DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

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VIDEO PRODUCTION I

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APPROVED: June 24, 2003

DARIEN PUBLIC SCHOOLS

BOARD OF EDUCATION

CURRICULUM GUIDE AUTHORS

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DATES

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SECTION I - Course Information

STATEMENT OF PHILOSOPHY

Video production has a tremendous impact on our society. Media literacy is a need that has been written about in education journals and state curriculum projects. "Media literacy is concerned with helping students develop an informed and critical understanding of mass media, the techniques used by them and the impact of these techniques…[It] also aims to provide students with the ability to create media products"(Barry Duncan, Ontario Ministry of Education). The Connecticut Framework includes media literacy skills in both Technology Education and Learning Resources. Virtually every American college has a communications major and many of our students are interested in careers in the communications industry. This course would not only appeal to technologically oriented students, but also to artistic and theatrically oriented students. Since the design for the new high school has a TV studio, Video Production would serve as an introduction to a series of more advanced courses utilizing all of the resources of the TV studio.

PROGRAM GOALS

In addition to critical viewing skills, students will acquire: pre-production skills such as scriptwriting and storyboarding; technical video production skills such as camera operation, audio production, and lighting techniques; and post-production editing skills such as special effects and character generation. The course will also promote the following skills: critical thinking, collaboration, problem-solving, and interdisciplinary thinking, written and oral communication, research and time management.

OVERVIEW

The course will include units on the history of visual media and media literacy. Students will be instructed in all phases of video production and will demonstrate a minimal competency in all phases of production. Students will be required to produce a public service announcement, a documentary, or oral history project, a commercial and one special feature.

PROCESS SKILLS

- Reading (Comprehending) Equipment manuals

- Writing and Language Mechanics- Scriptwriting and Storyboarding

- Speaking- On-Camera

- Listening

- Viewing- Critical viewing of videos

- Studying-

- Reasoning and Reflecting- Problem-solving skills

- Using Learning Resources and Technology- Project related

- Working Independently and Collaboratively- Independent and group projects

- Designing- Course projects

- Creating- Course projects

- Performing- On camera

- Camera Techniques

- Audio Techniques

- Lighting Techniques

- Editing Techniques

STUDENT PERFORMANCE SUMMARY

Journal- Time log, group interaction, problem-solving

Demonstration- Equipment proficiency

Oral Presentation with Visuals (story board, overhead transparencies, Power Point, Internet site, etc.)-

Portfolio- Representative course projects

Model with Written Explanation- See course rubrics

Interview-

Specific Video Techniques-

Broadcast on Educational Access-

GRADING GUIDELINES

Category	Expectations of Students	% of Report Card Grade
Homework	100 % of all assignments	10%
Notebook	All notes maintained	10%
Quizzes/Tests	All quizzes and tests taken	15%
Final Exams	Exam completed	10%
Performance Tasks	Demonstrated proficiency	15%
Class Participation	Regular attendance and involvement in class discussions	20%
Portfolio	Completed with representative samples	20%

SECTION II – Units of Study

SUMMARY OF UNITS

List units of study and duration

Unit	Title	Duration (Weeks)
Unit 1:	**Media Literacy**	1 Week
Unit 2:	**Camera Techniques**	1 Week
Unit 3:	**Interviewing Techniques**	1 Week
Unit 4:	**Storyboarding and Scriptwriting**	2 Weeks
Unit 5:	**Video and Audio Editing**	2 Weeks
Unit 6:	**Lighting**	1 Week
Unit 7:	**News Project**	2 Weeks
Unit 8:	**Video Projects Workshop**	8 Weeks

UNIT 1 TITLE- Media Literacy

This unit is not a discrete unit, but portions of this unit will be interspersed throughout the course. Students will explore job opportunities in the field of broadcast communications and examine public opinion and propaganda, copyright and privacy issues, racial and gender bias, as well as ethical standards in the media.

Expectations from Mission Statement:

Academic 5 – Views multi-media materials actively and critically
Academic 14 – Demonstrates the skills and knowledge necessary to meet the demands of a changing employment market
Academic 18 – Increases his/her understanding of aesthetic value and quality
Academic 20 – Accesses and evaluates information efficiently and critically
Social 5 – Participates effectively and efficiently in groups to pursue and generate information
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 3 – Explores, discusses, and questions the moral issues that arise within the context of his/her day
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

Darien Standards:

STANDARD # 4:
   Students will evaluate information critically and competently.
STANDARD # 7:
    Students will use information resources responsibly, legally and ethically.

State Standards

LRIT #7:   Students will demonstrate the responsible and legal use of information resources, computers and other technologies, recognizing the attendant social, economic and ethical issues.

National Standards

Information Power-

Standard 7 – The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society

Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9-The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

CONTENT KNOWLEDGE OBJECTIVES:

Initial Understanding
Students will increase awareness of ethical standards, history, bias, point of view, copyright, plagiarism, critical viewing, privacy, responsibility, video jobs, careers, and appreciation of the video media.

Developing an Interpretation
Students will be able to indentify ethical standards and social concerns surrounding the video medium.

Making Connections
Students will have an awareness of career opportunities associated with video production

Taking a Critical Stance
Students will view media with a critical eye discerning examples of bias, point of view, propaganda, advertising and purpose.

VOCABULARY

Jobs, bias, ethical standards, plagiarism, copyright, propaganda, perspective, purpose, privacy, etc.

ACTIVITIES

Viewing, discussing, reading
For example: Reading articles about the purpose of television advertising, discussing the advantages of cable versus broadcast television advertising and viewing and analyzing Super Bowl Commercials

PERFORMANCE ASSESSMENT

Students will be able to recognize bias, point of view, quality, etc.
History of TV, know job descriptions – Quizzes, presentations of group discussions and demonstrations

CAREER AWARENESS (where appropriate)

Broadcast communications careers

CORE TEXT FOR STUDENTS

Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Magazines: Videomaker
Books: Media Literacy by James Potter 302.23 POT, Video Communication and Production 384.55 STI,
Videos: History of Television VID 384.55 HIS

MATERIALS AND SUPPLIES

Handouts (See appendices)

UNIT 2 TITLE- Camera Operation

Essential Question 1- How can camera techniques influence the viewer?

Essential Question 2- How can camera techniques communicate clearly?

Expectations from Mission Statement
Academic 1- Reads actively and critically for a variety of purposes
Academic 4 – Listens actively and critically
Academic 5 – Views multi-media actively and critically
Social 5 – participates effectively and efficiently in groups to pursue and generate information
Civic 2 – demonstrates mutual respect for all members of the school and town community
Ethical 1- acts responsibly and respectfully toward him/herself and others

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding – Students will gain knowledge of camera parts and operations through reading manuals and hands-on activities

Developing an Interpretation- Students will demonstrate their knowledge of camera angles and effects by making a demonstration video

Making Connections- Students will be able to recognize camera angles and effects while viewing feature films, and broadcast television.

State content through which students will be able to evaluate, judge and order.
Ethical standards, history, bias, point of view, copyright, plagiarism, critical viewing, privacy, responsibility, video jobs, careers, appreciation

Expectations from Mission Statement:

Academic 1- Reads actively and critically for a variety of purposes
Academic 4 – Listens actively and critically
Academic 5 – Views multi-media actively and critically
Social 5 – participates effectively and efficiently in groups to pursue and generate information
Civic 2 – demonstrates mutual respect for all members of the school and town
community
Ethical 1 – Acts responsibly and respectfully toward him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 4 – Demonstrates sensitivity to and respect for the perspectives, opinions, needs and customs
of others

Darien Standards:

STANDARD # 1
   Students will clearly define information needs and identify effective actions needed for research,
problem solving and pursuing personal interests.
STANDARD # 5
   Students will use appropriate techniques to effectively communicate ideas, information or
conclusions.\
STANDARD # 6
   Students will reflect upon and evaluate the effectiveness of their own performance

State Standards:

LRIT 5 – Students will use appropriate technologies to create written, visual, oral and multimedia
products to communicate ideas, information or conclusions to others.
LRIT #7 Students will demonstrate the responsible and legal use of information resources,
computers and other technologies, recognizing the attendant social, economic and ethical issues.
Tech Ed 7 – Students will understand and be able to effectively apply physical, graphic and
electronic communications techniques in processing, transmitting, receiving and organizing
information
National Standards:

Information Power

Standard 9 The student who contributes positively to the learning community and to society is
information literate and participates effectively in groups to pursue and generate information

Vocabulary:
Focusing Techniques: auto vs. manual focus; depth of field

White balance

Shot composition
>   Rule of thirds
>   Framing subjects
>   Shot Terminology:
>>   CU
>>   One shots
>>   XCU
>>   Lead room
>>   Long shot
>>   Medium shot
>>   Headroom
>>   Leadroom
>
>   High Angles
>   Low Angles

Camera movements
>   Pan
>   Dolly
>   Tracking
>   Tilt
>   zooming - digital vs. optical; reverse, forward

Shooting Log

Assessment :

Instructional Video #1: Shot Composition and Camera Movements

Resources for use by students:
http://www.siggraph.org/education/materials/HyperGraph/animation/cameras/traditional_film…
Class handouts

Unit 3: Interviewing Techniques

Expectations from Mission Statement:

Academic 1 – Reads actively and critically for a variety of purposes
Academic 2 – Writes effectively
Academic 3 - Speaks effectively
Academic 4 – Listens actively and critically for a variety of purposes
Academic 20 – Accesses and evaluates information efficiently and critically
Social 5 – Participates effectively and efficiently in groups to pursue and generate information
Ethical 1 – Acts responsibly and respectfully toward him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 3 – Explores, discusses, and questions the moral issues that arise within the context of his/her day
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

Darien Standards:

STANDARD # 4-
Students will evaluate information critically and competently.
STANDARD # 5-
Students will use appropriate techniques to effectively communicate ideas, information or conclusions.

State Standards

LRIT #6- Students will evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem solving and communication

National Standards:

From Information Power:

Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

Goal: Students will prepare, conduct and videotape an interview using proper camera and interview techniques.

Interviewing Techniques-

Choosing and inviting a subject – appropriate contact
Researching topical concerns-
Questioning skills-
Listening skills-
Eye contact-
Release form
Ethical concerns
Privacy concerns
Setting up for sound

Shooting Interviews http://.film-and-video-production.com/pages/articles/prod/pages/9/9.htm

Advice on Videotaping interviews:
http://pblmm.k12.ca.us/TechHelp/VideoHelp/bProduction/AdviceOnInterviews.html

Unit 4 Storyboarding and Scriptwriting

Expectations from Mission Statement

Academic 2 – Writes effectively
Social 5 – Participates effectively and efficiently in groups to pursue and generate information
Ethical 3 – Explores, discusses, and questions the moral issues that arise within the context of his/her day
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

Darien Standards:

STANDARD # 4
   Students will evaluate information critically and competently.
STANDARD # 7
    Students will use information resources responsibly, legally and ethically

State Standards:

LRIT #7 Students will demonstrate the responsible and legal use of information resources, computers and other technologies, recognizing the attendant social, economic and ethical issues.
Tech Ed 7 Students will understand and be able to effectively apply physical graphic and electronic communications techniques in processing, transmitting, receiving and organizing information.

National Standards:

From Information Power:

Standard 7 – The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society
Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

Goal: Students will work cooperatively to develop a storyboard with a script for the production of a public service announcement

Vocabulary: Storyboard, script, transitions, fades, dissolves, wipes, cut, jumpcut

<u>Activities</u>:
Collaboratively:
Choose a subject
Research the subject
Develop a sequence – storyboard
Write a script
Choose transitions
Shoot the PSA using proper format

Assessment: Rubric
Logs, Group Dynamics, Match of storyboard to product, effectiveness of communication

Resources: Scripts and Storyboards

http://pblmm.k12.ca.us/TechHelp/Storyboarding.html

Course handouts

Unit 5 Video and Audio Editing

Expectations from Mission Statement:

Academic 1- Reads actively and critically for a variety of purposes
Academic 2- Writes effectively
Academic 3- Speaks effectively
Academic 5 – Views multi-media materials actively and critically
Academic 6- Reasons effectively and solves problems
Academic 7- Participates in a variety of art forms
Academic 21- Applies knowledge in real world contexts
Social 1- Develops positive interpersonal skills
Social 5 – Participates effectively and efficiently in groups to pursue and generate information
Ethical 1- Acts responsibly towards him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

Darien Standards:

STANDARD #5-
Students will use appropriate techniques to effectively communicate ideas, information or conclusions

State Standards:

LRIT #4- Students will apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information
LRIT #7 - Students will demonstrate the responsible and legal use of information resources, computers and other technologies, recognizing the attendant social, economic and ethical issues.
Tech Ed #7- Students will understand and be able to effectively apply physical, graphic, and electronic communications techniques in processing, transmitting, receiving, and organizing information

National Standards:

From Information Power:

Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
Standard 9 The student who contributes positively to the learning community and

to society is information literate and participates effectively in groups to pursue and generate information

Goals: Students will compose a commercial using the Casablanca editing console and demonstrate their proficiency in audio and video editing and the skills used in all of the preceding units.

Vocabulary: see Casablanca manuals, additional transition names, mixer, decibel levels, tracks, lead time, exit time, sound effects, natural sound, mood, continuity

Sound : Music and natural sound – selling a mood, emotions
Effects of various transitions
Continuity editing (montage)

http://www.thirteen.org/edonline/lessons/editing/index.html
Equipment manuals
.

Unit 6- Lighting Techniques-
List Expectations from Mission Statement

Academic 1- Reads actively and critically for a variety of purposes
Academic 5 – Views multi-media materials actively and critically

List Darien Standards addressed in this unit (to be written as part of revision processes):

List State Standards addressed in this unit (to be written as part of revision processes):

List National Standards addressed in this unit (to be written as part of revision processes):

Goals:

The students will use appropriate lighting techniques to light a studio news program.

The students will design a news studio set.

Vocabulary:

Key light
Barn doors
Gels
Scoop
Light meter
Reflector
Diffusers
Spot light
Back lighting
Flood light
Natural light
Flags
Contrast
Fill light
gaffer

Activities:

Students will videotape segments using natural light, 3-point lighting, reflected light, diffused light, etc.

Performance Assessment:

Students will critique one another's lighting and design schemes using a rubric.

Core Texts:

Course handouts

Unit 7: Group Project- News Show

List Expectations from Mission Statement:
Academic 1- Reads actively and critically for a variety of purposes
Academic 2- Writes effectively
Academic 3- Speaks effectively
Academic 5 – Views multi-media materials actively and critically
Academic 6- Reasons effectively and solves problems
Academic 7- Participates in a variety of art forms
Academic 21- Applies knowledge in real world contexts
Social 1- Develops positive interpersonal skills
Social 5 – Participates effectively and efficiently in groups to pursue and generate information
Ethical 1- Acts responsibly towards him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.
List Darien Standards addressed in this unit (to be written as part of revision processes):
STANDARD #5-
Students will use appropriate techniques to effectively communicate ideas, information or conclusions
List State Standards addressed in this unit (to be written as part of revision processes):
LRIT #4- Students will apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information
LRIT #5- Students will use appropriate technologies to create written, visual, oral and multi-media to communicate ideas, information or conclusions to others
LRIT #7 - Students will demonstrate the responsible and legal use of information resources, computers and other technologies, recognizing the attendant social, economic and ethical issues.
Tech Ed #7- Students will understand and be able to effectively apply physical, graphic, and electronic communications techniques in processing, transmitting, receiving, and organizing information
List National Standards addressed in this unit (to be written as part of revision processes):
Information Power – Standard 7 – The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society
Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

Goals:

The students will collaboratively produce a news program using proper television studio terminology and techniques.

The students will utilize proper scriptwriting, storyboarding, interviewing, camera, audio, lighting, and editing techniques.

Vocabulary:

Director
Floor manager
Talent
Audio technician
Special effects engineer
Lighting technician

Activities:

Students will analyze local and national news broadcasts.
Students will view Fox 61's educational news videos.
Students will break into two production teams.
Students will produce an individual segment for their teams' production.
Production teams will collaboratively produce a script for a news program.
Production teams will design a news set using proper lighting techniques.
Production teams will edit and produce a news show using proper audio techniques.
Students may submit news stories for broadcast on Fox 61.

Assessment:

Final project evaluated by video news program rubric.

Cooperative Rubric for Teams-

Listening	Questioning	Persuading	Helping	Participating
Experienced- Listens to each members ideas and piggybacks off others' ideas.	Experienced- Interacts, discusses and poses questions to all.	Experienced- Uses compelling ideas and logic to persuade one another.	Experienced- Shows a high level of cooperation, encouragement and support.	Experienced- All members actively participate, collaborate and share.
Capable- Listens to each other and are respectful and encouraging.	Capable- Discusses and poses thinking questions.	Capable- Exchanges some ideas with some discussion.	Capable- Shows a helpful climate working on a common goal.	Capable- Develops cohesive climate by delegating tasks efficiently.
Developing- Gives the appearance of listening.	Developing- Asks questions focused on tasks issues.	Developing- Recognizes good ideas.	Developing- Shows an effort to work together.	Developing- Makes an effort to work together but lacks sufficient team skills.
Emergent- Doesn't pay attention to one another.	Emergent- Doesn't ask questions.	Emergent- Accepts ideas and comments without discussion.	Emergent- Shows little or no sign of helping one another.	Emergent- Works independently or is dominated by a single member.

Unit 8: Independent Study

List Expectations from Mission Statement

Academic 1- Reads actively and critically for a variety of purposes
Academic 2- Writes effectively
Academic 3- Speaks effectively
Academic 5 – Views multi-media materials actively and critically
Academic 6- Reasons effectively and solves problems
Academic 7- Participates in a variety of art forms
Academic 21- Applies knowledge in real world contexts
Social 1- Develops positive interpersonal skills
Social 5 – Participates effectively and efficiently in groups to pursue and generate information
Ethical 1- Acts responsibly towards him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.
List Darien Standards addressed in this unit (to be written as part of revision processes):
STANDARD # 4
  Students will evaluate information critically and competently.
STANDARD # 7
    Students will use information resources responsibly, legally and ethically
List State Standards addressed in this unit (to be written as part of revision processes):
LRIT #4- Students will apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information
LRIT #5- Students will use appropriate technologies to create written, visual, oral and multi-media to communicate ideas, information or conclusions to others
LRIT #6- Students will evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem solving and communication
LRIT #7 - Students will demonstrate the responsible and legal use of information resources, computers and other technologies, recognizing the attendant social, economic and ethical issues.
Tech Ed #7- Students will understand and be able to effectively apply physical, graphic, and electronic communications techniques in processing, transmitting, receiving, and organizing information
List National Standards addressed in this unit (to be written as part of revision processes):
Information Power
Standard 7 – The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society
Standard 8 – The student who contributes positively to the learning community

and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9- The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

Goals:

Students will propose, design, develop and complete a video project of their own.

        Projects will be approved and assessed according to the following criteria:
                Creativity
                Scope
                Purpose
                Planning
                Production skills
                Value to community

Vocabulary:

Cumulative

Activities:

Students will keep a log of their activities and group interaction throughout their projects.
Students will meet once a week as a seminar to collaborate on each others' projects.
Students will produce technologically sound video projects.
Sample approved projects include:
        Sports videos
        Music videos
        Video Yearbook
        Plays
        News shows
        Demonstrations
        Documentaries
        Speaker series

Assessment:

Evaluated according to video rubrics.
Peer evaluations
Demonstration

Storyboarding Rubric-

Technical:	Purpose:	Organizational:	Communication:
Experienced-Shows finely detailed shots, transitions, lighting, script, timing and terminology.	Experienced-Script and visuals clearly meet the purpose of the presentation.	Experienced-SB is organized in a logically consistent and thoughtful manner.	Experienced-SB demonstrates creativity and understanding of the video medium.
Capable-Shows shots, transitions, lighting, script, timing and terminology.	Capable-Script and visuals meet the purpose of the presentation.	Capable-Organizes information logically.	Capable-Demonstrates understanding of the video medium.
Developing-Shows most shots, transitions, time script and lighting.	Developing-Script and visuals meet some of the purpose of the presentation.	Developing-Shows some organizational skill.	Developing-Shows some understanding of the video medium.
Emergent-Shows minimal details.	Emergent-Script and visuals do not meet purpose.	Emergent-Shows little organizational skill	Emergent-Shows minimal understanding.

RELATED GOALS and STANDARDS

List all Darien Standards for this subject discipline

Provide relevant sections of The Connecticut Framework – K-12 Curriculum Goals and Standards

Include national standards, as appropriate

SECTION IV - Learning Resources

SUPPLEMENTAL RESOURCES

Citizen Kane VID 791.43 CIT
Vertigo
Hearts and Minds VID 959.704 HEA
The Candidate VID 791.4372 CAN
Wag the Dog
History of Television VID 384.55 HIS
Broadcast Television Industry VID 384.55 BRO
Cable TV Industry and Beyond VID 384.55 CAB
TV News Gathering and Reporting VID 384.55 TV
Fox 61 Student News Program Overview
Fox 61 Student News: How to Gather the News and the Top 10 reasons why your video
didn't get aired
On Video VID
Books:
The Computer Videomaker Handbook 778.59 COM
Firewire Filmaking 791.45 SMI
Video Production for School Library Media Specialists 027.8 MCC
Reading, Writing and TV: A Video Handbook for Teachers
Video Communication and Production 384.558 STI
Making Documentaries and Reality Videos 778.599 HAM
Editing Digital Film 778.535
Equipment Manuals