Unit 4: Introduction to Video Production
Media Arts I
16 Class Meetings

Created July 2020

Essential Questions

- How can good audio/video techniques communicate an idea and point of view to an audience?

Enduring Understandings with Unit Goals

EU 1: Successful media productions are the result of careful pre-production planning
- Discover what makes an engaging video report and what it means to be "newsworthy"
- Design a video following steps in pre-production planning
- Examine ethics in journalism and copyright law
- Create a video that follows principals of ethics in journalism and copyright law

EU 2: Videographers use their understanding of equipment, shot composition, and elements of design in the creation of videos.
- Discover how to operate camera controls
- Apply elements of photography and design to their video creations
- Create informative and engaging videos that communicate an idea and point of view

Standards

National Media Arts Standards:
- MA:Cr1.1.6: Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.
- MA:Cr2.1.6: Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
- MA:Cr3.1.6b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.
- MA:Pr5.1.6c: Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
- MA:Pr6.1.6: a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- b. Analyze results of and improvements for presenting media artworks.
- MA:Re7.1.6: a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
- b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience. MA:Re8.1.6: Analyze the intent of a variety of media artworks, using given criteria.
- MA:Re9.1.6: Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
- MA:Cn10.1.6: a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.
- MA:Cn11.1.6: a. Research and show how media artworks and ideas relate to personal life, and

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social, community, and cultural situations, such as personal identity, history, and entertainment.

ISTE Standards
- Standard 1: Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
  - 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
  - 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
  - 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- Standard 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
  - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
  - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.
Competency 2: Speak to diverse audiences in an accountable manner.
Competency 3: Develop the behaviors needed to interact and contribute with others on a team.
Competency 4: Analyze and solve problems independently and collaboratively.
Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Broadcast Journalism: Pre-production
   - o Analyze and evaluate works of others for effective communication
   - o Generate newsworthy story ideas
   - o Discover how to tell a good story
   - o Develop a plan for delivering the story
   - o Examine ethics in journalism and copyright law
   - o Produce a video that follows journalistic ethics and copyright law

2. Capturing Content: Production
   - o Discover how to operate camera controls, microphones, and lights
   - o Apply elements of photography and design to video capture

3. Video Editing & Sharing: Post-production
   - o Devise a filing system to organize clips
   - o Assemble a video story using video editing software
   - o Revise and enhance the video using audio editing software
   - o Create a compelling video news story to share with an authentic audience

Daily Learning Objectives with *Do Now Activities*

Students will be able to…

- Compare and contrast a selection of student-created news videos
- Distinguish elements of an engaging video report
- Examine the 10 rules of journalism ethics
- Interpret an author's rights under copyright law and "fair use"
- Analyze elements of TV newscast stories and delivery
- Evaluate interviewing case studies
- Discover 5 steps to cultivating story ideas & develop a news story pitch
- Plan your shoot, identifying roles, goals
- Prepare visual and audio shot list
- Write the script
- Generate raw A roll and B roll content**
- Assemble and edit content**
- Critique & revise from peer feedback
- Present to share with an authentic audience, add to digital portfolio

Instructional Strategies/Differentiated Instruction

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- Whole group instruction
- Small group instruction
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Electronic word walls with visuals - Padlet
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Individualized in-person/Zoom coaching
- Student collaboration in small in-person/Zoom groupings
- Assignment modification
- Speech to text

Assessments

FORMATIVE ASSESSMENTS:
- Do Now
- Student discussions and responses
- CFU – Check for Understanding
- Exit Slips
- Accountable Talk Discussions
- Assignment completion
- Completed graphic organizers
- Homework

SUMMATIVE ASSESSMENTS:
- Quiz on EU #1
- Quiz on EU #2
- Performance Task – "Media With a Message"

Unit Task

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Unit Task Name: "Media With a Message"

Description: Students will create an engaging multimedia presentation about a compelling social issue to inform and inspire community action. (EU1) They will apply the elements of multimedia design to ensure the presentation is clear, beautiful, and impactful. (EU2) The final product will be shared with authentic audiences.

Evaluation: Summative assessment and future rubric in 2021-2022 school year.

Unit Resources
- Chromebooks   - Google Classroom   - Cell phones, digital cameras, tripods   - Teacher computer   - Classroom monitor (TV)   - Zoom Pro   - Screencastify   - Padlet   - Animaker, Canva, Smore   - Google Chrome   - Google Docs, Google Slides