Teacher: CORE VIDEO TELE PROD   Year: 2012-13

Course: VIDEO TELE PROD   Month: All Months

September

Camera Usage/Group Introduction

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How do you turn on a camera? How do you insert a tape? How do you record footage? How do you watch your footage? How do you hook your camera up to a television? How do you charge the camera's battery? Who are the people on your crew? What do they already know about video production? What do they want to learn? Do they have any special skills?	handi-cam operation group-member introductions	Properly turn on a Handi-cam. Properly insert a mini DV tape into the handi-cam. Properly record footage. Use record, auto focus and zoom buttons properly. Play back footage that has already been recorded and view it on the camera's LCD screen. Hook the correct AV cables from the correct ports on the camera to the correct inputs on the television. Turn the input on the television to the correct channel and play the video from the camera's play/edit mode. Correctly plug the charger into the right port on	Basic Camera Function Demonstration 9/10/2012 Group Introduction Video 9/12/2012	basic camera function demonstration introducing the "crew"	All students can properly use the basic functions of the handi-cam so that they can complete the projects assigned throughout the semester. Students become familiar with their crew members and can begin the process of working together.	A.1-Students will demonstrate effective communication skills in (a) writing and (b) speaking. A.5-Students will be creative producers in at least one area of the visual and performing arts. A.6-Students will demonstrate competency in technology. 3.14-Oral Presentation ~ Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices. 4.26-Vocabulary and Concept Development ~ Identify and use

		the camera.				correctly new words acquired through study of their different relationships to other words. IT.02.21-Understand issues of ergonomics and practice safe use of equipment. IT.03.15-Present information, ideas, and results of work using any of a variety of communications technologies (e.g., multimedia presentations, Web pages, videotapes, desktop-published documents). VA.01.10-Use electronic technology for reference and for creating original work VA.01.12-Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools VA.03.10-

						Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas VA.03.11-Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D workFor example, a student creates an expressive, yet recognizable, portrait or self-portrait in drawing, painting, sculpture, printmaking, film, photography, or computer graphics.

Camera Angles and Storytelling

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
What are the required elements of a story? What are the	story elements camera angles shot types in-camera editing techniques	Students demonstrate a working knowledge of the elements of a story	10-Camera Angle Story 9/20/2012	Camera Angles and Shot Types Elements of a Story	All students have a common vocabulary that they can use to describe	A.1-Students will demonstrate effective communication skills in (a)

most commonly used angles in video production (6) and how do you achieve them?

What are the most commonly used shot types (8) in video production and how do you achieve them?

When you are unable to use editing software, how do you edit your work in the field using only your camera? | | (character, setting, plot, conflict and theme) through the creation of a multi-angle/shot video project.

Students are able to use/create the following shots on their handi-cam: low angle, eye-level, high, worm's eye, canted and bird's eye. Students are able to use/create the following shot types: POV, two-shot, wide angle, tilted, long shot, establishing shot, medium shot and close-up. Students are able to rewind the footage on their mini-DV tape in the handi-cam to record over unwanted footage and maintain a flow in thier story. | | | their action with the camera.

All students are able to use a variety of camera angles and shot types in their films. All students are able to identify the elements of a story, and can translate them to film. Students can justify the use of these elements in creating a cohesive production. | writing and (b) speaking. A.3-Students will use creative, analytical, and critical thinking skills. A.4-Students will be independent learners. A.5-Students will be creative producers in at least one area of the visual and performing arts. A.6-Students will demonstrate competency in technology. 6.08-Formal and Informal English ~ Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups. 23.12-Organizing Ideas in Writing ~ Integrate all elements of fiction to emphasize the theme and tone of the story. 26.05-Analysis of Media ~ Analyze visual |

| | | | | | | or aural techniques used in a media message for a particular audience and evaluate their effectiveness. IT.03.15- Present information, ideas, and results of work using any of a variety of communications technologies (e.g., multimedia presentations, Web pages, videotapes, desktop- published documents). THEA.01.15- Demonstrate an understanding of a dramatic work by developing a character analysis THEA.01.17- Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble THEA.03.08- Stage informal presentations |

							for a variety of audiences VA.01.09-Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools VA.01.10-Use electronic technology for reference and for creating original work VA.02.15-Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood VA.03.10-Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas VA.03.11-Demonstrate the ability to portray emotions and

						personality through the rendering of physical characteristics in 2D and 3D workFor example, a student creates an expressive, yet recognizable, portrait or self-portrait in drawing, painting, sculpture, printmaking, film, photography, or computer graphics.

Action News/Editing Basics

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How can editing software improve the quality of your film? How can video (without the use of audio) capture the viewer's attention and inform the them of what they are about to see?	Logging and capturing footage Creating a project, creating a sequence, familiarizing with the browser, viewer, canvas and time line; importing files, editing using the razor and	Students will be able to open Final Cut Pro, create a new project, capture footage, create a sequence, edit clips in the time-line, add effects and transitions, play back the sequence, create titles, import music/sound, render and	Action News Intro 10/12/2012	Television News Broadcasting Final Cut Pro: Capturing Final Cut Pro: Editing media clips Final Cut Pro: Effects and transitions Final Cut Pro: Video Generators Final Cut Pro: Importing and Formatting Audio Final Cut Pro:	Students will be able to capture footage, perform basic editing skills and export media to a DVD. Students will have an introductory sequence for their NHS Action News program. Students will	A.1-Students will demonstrate effective communication skills in (a) writing and (b) speaking. A.3-Students will use creative, analytical, and critical thinking skills. A.5-Students will be creative producers in at least one area of the visual and

| | | pointer tools, linking and snapping, creating title screens, syncing clips, rendering, exporting

Creating a 10-20 second intro for the NHS Action News Program-- Using setting, mood, style and theme to inform the viewer. | export.

Students will be able to create and burn a DVD playable on commercial DVD players with a title menu using iDVD.

Students will be able to identify elements of an opening sequence in television broadcast journalism programming, and recreate some of these elements in their own opening sequence for the NHS Action News.

Students will begin to explore the elements of a story and the elements of design by using setting, style, mood and theme to inform the audience about the personality and content of | | Exporting Creating a DVD Presentation and Feedback | be able to begin identifying elements of a story and elements of design for use in their video productions. | performing arts. A.6-Students will demonstrate competency in technology. 4.26-Vocabulary and Concept Development ~ Identify and use correctly new words acquired through study of their different relationships to other words. 6.08-Formal and Informal English ~ Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups. 10.05-Genre ~ Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message. For example, students compare and contrast three reactions to Lincoln's death: Walt Whitman's poem, "O |

| | | | their news broadcast. | | | | Captain, My Captain,â€ Frederick Douglass's eulogy, and the report in the New York Times on April 12, 1865. They make specific contrasts between the impersonal newspaper report and the personal poem and eulogy and between the two personal genres. 11.05-Theme ~ Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes. For example, students analyze and compare selections from Russell Baker's Growing Up and Ed McClanahan's Natural Man, or from Gabriel Garcia-Marquez's Love |

							in the Time of Cholera and Reynold Price's Long and Happy Life, as variations on a theme.
							20.05-Consideration of Audience and Purpose ~ Use different levels of formality, style, and tone when composing for different audiences. For example, students write short personal essays on a variety of topics such as beliefs, goals, achievements, memories, heroes, or heroines. Students decide on an audience and purpose for their pamphlet, such as a résumé for a prospective employer, an introduction to their next year's teachers, or a gift for a family member. They discuss possible variations in topics, formality of language,

						and presentation that might be dictated by the different audiences, and then they write and revise their personal essays in accordance with the discussions they have had and the criteria they have developed. They design and create their pamphlets and send their published work to the intended audience. 26.05-Analysis of Media ~ Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness. 26.06-Analysis of Media ~ Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them. For example, on computers students go to web sites such

							as the National Park Service that are visual and nonlinear in nature. They evaluate the effectiveness of the visual design and the accuracy and organization of the text and visual information 27.06-Production ~ Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. For example, in preparation for a local election, students in a television production class prepare for a debate among the candidates. They write an introductory script and questions for the candidates, then plan how they will use three cameras: a wide-angle view of all candidates on stage; a close-

						up view of each candidate for answers and reaction shots; and reaction shots of the audience. 27.07- Production ~ Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication. 27.08- Production ~ Create coherent media productions that synthesize information from several sources. For example, students create web pages that demonstrate understanding of the social or political philosophy of several writers of a historical period, a literary movement, or public issue. IT.01.38- Identify and use methods for transferring,

							downloading, and converting graphic, sound, and video files. Use different graphic file formats where appropriate (e.g., PICT, TIFF, JPEG). IT.01.40-Use a variety of external peripherals (e.g., printers, Zip drives, scanner, digital camera) and understand how they connect to a computer. IT.01.45-Import/export and link data between database and other applications. IT.02.16-Identify ways in which technology is used in the workplace and in society. IT.02.17-Demonstrate a clear understanding of the school's Acceptable Use Policy. IT.02.21-Understand issues of ergonomics and

							practice safe use of equipment. IT.03.15-Present information, ideas, and results of work using any of a variety of communications technologies (e.g., multimedia presentations, Web pages, videotapes, desktop-published documents). IT.03.17-Import graphics, photos, and other media into report or presentation, citing sources appropriately. IT.03.19-Demonstrate how specialized technology tools can be used for problemsolving, decision-making, and creativity (e.g., simulation software, environmental probes, computer-aided design, geographic information systems,

							dynamic geometric software, graphing calculators, art and music composition software). THEA.01.17-Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble THEA.04.11-Participate as a member of a technical crew or a management team for a mainstage production THEA.05.13-Use group-generated criteria to assess their own work and the work of others THEA.05.14-Demonstrate objectivity in assessing their personal abilities and creative endeavors VA.01.09-Demonstrate the ability to create 2D and 3D

						works that show knowledge of unique characteristics of particular media, materials, and tools VA.01.10-Use electronic technology for reference and for creating original work VA.01.12-Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools VA.01.13-Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects VA.02.15-Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood

						VA.02.17-Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style VA.03.10-Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas VA.03.11-Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D workFor example, a student creates an expressive, yet recognizable, portrait or self-portrait in drawing, painting, sculpture, printmaking, film, photography, or computer

							graphics. VA.04.09- Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings VA.04.14- Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles VA.05.10- Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work

NHS ACTION NEWS

October

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
	Students create an up-to-the-minute news broadcast for the week. In their news crews they	Set-up studio (set). Set-up studio (cameras).	NHS Action News 10/19/2012	Action News Pre-production Field reporting Editing w/	Student can indentify style, function, language, theme and genre of varying news	

		are assigned a week of the semester to cover. They cannot start their news segment until Monday of that week and the news airs on Friday. Monday and Tuesday are spent filming, Wednesday evening they film the anchoring for the news segment, and Thursday they do their editing and adding of last minute content. Students start their news segment with thier News Intro. that they created previously in the semester.	Capture footage and edit in real-time using the linear editing board.

Operate microphone and sound board. Check for proper sound levels.

Adjust lighting to compliment anchors and studio set.

Interviewing for news broadcast.

Filming action footage.

Anchoring for news broadcast.

Final Cut Pro: Adjusting audio levels

Final Cut Pro: Applying Video Filters | | Linear Editing Board Anchoring | broadcasts.

Students can perform the basic functions of the linear editing board and capture footage for their news reel.

Students can execute proper studio set-up (editing, lighting and sound equipment; studio set).

Students produce an oral presentation that demonstrates audience awareness and proper presentation techniques (projection, enunciation, facial expression).

Studnets expereience editing time-sensitive material under pressure. They can identify the risks involved, trouble shoot problems and ideally prevent such problems in | |

					future productions. Students understand the concept of libel and defamation of character.	