

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Introduction to Video Production
June 2016

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Overview

Introduction to Video Production is a semester course open to students in 10th, 11th, and 12th grade and is worth .5 credit. This course emphasizes the technical and aesthetic aspects of video production and the responsibility factor of using the equipment. Students in this course will be introduced to basic camera, audio and equipment terminology and functions. Students will study and practice various cinematic elements and effects including camera operation and editing. In addition, this course will focus on the artistic and creative component of creating video media. Students will experience all aspects of production including planning, filming, and editing using various software. Students are expected to do hands-on participation and be involved in several roles and phases of video production with the intention of creating media projects. Students will learn how using media also aids in their research and study in their courses. Students may also choose to participate in the summer reading activity for extra credit (in the fall semester).

Pacing Guide

Unit #	Title	Weeks	Pages
1	Expectations, Responsibility, and Ethics	2	6-8
2	Elements of Photography	4	9-11
3	Pre-Production	5	12-14
4	Post-Production	5	15-17

New Milford Public Schools

<p>Committee Member(s): Alessandro Amenta, Jeffrey Bronn</p> <p>Unit Title: Expectations, Responsibility, and Ethics in Video Production</p>	<p>Course/Subject: <i>Introduction to Video Production</i></p> <p>Grade Level: 10, 11, 12</p> <p># of Weeks: 2</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.CCRA.W.4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • <u>CCSS.ELA-LITERACY.CCRA.SL.1</u>: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Safety is the top priority in the production process • Using filming equipment is an important responsibility and commitment for students • Maintenance and management of studio equipment is a shared responsibility • Equipment that is well-maintained saves costs and increases production • Ethical and appropriate decision-making are essential to a filmmaker's credibility and respect 	<ul style="list-style-type: none"> • What safety measures need to be followed in studio and field production? • How can equipment be well-maintained? • What is ethical filmmaking? • What ethical situations and dilemmas are experienced in the production process? • How does studio environment affect the success of a production? • Why is shared responsibility necessary for success in the studio?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Cameras and other filming equipment such as tripods and lighting must be properly maintained, stored, and charged (if applicable) • All school rules and policies must be applied when creating media for school or for a school audience • Inappropriate language and behaviors either in front of or behind the camera is strictly prohibited • The perspectives of all members of the school community must be strongly considered when creating media • Classroom procedures must be followed in order to ensure maximum efficiency • Safety procedures and measures must be followed and assessed before 	

beginning any stage of production

- Filming, producing, and presenting inappropriate content will result in negative consequences for all those involved

Students will be able to do the following:

- Assess the safety conditions and equipment before beginning to film both in the studio and in the field
- Take safety precautions when planning a production by considering whether or not any equipment being used may be unsafe and if film crew and actors will be placed in situations where physical harm is a possibility.
- Follow protocol when seeking permission to film certain persons or in a certain area
- Halt production in scenarios where school rules and policies may be violated
- Eliminate content in any stage of the production process that may be deemed offensive or inappropriate by the audience
- Know how each piece of equipment must be properly used, maintained, and stored
- Follow established classroom procedures to prevent any conflict over roles, space, production equipment, and/or computer software.
- Manage the computer and software by doing the following: download content for course productions only; respect the content of others; close programs when not in use; follow a schedule of computer use; remove and store input devices such as memory cards and USB cables when not in use

Character Attributes

- Responsibility
- Respect
- Trustworthiness

Technology Competencies

- Google Education Suite

Develop Teaching and Learning Plan

Teaching Strategies:

- Establish safe and respectful classroom environment
- Demonstrate maintenance of various models of camera equipment
- Provide copies of manuals for proper equipment use
- Create a chart of classroom procedures
- Read and review school rules and policies
- Pose filming scenarios for students to determine level of appropriateness
- Show examples of previous student videos that may have been deemed

Learning Activities:

- Evaluate various situations of ethical and unethical filmmaking
- Develop a maintenance schedule of filming equipment
- Develop a schedule for computer and software usage
- Conduct a safety inspection of the studio following proper guidelines
- Conduct a safety inspection of a field location following proper guidelines
- Read and discuss school rules and policies regarding profanity and harassment
- Create charts, posters, and/or signs for proper maintenance and storage of studio equipment

<p>inappropriate or unethical</p> <ul style="list-style-type: none"> • Provide list of potential safety risks on and off camera • Model how to assess the condition of a location for safety precautions 	
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Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Code of Ethics and Responsibility in Video Production</p> <p>Role: Studio Manager</p> <p>Audience: Studio Employees</p> <p>Situation: Draft a comprehensive agreement of safety procedures and ethical behavior to be signed and followed by all members of the studio team</p> <p>Product or Performance: Approved, comprehensive, and signed Code of Ethics and Responsibility</p> <p>Standards for Success: Code considers all safety measures, equipment responsibility, and ethical behaviors</p>	<ul style="list-style-type: none"> • Application of reviewed safety guidelines • Application of reviewed school rules and policies • Application of reviewed equipment usage and management • Practice of following classroom procedures • Input and agreement from all members of the studio team
Suggested Resources	
<ul style="list-style-type: none"> • Ascher, Steven, and Edward Pincus. <i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age</i>. New York: Plume, 2013. Print. • "Code of Ethics in Film." <i>Tech Media Ethics</i>. N.p., 03 Dec. 2013. Web. 03 June 2016. 	

<p>Committee Member(s): Alessandro Amenta, Jeffrey Bronn</p> <p>Unit Title: Elements of Photography</p>	<p>Course/Subject: <i>Introduction to Video Production</i></p> <p>Grade Level: 10, 11, 12</p> <p># of Weeks: 4</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.CCRA.R.1</u>: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • <u>CCSS.ELA-LITERACY.CCRA.R.7</u>: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Elements of photography are essential for effective video production • Cinematography is an art form that involves both creativity and skill • Creating quality images is an involved process requiring patience, skill, and consideration for audience • The aesthetic value of a photograph is determined by its composition of various technical elements • Composition of a photograph involves planning and application of elements of photography 	<ul style="list-style-type: none"> • Why is the knowledge and practice of photography necessary for success in video? • What is the relationship between photography and video? • What makes an aesthetically pleasing photograph? • Why is cinematography an art form? • What content skills are necessary in producing quality photography? • What personal skills are necessary in producing photography?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Terms of photography including framing, color balance, backlight, aspect ratio, aperture, rule of thirds, and white balance. • The Rule of Thirds is a concept that divides a frame into 9 sections to create reference points which are applied to various subjects • Framing is a technique that draws the viewer's eye to a specific subject within the photo • Six main types of shots: extreme wide shot/ wide shot/ mid shot/ medium close up/ close up/ extreme close up • Different types of shots give different meaning to a specific subject • Lighting plays a key role in the effectiveness of photo including natural and artificial • A photographer must plan a shot by considering light, color, angle, and frame 	

- A good photographer experiments with various types of shots of the same subject and does not settle on the initial one
- Elements of good photography are the same as good cinematography
- A filmmaker must consider the same aesthetic elements when creating a film as a photographer including audience perspective

Students will be able to do the following:

- Plan a shoot to produce the best possible photos of a subject
- Take a variety of photographs using the reference points from the Rule of Thirds
- Take a photo in which the subject is framed by other objects in the photo
- Use proper lighting and focus to create an aesthetic photograph
- Take photos using all six main types of shots
- Identify the similarities in elements and techniques of a photograph and a still-frame from a video

Character Attributes

- Respect
- Responsibility
- Citizenship

Technology Competencies

- Google Education Suite

Develop Teaching and Learning Plan

Teaching Strategies:

- Show examples of photos and identify various elements of composition
- Provide a checklist of what a photographer does to plan a shot for a specific subject
- Model how a photographer plans and takes several shots for the best possible effect
- Divide several photos by the Rule of Thirds and identify reference points
- Show examples of six main types of shots along with the photographer plans for each shot
- Demonstrate use of framing a subject
- Model close reading analysis of various images

Learning Activities:

- Analyze the aesthetic qualities in several photos
- Analyze various images through close reading
- Experiment with each type of shot on a similar object or person
- Experiment with the various reference points from the Rule of Thirds on a similar object or person
- Write out a list of steps to be taken when planning a shot
- Practice the various steps when planning a shot
- Take a clear and aesthetic photo of a subject in a dimly lit area
- Take a clear and aesthetic photo of a subject in natural light
- Evaluate the various photos taken by classmates throughout the unit
- Tell a narrative using photos

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Produce an aesthetic photo of a school event</p> <p>Role: Photojournalist of the school newspaper</p> <p>Audience: Readers of the school newspaper</p> <p>Situation: Photojournalist assigned to covering a particular school event</p> <p>Product or Performance: Photo of the Event</p> <p>Standards for Success: The editorial staff of the school newspaper approves and publishes the photo</p>	<ul style="list-style-type: none"> • Photographer has considered Rule of Thirds in the accepted photo • Photographer effectively frames the subject of the photo • Photo is clear with proper lighting • Elements of the photo capture the meaning and essence of the event
Suggested Resources	
<ul style="list-style-type: none"> • Ascher, Steven, and Edward Pincus. <i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age</i>. New York: Plume, 2013. Print. • Barsam, Richard. <i>Looking at Movies</i>. • Blofield, Robert. <i>How to Make a Movie in 10 Easy Lessons</i>. Print. • Boggs, Joe. <i>The Art of Watching Films</i>. • Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. <i>An Introduction to Film Genres</i>. Print. • Golden, John. <i>Reading In The Dark</i> • Monaco, James. <i>How to Read a Film</i> • "Photography 101: The Rules and Elements of Composition." <i>The Daily Post</i>. N.p., 30 July 2013. Web. 03 June 2016. • http://www.teachwithmovies.org/index.html 	

<p>Committee Member(s): Alessandro Amenta, Jeffrey Bronn</p> <p>Unit Title: Pre-Production</p>	<p>Course/Subject: <i>Introduction to Video Production</i></p> <p>Grade Level: 10, 11, 12</p> <p># of Weeks:5</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.CCRA.W.3</u>: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. • <u>CCSS.ELA-LITERACY.CCRA.W.5</u>: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Comprehensive and meticulous pre-production is necessary for a successful video production • Pre-production involves the knowledge and planning of all phases of video production • Pre-production requires the skill of writing for a specific purpose and audience • Pre-production involves vision and creativity • Pre-production involves presenting ideas for others to understand and practice • Copyright laws must be followed in all productions regardless of purpose or audience 	<ul style="list-style-type: none"> • Why is pre-production such a vital component of the production process? • What are the various stages of pre-production? • Why is vision and creativity necessary in pre-production? • What is storyboarding and why is it necessary? • What are important copyright infringement laws? • Why must copyright laws be followed in school productions? • What writing skills are necessary in pre-production?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Writing a screenplay involves consideration of the setting, action, dialogue, audio, and text of a particular scene • Set design is the visual representation of the script that affects the perception of the audience • Storyboarding is a meticulous and comprehensive task that serves as a shot-by-shot visual of the screenplay • Using content from another production without consent is a violation of copyright • Giving credit to a source of content does not negate a copyright infringement <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Communicate ideas of a production clearly and effectively to an audience of peers • Write and revise an original screenplay that includes setting, characters, action, 	

<p>dialogue, text, and audio</p> <ul style="list-style-type: none"> • Create a storyboard that serves as a scene by scene visual of the screenplay • Design a set(s) that aid the meaning and purpose of a production • Ensure that a production contains no copyright infringement
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Character Attributes

<ul style="list-style-type: none"> • Respect • Responsibility • Cooperation • Loyalty

Technology Competencies

<ul style="list-style-type: none"> • Google Education Suite
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Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Provide and review examples of screenplays • Provide and explain a screenplay template • Provide and review examples of storyboards • Provide and explain a storyboard template • Review list of common copyright infringements in video production • Review and offer feedback on student-created screenplays and storyboards 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Write an adapted screenplay based on a single scene from a novel/short story • Create a storyboard of that scene that depicts multiple shots of the screenplay • Design a set that reflects the details of the screenplay • Present and share ideas of screenplays, storyboards, and scripts • Research common copyright infringements • Collaborate with classmates to write an original screenplay
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Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Creation of a storyboard from an original screenplay</p> <p>Role: Production Designers</p> <p>Audience: Producer</p> <p>Situation: Pre-production phases of a short film</p> <p>Product or Performance: Completed 6 scene storyboard</p> <p>Standards for Success: Approval and acceptance by the producer</p>	<ul style="list-style-type: none"> • The original screenplay contains the necessary information for the creation of a storyboard • A new panel of the storyboard is created for every new shot • The storyboard accurately reflects the details of the original screenplay • Each panel of the storyboard contains the following information: setting, angle, characters, action, dialogue, text, special effects

Suggested Resources

- Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age*. New York: Plume, 2013. Print.
- Barsam, Richard. *Looking at Movies*.
- Blofield, Robert. *How to Make a Movie in 10 Easy Lessons*. Print.
- Boggs, Joe. *The Art of Watching Films*.
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres*. Print.
- Golden, John. *Reading In The Dark*
- Monaco, James. *How to Read a Film*
- "Photography 101: The Rules and Elements of Composition." *The Daily Post*. N.p., 30 July 2013. Web. 03 June 2016.
- <http://www.teachwithmovies.org/index.html>

<p>Committee Member(s): Alessandro Amenta, Jeffrey Bronn</p> <p>Unit Title: Post Production</p>	<p>Course/Subject: <i>Introduction to Video Production</i></p> <p>Grade Level: 10, 11, 12</p> <p># of Weeks: 5</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.CCRA.W.4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • <u>CCSS.ELA-LITERACY.CCRA.W.6</u>: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • <u>CCSS.ELA-LITERACY.CCRA.SL.5</u>: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Post-Production has a major effect on the original purpose and vision of a work • Post-Production requires complete knowledge of pre-production plans including screenplay and storyboard • Post-Production is a painstaking, meticulous process requiring patience and input from others • Post-Production includes extensive decision-making with appropriate rationale • Post-Production includes continuous review and revision 	<ul style="list-style-type: none"> • What are the elements and stages of post-production? • What kinds of decisions need to be made in post-production? • How does post-production affect the overall meaning of a work? • Why does post-production require extensive revision and feedback? • How does pre-production affect post-production? • What is the purpose of a screening?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The intended purpose and audience of a work is the primary focus of post-production • Edits and changes made during post-production can seriously alter the outcome/intent of a video • Pre-production planning and principal production shooting affect the level of editing in post-production • Several effects can be added during post-production to significantly enhance the nature of a video • Input and feedback from others is essential when video editing • A screening of production allows for feedback from specific audiences <p>Students will be able to do the following:</p>	

- Review and reference pre-production materials before editing
- Use specific computer editing software in post-production
- Import, edit, and export videos using computer software
- Create an edit-decision list during initial viewing of imported footage
- Add text and audio including music and voice-overs while editing a film
- Add title pages, transitions, and slow/fast motion effects while editing
- Use a green screen to transform the background of scene
- Ask for input and feedback from classmates throughout the editing process
- Hold a screening after final edits and make revisions based on audience feedback

Character Attributes

- Responsibility
- Respect
- Perseverance
- Loyalty

Technology Competencies

- Google Education Suite
- Adobe Creative Cloud

Develop Teaching and Learning Plan

Teaching Strategies:

- View several clips of films to identify edits made during post-production
- Demonstrate how to import and export footage from filming equipment
- Conduct tutorials on basic editing functions of editing software including adding text, audio, transitions, etc
- Provide a sample edit-decision list when editing film
- Model how to add certain effects to enhance a film
- Provide constant feedback during the editing process for revision purposes

Learning Activities:

- Read and review pre-production materials from a previous unit
- Import and view imported footage from principal photography
- Use Adobe Premiere to create original video products
- Create an edit-decision list based on a sample of imported footage
- Apply 5-10 special effect features including audio, text, motion, graphics, transitions, etc
- Experiment with 5 additional features such as using a green screen or creating still frames
- Export footage and upload to the internet
- Ask for feedback from classmates during a screening and make revisions

Assessments

Performance Task(s)

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

Other Evidence

Application that is functional in a classroom context to evaluate student achievement of desired results

Goal: Final Version of a Video

- Purpose of the video is clear to the

<p>Role: Editor</p> <p>Audience: Preliminary Screening Audience</p> <p>Situation: Edit a short 3-5 minute film and hold a screening for a select audience</p> <p>Product or Performance: A video that is the result of extensive editing and revision</p> <p>Standards for Success: Overwhelming approval by the screening audience; a video that fulfills original purpose</p>	<p>audience</p> <ul style="list-style-type: none"> • Effects are complementary and are used to enhance the quality and message of the film • The final version is free of mistakes or careless errors • The audience would like to view the film again
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Suggested Resources

<ul style="list-style-type: none"> • Ascher, Steven, and Edward Pincus. <i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age</i>. New York: Plume, 2013. Print. • Barsam, Richard. <i>Looking at Movies</i>. • Blofield, Robert. <i>How to Make a Movie in 10 Easy Lessons</i>. Print. • Boggs, Joe. <i>The Art of Watching Films</i>. • "Cinematic Terms - A FilmMaking Glossary." <i>Cinematic Terms - A FilmMaking Glossary</i>. N.p., n.d. Web. • Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. <i>An Introduction to Film Genres</i>. Print. • Golden, John. <i>Reading In The Dark</i> • Monaco, James. <i>How to Read a Film</i> • "Photography 101: The Rules and Elements of Composition." <i>The Daily Post</i>. N.p., 30 July 2013. Web. 03 June 2016. • http://www.teachwithmovies.org/index.html
