Unit 1 2019: 911 Tribute Video

Content Area: **Applied Tech**
Course(s): **VID TEC II**
Time Period: **Marking Period 1**
Length: **14 days**
Status: **Published**

Standards

- 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.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.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 students to research the events of the 9-11 attack on our country and create a video tribute to those who lost their lives and to those who helped us recovery from our nation's worst terrorist attack so that in the long run students will never forget one of the most influential events in our nation's history

Concepts

Essential Questions

Why is it important to remember events like 9-11?

Who were on the front lines of the attack at home here in the US?

How are you going to best portray the events of 9-11 in a way that is informative, impactful and convey the heroism of the men and women who had to deal with the aftermath?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

- How to gather pics & video clips for the internet
- Timeline of events after 9-11 attack
- U.S. response to attack

Skills

Students will be able to:

* Research the internet for facts on 911

* Use Adobe Premier to edit video and for outputting their productions

* Use Proshow Producer to edite photos gathered

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 events of 911

Students must incorporate information, details, facts, video and photos from all three crash sites

Graphics with the production music will be incorportaed in the edit to creat a tribute video remembering the first responders and victims of those lost and injured on that tragic day September 11, 2001 (Inlcuding WDHS own Nick Brandimarti)

Primary Resources

Supplementary Resources

WDTV 08 Youtube channel

Online Adobe Premiere and After Effect Tutorials

Technology Integration and Differentiated Instruction

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

Technology Integration

● **Google Products**

- o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

- o All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

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 - Discuss events of 911 and its impact on our Nation

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - tudents 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 -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

<u>**Week 1:**</u> Class discussion about thte events of 911.

Sample news footage as the day unfolded.

Students research on own content and organize

<u>**Week 2:**</u> Begin production phase of assignment

Gather content, interview family and teachers on memory of 911

Adobe Premiere quick tutorial recap

Assemble content intimeline and export final produciton

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Unit 2 2019: Morning Announcement Intro Production

Content Area: **Applied Tech**
Course(s): **VID TEC II**
Time Period: **Marking Period 1**
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 students to get back into the creative mode and refresh their skill with the creation of new morning announcements intro videos. Footage will be obtained from previous events filmed. School pride should be a major component of their production and their video should be advanced and eye catching. The more student edit the better they become. Its a skill that continues to grow as they try new and innovative techniques to

enhance their own projects

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 . . .

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

- Cut video clips, add transition, titles
- Finally students will learn how to use cameras, tripods and microphones and practice their skills in our Video Footage Assignment
- Location of tools, transitions, and various windows
- Music and voice ove
- Once filming has taken place, editing into a coherent, clean and professional production takes time

and practice.

- Safe Equipment Operation

- The production process is just that, a process that has a formula for success, and if they follow a few basic concepts, they too can have effective productions.

Critical Knowledge and Skills

Knowledge

Students will know:

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

Skills

Students will be able to:

- Add transitions, titles and aduio track
- Cut footage into useable clips
- Export final production for review
- Preview RAW footage
- assemble onto timeline

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: 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

WDTV 08 Youtube channel

Online Adobe Premiere and After Effect Tutorials

Technology Integration and Differentiated Instruction

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

Technology Integration

● **Google Products**

  ○ Google Classroom - Used for daily interactions with the students covering a vast majority of

different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

  - o All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

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 -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - tudents 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 -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Week 1: Introduce project, go over requirements and time constraints.

Discuss copywrite issues with youtube uploads.

Begin to gather RAW Footage

Week 2: Production Week - Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage, Edit audio into 30 or 60second tracks

Output final production

Week 3: Production Week - Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage, Edit audio into 30 or 60second tracks

Output final production

- Add Titles and transitions
- Edit RAW footage into timeline
- Edit audio into 30, or 60 second tracks
- Export completed production
- Gather content to be edited
- Organize and seperate usable footage
- Perform Sumative evaluation

Unit 3 2019: Independent Video Production

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

Standards

- 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.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.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

- How can a team or personal sprots highlight be beneficial to the individual athlete?

- How can a video production student use thier skills to earn money?

- How can you use the VT program to better prepare you for life after HS?

- What are some productions that are of high interest to the student body?

- What type of productions would the HS need this year?

Understandings

- Cut video clips, add transition, titles

- Finally students will learn how to use cameras, tripods and microphones and practice their skills in our Video Footage Assignment

- Location of tools, transitions, and various windows

- Music and voice ove

- Once filming has taken place, editing into a coherent, clean and professional production takes time and practice.

- Safe Equipment Operation

- The production process is just that, a process that has a formula for success, and if they follow a few basic concepts, they too can have effective productions.

Critical Knowledge and Skills

Knowledge

Students will know: what it take in terms of planning and editing to create a video production that is both comprenhsive, entertaining and has the ability to hold the viewers attention.

Skills

Students will be able to:

- Add transitions, titles and aduio track
- Cut footage into usable clips
- Export final production for review
- Preview RAW footage
- assemble onto timeline

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: 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 other

Supplementary Resources

WDTV 08 Youtube channel

Online Adobe Premiere and After Effect Tutorials

Technology Integration and Differentiated Instruction

 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

Technology Integration

● **Google Products**

- o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

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● **Additional Support Videos**

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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.

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❑   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.

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❑   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)

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❑   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 -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - tudents 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 -

GLOBAL AWARENESS - Students who upload production to class Youtube channel will be able to analyze global reach of thier video.

Learning Plan / Pacing Guide

<u>**Week 1:**</u> Introduce project, go over requirements and time constraints.

Demo Adobe After Effects and review online turoirals

Discuss copywrite issues with youtube uploads.

Begin to gather RAW Footage

<u>**Week 2:**</u> Production Week- Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage, Edit audio into 30 or 60second tracks

Assist as needed. Maintain productive environment by daily student interaction

<u>**Week 3:**</u> Production Week- Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage,

Assist as needed. Maintain productive environment by daily student interaction

<u>**Week 4:**</u> Production Week - Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage,

Assist as needed. Maintain productive environment by daily student interaction

<u>**Week 5:**</u> Production Week - Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage,

Assist as needed. Maintain productive environment by daily student interaction

Output final production

- Audio Dub
- Identify target audience
- Include Titles, GFX
- Edit into comprehensive production
- Gather RAW Footgae
- Use of equipment / DSLR HDV
- • Develope concept

Unit 4 2019: Homecoming Weekend Production Edit

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

Standards

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

- ECH.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.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.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

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

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

Week 1: Introduce project, go over requirements and time constraints.

Look & discuss student samples from previous years

Begin to gather RAW Footage

Week 2: Production Week- Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage,

Assist as needed. Maintain productive environment by daily student interaction

Unit 5 2019: Mr. West Deptford Edit

Content Area: **Applied Tech**
Course(s): **VID TEC II**
Time Period: **Marking Period 1**
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.9-12.1.2.12prof.Re9a   Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

- 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.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.

- 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 to 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

- 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 we mean when we ask that the video be in sync with the audio?

Understandings

- Cut video clips, add transition, titles
- How to access Adobe Premier and navigate through the program
- Location of tools, transitions, and various windows
- Music and voice over
- Once filming has taken place, editing into a coherent, clean and professional production takes time and practice.
- Safe Equipment Operation
- The production process is just that, a process that has a formula for success, and if students follow a few basic concepts, they too can have effective productions.

Critical Knowledge and Skills

Knowledge

Students will know: What it takes to create an entertaining, detailed and comprehensive highlight video production.

Skills

Students will be able to: edit raw footage including BTS clips into a compressed highlight video of the evenings contest. Music, graphics, transitions and effects will be included for added production value. All completed productions will be exported and a select few will be added to our Youtube channel for a global

reach of student productions.

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 Mr. West Deptford Contest

Primary Resources

RAW footage from the filming of the Mr. West Deptford contest.

Supplementary Resources

WDTV 08 Youtube channel

Online Adobe Premiere and After Effect Tutorials

Technology Integration and Differentiated Instruction

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

Technology Integration

● **Google Products**

- o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

- o All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

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 -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - tudents 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 -

GLOBAL AWARENESS - Uploaded Files to Youtube can be Analyzed globally from the analytics tab

Learning Plan / Pacing Guide

Week 1: Introduce project, go over requirements and time constraints.

Look & discuss student samples from previous years

Begin to gather RAW Footage

Week 2: Production Week- Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage,

Assist as needed. Maintain productive environment by daily student interaction

- Audio dub and soundtrack required
- Edit Mr. WD footage into usable clips
- Gather raw footage
- Must include titles & graphics
- Recap event into a max 12 minute highlight production
- include talent, formals and questions

Unit 6 2019: Volleyball Marathon Promo

Content Area: **Applied Tech**
Course(s): **VID TEC II**
Time Period: **Marking Period 1**
Length: **14 days**
Status: **Published**

Standards

- 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

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

- A.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.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 to students to use their editing skills to creat a highlight video of the Volleyball Marathon. 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

- 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 we mean when we ask that the video be in sync with the audio?

Understandings

- Cut video clips, add transition, titles
- How to access Adobe Premier and navigate through the program
- Location of tools, transitions, and various windows
- Music and voice over
- Once filming has taken place, editing into a coherent, clean and professional production takes time and practice.
- Safe Equipment Operation
- The production process is just that, a process that has a formula for success, and if students follow a few basic concepts, they too can have effective productions.

Critical Knowledge and Skills

Knowledge

Students will know: What it takes to create an entertaining, detailed and comprehensive highlight video production.

Skills

Students will be able to: edit raw footage including BTS clips into a compressed highlight video of the evenings contest. Music, graphics, transitions and effects will be included for added production value. All completed productions will be exported and a select few will be added to our Youtube channel for a global

reach of student productions.

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 Volleyball Marathon Event.

Primary Resources

RAW footage from the filming of the Volleyball Marathon, inlcuding interviews and check distribution.

Supplementary Resources

WDTV 08 Youtube channel

Online Adobe Premiere and After Effect Tutorials

Technology Integration and Differentiated Instruction

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

Technology Integration

● **Google Products**

- ○ Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- ○ GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

- ○ All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

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 -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - tudents 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 -

GLOBAL AWARENESS - Uploaded Files to Youtube can be Analyzed globally from the analytics tab

Learning Plan / Pacing Guide

Week 1: Introduce project, go over requirements and time constraints.

Look & discuss student samples from previous years

Begin to gather RAW Footage

Week 2: Production Week- Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage,

Assist as needed. Maintain productive environment by daily student interaction

- Audio dub and soundtrack required
- Gather raw footage
- Must include titles & graphics
- Recap event into a max 12 minute highlight production

Unit 7 2019: Prom Edit

Content Area: **Applied Tech**
Course(s): **VID TEC II**
Time Period: **Marking Period 1**
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 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 reinforce thier editing skills with the production of the West Deptford High School PROM highlight video. Students will sift throught RAW footage and creat a 5-6 minute highlight reel of the Pre-Prom and Prom to include an audio dub, titles, graphics and transitions and in some caes special affects. Students are to work cooperativility and use thier creativity and technilogical skills to create an entertaining highlight reel of this major event

Concepts

Essential Questions

- How can Adobe After Effects enhance the production value?
- How long are most viewers attention spans when vwatching a video?
- What are somne of youtube's restrictions as it pertains to copy write issues?
- What are song songs that are perfect for the prom edit?
- Why is it important to include both pre-prom and prom footage intot he completed production?

Understandings

- The production process is just that, a process that has a formula for success, and if students follow a few basic concepts, they too can have effective productions.
- Cut video clips, add transition, titles
- How to access Adobe Premier and navigate through the program
- How to post video to school Youtube channel
- Location of tools, transitions, and various windows
- Music and voice over
- Once filming has taken place, editing into a coherent, clean and professional production takes time and practice
- Safe Equipment Operation

Critical Knowledge and Skills

Knowledge

Students will know: What it takes to create an entertaining, detailed and comprehensive highlight video production.

Skills

Students will be able to: edit raw footage that includes both Pre Prom and the Prom footage into a compressed highlight video of the evenings dance. Music, graphics, transitions and effects will be included for added production value. All completed productions will be exported and a select few will be added to our Youtube channel for a global reach of student productions

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 WDHS Prom. Assessmets will be made using a rubric.

Primary Resources

Raw footage if the Pre-Prom and Prom that includes student interviews, game room prom court and event establishing shots.

Supplementary Resources

WDTV 08 Youtube channel

Online Adobe Premiere and After Effect Tutorials

Technology Integration and Differentiated Instruction

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

Technology Integration

● **Google Products**

○ Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
○ GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

○ All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

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 - tudents 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 - Upload selected productions to Youtube Channel and anylize Global reach

Learning Plan / Pacing Guide

-

Week 1: Introduce project, go over requirements and time constraints.

Look & discuss student samples from previous years

Begin to gather RAW Footage

Week 2: Production Week- Edit RAW Footge into timeline, add titles and transitions

Organize and seperate usable footage,

Assist as needed. Maintain productive environment by daily student interaction

Export Final prodution.

- Recap event into a max 3-5 minute highlight production
- Gather Raw footage
- Audio dub and soundtrack required
- Must include titles & graphics of Prom Court