercials views. Students will then work cooperativily and develop their own commercial concepts that are edited within the alloted time

Concepts

Essential Questions

These questions should be open ended and thought provoking . . .

Why is it important to know your audience before creating a production?

What equipment may be necessary for filming?

What are you trying to convey to your audience? What is (are) the key points your viewer should know?

How do the different commercial styles suited fro each targeted audience?

What is the most important aspect of a commercial?

Which day of the year is traditionally the most highly viewed program gloabally?

How do EU commercials differ from those produced in the US?

Which products cannot be advertised on US networks?

Understandings

Students will understand that . . .

- Knowing your audience will help guide production
- Differenciate between commercial styles
- Developing a scrip is essential
- Gathering equipment and getting a location is a must
- Organization is key to a great production
- Commercials are produced to an exact amount of time aka... Time is money!

Critical Knowledge and Skills

Knowledge

Students will know:

- How to research a product
- How to develop a script
- How to work through the production process
- How to organize thier content into a storyboard
- How to target their audience for a specific product

Skills

Students will be able to:

- Brainstorm ideas
- Create a storyboard
- Write a script
- gather equipment and film scenes
- Edit raw footage into final production
- Export production

Assessment and Resources

- Class participation
- Outline & Script
- Output of final production
- Storyboard sheets

School Formative Assessment Plan (Other Evidence)

- Check off scripts & storyboards
- Circulate around room checking students are on task.
- Respond to questions posed by teacher
- Weekly class participation

- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

Students are to brainstorm and idea for their commercial video project, develop a script, storyboard and then proceede throught the production process from pre-production, production and post production.

Primary Resources

Preview "How to" productions by former students to get an idea of the production at hand

Youtube - Sample Commerciall professionally created on youtube and to shocase the various techniques enlisted to catch the views atention.

Class discussion on what makes a good commercial and which event hold the most viewers GLOBALLY and commands the most revenue for teh network.

Supplementary Resources

Adobe Premiere CC tutorial channel on Youtbe.

Technology Integration and Differentiated Instruction

Technology Integration

Students will use desktop computers with windows 10 daily and edit with Adobe Premiere CC to create this production. Cameras, tripods, microphones and props will be utilized to complete production.
Students will also use school issued laptops for finding content that can be added to their assigned projects, ie: music, custom titles, pics and graphics.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Adobe Premiere CC

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when framing the shots

APPLIED TECHNOLOGY - Students will use Adobe Premiere as their primary tool in class. Search the internet for content to be added into production.

BUSINESS EDUCATION - N/A Discuss the revenue generated by the networks for commercial advertising and how that funds programming.

GLOBAL AWARENESS - N/A Talk about the Superbowl and how it reaches a GLOBAL audience and how that translates into revenu for the network as well as costs to the ad agencies to air their commercial spots.

Learning Plan / Pacing Guide

-

- Market research
- Sketch Storyboard
- Know your demographic
- Write Script
- Film scenes
- Edit raw into final production
- Export video

Unit 06: Mr. West Deptford Edit

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 3**
Length: **14 days**
Status: **Published**

Standards

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas.

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5b   Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

- MA.9-12.1.2.12acc.Pr5c   Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- TECH.9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of conten

- TECH.9.4.12.DC.6   Select information to post online that positively impacts personal image and future college and career opportunities.

- TECH.9.4.12.IML.2   Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

- TECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Transfer Goals and Career Ready Practices

Transfer Goals

I want the students to use their editing skills to creat a highlight video of the Mr. West Deptford contest. Students should include titles, graphics, audio edits and video transitions in the creating of this entertaining production. Advanced skills can be reinforces throught thier own creativity and use of tools to enhance production. Attention to detail and an individualized approach to the production will be stressed and encouraged thoughtout the learning process

Concepts

Essential Questions

These questions should be open ended and thought provoking . . .

How would you add titles to the production?

Is it important to have all contestants in the final edit...why?

What are some essential scenes need in the production?

What do I mean when we ask that the music be in sync with the video?

What are some techniques that can differentiate your production from others?

Understandings

Students will understand that . . .

Good editing requires thought, planning and attention to detail.

Inorder for your production to stand out from others, emphasis must be given to syncing the music and video clips together to create a "rythum" for the production to proceed.

Quality productions take time.

Critical Knowledge and Skills

Knowledge
Students will know:

- How to work through the production process
- How to organize thier content into a storyboard
- How to target their audience for a specific product
- How to download music and overlays from YouTube
- How to use Adobe Premiere to create a video production

Skills
Students will be able to:

- Assemble clips into a visually interesting matter that highlights the entire Mr. WD contest
- Edit raw footage into final production
- Export production
- Add transitions, titles and effects to production
- Breakdown RAW Footgae

Assessment and Resources

- Class participation
- Output of final production

School Formative Assessment Plan (Other Evidence)

- Circulate around room checking students are on task.
- Respond to questions posed by teacher
- Weekly class participation
- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

Create a visually interesting highlight video of the Mr. WD contest that will stand apart from others in the class. Through the use of Adobe Premiere students will be able to edit the final production by adding music, transistions, titles and special effects to grab the views attention.

Primary Resources

Preview "MR WD Edits" by former students to get an idea of the production at hand

Youtube - Use Youtube to down music and other effects that can be utilized in the production.

Class discussion on what makes a unique production and how you can make your video stand out from others.

Supplementary Resources

Adobe Premiere CC tutorial channel on Youtbe.

Technology Integration and Differentiated Instruction

Technology Integration

 Students will use desktop computers with windows 10 daily and edit with Adobe Premiere CC to create this production. Cameras, tripods, microphones and props will be utilized to complete production.
 Students will also use school issued laptops for finding content that can be added to their assigned projects, ie: music, custom titles, pics and graphics.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Adobe Premiere CC

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when framing the shots

APPLIED TECHNOLOGY - Students will use Adobe Premiere as their primary tool in class. Search the internet for content to be added into production.

BUSINESS EDUCATION - N/A

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

-

- Import video clips into program
- Edit and trim clips on timeline
- Add titles, transitions and music as needed
- Export video

Unit 07: Volleyball Marathon & WDTV Intro Edit

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 4**
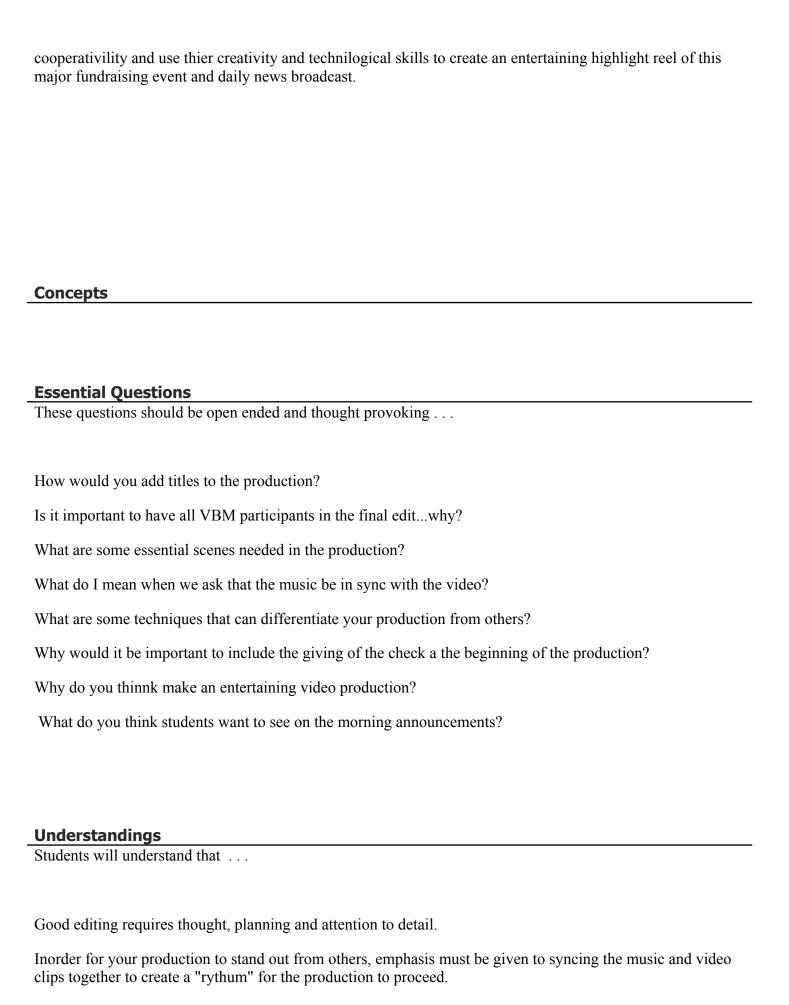Length: **28 days**
Status: **Published**

Standards

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas.

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5b   Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

- MA.9-12.1.2.12acc.Pr5c   Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- TECH.9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

- TECH.9.4.12.DC.6   Select information to post online that positively impacts personal image and future college and career opportunities.

- TECH.9.4.12.IML.2   Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

- TECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

- TECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Transfer Goals and Career Ready Practices

Transfer Goals

 I want the students to reinforce thier editing skills with the production of the West Deptford Volleyball Marathon highlight video AND a WDTV morning announcement intro. Students will sift through RAW footage and creat a 5-6 minute highlight reel of the VBM to include an audio dub, titles, graphics and transitions and in some cases special affects. Once completed the VBM production students will create a 60 sec WDTV intro to be played on the morning announcements. Footgae can be obstined either from existing footage on the video drive or they may go out and film scenes to use in their production. Students are to work

cooperativility and use thier creativity and technilogical skills to create an entertaining highlight reel of this major fundraising event and daily news broadcast.

Concepts

Essential Questions

These questions should be open ended and thought provoking . . .

How would you add titles to the production?

Is it important to have all VBM participants in the final edit...why?

What are some essential scenes needed in the production?

What do I mean when we ask that the music be in sync with the video?

What are some techniques that can differentiate your production from others?

Why would it be important to include the giving of the check a the beginning of the production?

Why do you thinnk make an entertaining video production?

 What do you think students want to see on the morning announcements?

Understandings

Students will understand that . . .

Good editing requires thought, planning and attention to detail.

Inorder for your production to stand out from others, emphasis must be given to syncing the music and video clips together to create a "rythum" for the production to proceed.

Quality productions take time.

There is no substitue for practice, inorder to become a better editor and producer of video content, each student must utilize their learned skills and practice, practice, practice!

Critical Knowledge and Skills

Knowledge

Students will know:

- How to work through the production process
- How to organize thier content into a storyboard
- How to target their audience for a specific product
- How to download music and overlays from YouTube
- How to use Adobe Premiere to create a video production

Skills

Students will be able to:

- Assemble clips into a visually interesting matter that highlights the entire Volleyball Marathon
- Edit raw footage into final production
- Export production
- Add transitions, titles and effects to production
- Breakdown RAW Footgae

Assessment and Resources

- Class participation
- Output of final production

School Formative Assessment Plan (Other Evidence)

- Circulate around room checking students are on task.
- Respond to questions posed by teacher
- Weekly class participation
- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

Create a visually interesting highlight video of the Volleyball Marathon & WDTV News Intro that will stand apart from others in the class. Through the use of Adobe Premiere students will be able to edit the final production by adding music, transistions, titles and special effects to grab the views attention.

Primary Resources

Preview "Volleyball Marathon and WDTV News Intros" by former students to get an idea of the production at hand

Youtube - Use Youtube to down music and other effects that can be utilized in the production.

Class discussion on what makes a unique production and how you can make your video stand out from others.

Supplementary Resources

Adobe Premiere CC tutorial channel on Youtube

Technology Integration and Differentiated Instruction

Technology Integration

Students will use desktop computers with windows 10 daily and edit with Adobe Premiere CC to create this production. Cameras, tripods, microphones and props will be utilized to complete production.

Students will also use school issued laptops for finding content that can be added to their assigned projects, ie: music, custom titles, pics and graphics.

Youtube and other online media sites will be used to download effects and overlays for production.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Adobe Premiere CC

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when framing the shots

APPLIED TECHNOLOGY - Students will use Adobe Premiere as their primary tool in class. Search the internet for content to be added into production.

BUSINESS EDUCATION - N/A

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

-

- Import video clips into program
- Edit and trim clips on timeline
- Add titles, transitions and music as needed
- Export video

Unit 08: Music / Lyric Video

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 4**
Length: **28 days**
Status: **Published**

Standards

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- ECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5b   Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

- MA.9-12.1.2.12acc.Pr5c   Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- TECH.9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

- TECH.9.4.12.DC.6   Select information to post online that positively impacts personal image and future college and career opportunities.

- TECH.9.4.12.IML.2   Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Transfer Goals and Career Ready Practices

Transfer Goals

I want the students to be able to develop an idea for a music video and then translate that into a comprehensive video production. Students will have to work in production teams to generate their concepts and then follow through with the filming and editing of the final producion. If a students chooses to create a lyric Video then they will have to create animated titles and graphics that match the songs lyrics as the song is being played.

Concepts

Essential Questions

These questions should be open ended and thought provoking . . .

What are some editing tricks that can be utilized in a creative production like a music video?

How can a Green Screen and chromakey effect enhance your production?

What is the difference between handheld and fixed filming?

How would you add titles to the production?

What are some essential scenes needed in the production?

What do I mean when we ask that the music be in sync with the video?

What are some techniques that can differentiate your production from others?

Why would it be important to include the giving of the check a the beginning of the production?

Why do you thinnk make an entertaining video production?

What do you think students want to see on the morning announcements?

Understandings

Students will understand that . . .

Good editing requires thought, planning and attention to detail.

Inorder for your production to stand out from others, emphasis must be given to syncing the music and video clips together to create a "rythum" for the production to proceed.

Quality productions take time.

There is no substitue for practice, inorder to become a better editor and producer of video content, each student must utilize their learned skills and practice, practice, practice!

Critical Knowledge and Skills

Knowledge

Students will know:

- How to work through the production process
- How to organize thier content into a storyboard
- How to target their audience for a specific product
- How to download music and overlays from YouTube
- How to use Adobe Premiere to create a video production

Skills

Students will be able to:

- Assemble clips into a visually interesting production that depicts their interpetation of the chosen song
- Edit raw footage into final production
- Export production
- Add transitions, titles and effects to production
- Breakdown RAW Footgae

Assessment and Resources

- Class participation
- Output of final production

School Formative Assessment Plan (Other Evidence)

- Circulate around room checking students are on task.

- Respond to questions posed by teacher

- Weekly class participation

- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

Create a visually interesting Music video or Lyric video that will stand apart from others in the class. Through the use of Adobe Premiere students will be able to edit the final production by adding music, transistions, titles and special effects to grab the views attention.

Primary Resources

Preview "Music & Lyric videos" by former students to get an idea of the production at hand

Youtube - Use Youtube to down music and other effects that can be utilized in the production.

Class discussion on what makes a unique production and how you can make your video stand out from others.

Supplementary Resources

Adobe Premiere CC tutorial channel on Youtube

Technology Integration and Differentiated Instruction

Technology Integration

Students will use desktop computers with windows 10 daily and edit with Adobe Premiere CC to create this production. Cameras, tripods, microphones and props will be utilized to complete production.

Students will also use school issued laptops for finding content that can be added to their assigned projects, ie: music, custom titles, pics and graphics.

Youtube and other online media sites will be used to download effects and overlays for production.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Adobe Premiere CC

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when framing the shots

APPLIED TECHNOLOGY - Students will use Adobe Premiere as their primary tool in class. Search the internet for content to be added into production.

BUSINESS EDUCATION - N/A

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

-

- Create a storyboard
- Develop a script
- Import video clips into program
- Edit and trim clips on timeline
- Add titles, transitions and music as needed
- Export video
- Brainstorm ideas
- Reherse and film scenes

Unit 09: Independent Video Production

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 4**
Length: **14 days**
Status: **Published**

Standards

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5b   Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5c   Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- TECH.9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

- TECH.9.4.12.DC.6   Select information to post online that positively impacts personal image and future college and career opportunities.

- TECH.9.4.12.IML.2   Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

- TECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Transfer Goals and Career Ready Practices

Transfer Goals

Students will work on a variety of independent video productions that are differentiated to each of their personal interest. Since students are highly motivated by working of personal interest productions, they are able to come away with a better understanding of the production process and are excited to try new and innovative techniques to enhance their productions

Concepts

Essential Questions

These questions should be open ended and thought provoking . . .

What are some editing tricks that can be utilized in a creative video production?

How can a Green Screen and chromakey effect enhance your production?

What do I mean when we ask that the music be in sync with the video?

What are some techniques that can differentiate your production from others?

What do you think makes an entertaining video production?

What do you think students want to see on the morning announcements?

What are some examples of independant / personal productions?

Understandings

Students will understand that . . .

Good editing requires thought, planning and attention to detail.

Inorder for your production to stand out from others, emphasis must be given to syncing the music and video clips together to create a "rythum" for the production to proceed.

Quality productions take time.

There is no substitue for practice, inorder to become a better editor and producer of video content, each student must utilize their learned skills and practice, practice, practice!

Critical Knowledge and Skills

Knowledge

Students will know:

- How to work through the production process
- How to organize thier content into a storyboard
- How to download music and overlays from YouTube
- How to use Adobe Premiere to create a video production

Skills

Students will be able to:

- Assemble clips into a visually interesting production that depicts their interpetation of the chosen song
- Edit raw footage into final production
- Export production
- Add transitions, titles and effects to production
- Breakdown RAW Footgae

Assessment and Resources

- Class participation
- Output of final production

School Formative Assessment Plan (Other Evidence)

- Circulate around room checking students are on task.
- Respond to questions posed by teacher
- Weekly class participation

- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

utilize thier learning and skills to create a video production that has a high level of interest to themselves. By giving students ownership of the production, they should be highly motivated and to create something unique and hopefully technically advanced.

Primary Resources

Preview video productions by former students to get an idea of the assignment at hand

Youtube - Use Youtube to down music and other effects that can be utilized in the production.

Class discussion on what makes a unique production and how you can make your video stand out from others.

Supplementary Resources

Adobe Premiere CC tutorial channel on Youtube

Technology Integration and Differentiated Instruction

Technology Integration

Students will use desktop computers with windows 10 daily and edit with Adobe Premiere CC to create this

production. Cameras, tripods, microphones and props will be utilized to complete production.
Students will also use school issued laptops for finding content that can be added to their assigned projects, ie: music, custom titles, pics and graphics.
Youtube and other online media sites will be used to download effects and overlays for production.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will need to use math skills in understanding to the timeline in Adobe Premiere CC

SCIENCE - N/A

SOCIAL STUDIES - N/A

WORLD LANGUAGES - N/.A

VISUAL/PERFORMING ARTS - Students will use spacial recognition when framing the shots

APPLIED TECHNOLOGY - Students will use Adobe Premiere as their primary tool in class. Search the internet for content to be added into production.

BUSINESS EDUCATION - N/A

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

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- Create a storyboard
- Develop a script
- Import video clips into program
- Edit and trim clips on timeline
- Add titles, transitions and music as needed
- Export video
- Brainstorm ideas
- Reherse and film scenes

Unit 10: Career report & Newscast

Content Area: **Applied Tech**
Course(s): **VID TEC I**
Time Period: **Marking Period 4**
Length: **7 days**
Status: **Published**

Standards

- MA.9-12.1.2.12acc.Cr1 Generating and conceptualizing ideas.

- MA.9-12.1.2.12acc.Pr5b   Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

- TECH.9.4.12.DC.6   Select information to post online that positively impacts personal image and future college and career opportunities.

- MA.9-12.1.2.12acc.Cr1d   Apply aesthetic criteria in developing and refining media arts artwork.

- MA.9-12.1.2.12acc.Pr4 Selecting, analyzing, and interpreting work.

- MA.9-12.1.2.12acc.Pr5a   Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

- MA.9-12.1.2.12acc.Pr5c   Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

- MA.9-12.1.2.12prof.Pr6a   Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

- MA.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- TECH.9.4.12.CI.1   Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- TECH.9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

- TECH.9.4.12.IML.2   Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

- TECH.9.4.12.IML.3   Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Transfer Goals and Career Ready Practices

Transfer Goals

Students will

The finished project will be a career report and presentation. Each student must choose a career and summarize into the following 5 categories: Nature of Work, Training, Job Outlook, Employment, and Earnings. Students will go to www.bls.gov/ooh for career information.

Concepts

Essential Questions

These questions should be open ended and thought provoking . . .

What are some careers that you may be interested in?

What are the factors that you think make a satisfying career?

How can the Bureau of labor & Statistics help in finding information on your career?

Understandings

Students will understand that . . .

researching information on a particular career could have implication on you choosing that career and the Bureau of Labor Statistics is a gerat starting point.

Critical Knowledge and Skills

Knowledge

Students will know:

- How to read off the teleprompter
- How to save report and upload to the teleprompter
- How to use the BLS.gov/ooh website
- Operate the equipment in the control room for the newscast portion of the assignment
- Summarize info into a 2 page report

Skills

Students will be able to:

- Effectively read off teleprompter
- Operate studio equipment for newscast
- Research BLS.gov website
- Type summary report
- Upload file into Pro Prompter Software and control speed of text

Assessment and Resources

- Class participation
- Output of final production

School Formative Assessment Plan (Other Evidence)

- Circulate around room checking students are on task.
- Respond to questions posed by teacher
- Weekly class participation
- Work in small groups, collaborate

School Summative Assessment Plan

The goal is for the students to:

Learn about a career of their choosing from the site BLS.GOV/OOH and type a 2 page summary describing the following:

1. What they Do
2. Work Environment
3. How to Become One
4. Pay
5. Job Outlook

 Once the report is submitted, student will then use that report as a script for their newcast. Each student must present the report in the studio infront of the camera while reading off the teleprompter. Other students will produce the newcast by adding a background music, graphics and titles.

Primary Resources

Preview video productions by former students to get an idea of the assignment at hand

Youtube - Use Youtube to down music and other effects that can be utilized in the production.

Class discussion on what makes a unique production and how you can make your video stand out from others.

Supplementary Resources

Adobe Premiere CC tutorial channel on Youtube

Adobe PhotoShop Tutorial on Youtube

Adobe Encore tutorial on Youtube

Technology Integration and Differentiated Instruction

Technology Integration

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BUSINESS EDUCATION - Students reasearcha career of their choosing and summerize findings from the website: bls.gov/ooh

GLOBAL AWARENESS - N/A

Learning Plan / Pacing Guide

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- Present report in studio while reading from teleprompter
- Research career of their choosing from bls.gov/ooh
- Students in control room produce final newscast by adding music, titles, graphics and a virtual newroom
- Summarize report into 5 main categories
- Type report and save onto video drive under class folder
- open report in Pro Prompter software