

Madison Public Schools

Advanced Video Production Curriculum

Written by:

Jeff Coviello

Reviewed by:

Daniel Ross

Asst. Superintendent for Curriculum, Instruction, and Personnel

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Members of the Board of Education:

Leslie Lajewski, President

Heather Reddy, Vice President

Sarah Fischer

Johanna Habib

David Irwin

Thomas Piskula

Abi Singh

Pam Yousey

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description

Building upon lessons from Video Production, students will create entertaining videos ranging from comedies and dramas to reality-based and sports-centered content while building a brand for their own unique short series.

Goals

This course aims to create student proficiency in the following ways:

- Produce original creative content for multiple platforms of dissemination.
- Perform the role of the producer in a production.
- Demonstrate effective writing of a script, including dialogue, stage direction and timing.
- Understand and apply moral, legal and ethical questions as well as standards to be considered in producing programs.
- Progress toward mastery of editing concepts within Final Cut editing software.
- Understand and apply the copyright laws and how they apply to a student production.
- Demonstrate the importance of the relationship between audio and video when creating an edited production.
- Demonstrate an understanding of exporting to .mov, youtube and other formats for broadcast.
- Explore a variety of career specialties within the television and video industries.
- Manage & Promote a YouTube channel & various associated social media outlets pertaining to their own short series.

Materials

Core: Apple Pro Training Series: Final Cut Pro X Advanced Editing, Michael Wohl, Alexis Van Hurkman, and Mark Spencer, Peach Pit Press, 2012

Supplemental: Youtube.com playlists for editing purposes & camera techniques

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

The first quarter will have an opening assessment with the Found Footage which will be complete by October 1st. The second quarter will have the capstone assessment where the students will create at least, but not limited to, one episode of a short series they develop.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	Found Footage	2
2	Short Series	10
3	Acting as a Production House	2
4	Publishing Content & Social Media	1

Unit 1 Overview	
Unit Title: Found Footage	
Unit Summary: Students will use a bank of found footage from the last several years to assemble a coherent and entertaining piece of content with a unique vision and concept.	
Suggested Pacing: 2 Weeks	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> How are the film techniques used to tell a story? How do the film techniques influence the opinion of a target audience on character, plot, theme, and plot? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Theme, characterization, motifs, mood, and plot are concepts that apply to film as well as literature. Filmmakers purposely create a desired effect. Film elements (angles, shots, sound, lighting, effects, and transitions) are used to influence the audience's perception and understanding. Identifying specific elements of film can help us to be critical viewers. 	
Evidence of Learning	
Formative Assessments: Review of files & decision making on transitions, effects, music.	
Summative Assessments: Final Shared film, written feedback of classmates' work.	
Alternative Assessments: N/A	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
Post Production <ul style="list-style-type: none"> Employ Final Cut Pro/iPhoto to import footage into the computer Categorize shot selection in Final Cut Pro Arrange clips in an appropriate order to meet pre-production plans Evaluate the rough cut of their short film Revise the rough cut of their short film Generate a final video within Final Cut Pro Assess their own work as well as that of their peers Place individual films in the context of a larger TV show <p>Compare the roles and responsibilities of the three branches of government.</p>	Digital Literacy to navigate online materials Editing Prowess	Rough Cut Final Cut	8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to intellectual property 9.3.12.AR-JB.3: Plan and deliver a media production(e.g., broadcast, video, internet and mobile). 9.3.12.AR-AV.4: Design an audio, video and/or film production 9.3.12.AR-JB.3: Plan and deliver a media production(e.g., broadcast, video, internet and mobile). 9.3.12.AR-PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats.

Unit 2 Overview	
Unit Title: Short Series	
Unit Summary: Students will work as individuals to create 5 episodes of a 5 minute original series. This series may be shot in any style from documentary to comedy or drama. The series will be designed to entertain a specific target audience and should be designed to enter local student film festivals for judging as well as to air on local cable television & various online platforms.	
Suggested Pacing: 10 Weeks	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> How are the film techniques used to tell a story? How do the film techniques influence the opinion of a target audience on character, plot, theme, and plot? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Theme, characterization, motifs, mood, and plot are concepts that apply to film as well as literature. Filmmakers purposely create a desired effect. Film elements (angles, shots, sound, lighting, and transitions) are used to influence the audience's perception and understanding. Identifying specific elements of film can help us to be critical viewers. 	
Evidence of Learning	
Formative Assessments: Review of files, peer feedback	
Summative Assessments: Final Shared pre-production materials, final shared videos, reflection on their own videos	
Alternative Assessments: Reflection on audience engagement & written reaction to the creative process.	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
Pre Production <ul style="list-style-type: none"> Compose an original idea for a specific target audience Demonstrate organizational skills necessary to successfully produce a short film Design a storyboard in a pre-production phase Compose a script in a pre-production phase Assemble a list of props and locations necessary for a successful shoot Production <ul style="list-style-type: none"> Compose a variety of Wide, Closeup, Medium, extreme 	<u>Content:</u> Storyboarding techniques Idea Mapping tools Script Writing Format Shot Theory Editing Theory <u>Skills:</u> Writing ability Drawing/Shot composition ability	Produce: Pre-production Materials Idea Map <ul style="list-style-type: none"> Concepts & basic outline of the story. Storyboard <ul style="list-style-type: none"> Visual Depiction of how the short film will look. Script <ul style="list-style-type: none"> Written words depicting scene headings, action, dialogue, etc 	8.1.7.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews 8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to intellectual property 9.3.12.AR-JB.3: Plan and deliver a media production(e.g., broadcast, video, internet and mobile). 9.3.12.AR-AV.4: Design an audio, video and/or film production

<p>close up, and extreme wide shots.</p> <ul style="list-style-type: none"> Assess the accuracy and appropriateness of shots <p>Post Production</p> <ul style="list-style-type: none"> Employ Final Cut Pro/iPhoto to import footage into the computer Categorize shot selection in Final Cut Pro Arrange clips in an appropriate order to meet pre-production plans Evaluate the rough cut of their short film Revise the rough cut of their short film Generate a final video within Final Cut Pro Assess their own work as well as that of their peers Place individual films in the context of a larger TV show 	<p>Digital Literacy to navigate online materials</p> <p>Camera ability</p> <p>Direction</p> <p>Editing Prowess</p>	<p>Production</p> <p>Daily Footage & Re-Writes of script</p> <p>Post Production</p> <p>Rough Cut</p> <p>Final Cut</p>	<p>9.3.12.AR-JB.3: Plan and deliver a media production(e.g., broadcast, video, internet and mobile).</p> <p>9.3.12.AR-PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats</p> <p>9.3.12.AR-TEL.3: Demonstrate decision making, problem solving techniques and communication skills when providing services for customers</p> <p>ELA-Literacy.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>ELA-Literacy.W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELA-Literacy.W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CRP4: Communicate clearly and effectively with reason</p> <p>CRP6: Demonstrate creativity and innovation</p>
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Unit 3 Overview	
Unit Title: Acting as a Production House	
Unit Summary: Students will work in production teams to create a video for an outside client. This client will provide the specifications necessary for each production team to be successful.	
Suggested Pacing: 2 Weeks	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> How do you ensure the needs of the client are being met? How do the film techniques influence the opinion of a target audience to help sell or advocate for the intended purpose? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Creating a project for somebody else requires patience, communication, and a willingness to abandon ego. Establishing clear roles and responsibilities when working as a production team is necessary to the long term success of the project. 	
Evidence of Learning	
Formative Assessments: Review of files, peer feedback, client feedback	
Summative Assessments: Students will work as production teams to create a video for a third party “client.” They will then tailor that video to the needs and desires of their client. Upon completion, they will provide the client with the video in the form of a digital file so they can disseminate it as they see fit. Final Shared pre-production materials, final shared videos, reflection on their own videos	
Alternative Assessments: N/A	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
Pre Production <ul style="list-style-type: none"> Compose an original idea for a specific target audience based on client instructions Demonstrate organizational skills necessary to successfully produce the desired video Design a storyboard in a pre-production phase Compose a script in a pre-production phase Assemble a list of props and locations necessary for a successful shoot 	<u>Content:</u> Storyboarding techniques Idea Mapping tools Script Writing Format Shot Theory Editing Theory <u>Skills:</u> Writing ability Drawing/Shot composition ability	Produce: Pre-production Materials Idea Map Concepts & basic outline of the story. Storyboard Visual Depiction of how the video will look. Script Written words depicting scene headings, action, dialogue, etc Production Daily Footage & Rewrites of script	8.1.7.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews 8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to intellectual property 9.3.12.AR-PRF.6: Create stage, film, television, or electronic

<p>Production</p> <ul style="list-style-type: none"> • Compose a variety of Wide, Closeup, Medium, extreme close up, and extreme wide shots. • Assess the accuracy and appropriateness of shots <p>Post Production</p> <ul style="list-style-type: none"> • Employ Final Cut Pro/iPhoto to import footage into the computer • Categorize shot selection in Final Cut Pro • Arrange clips in an appropriate order to meet pre-production plans • Evaluate the rough cut along with the client • Revise the rough cut based on client feedback • Generate a final video within Final Cut Pro • Assess their own work as well as that of their peers 	<p>Digital Literacy to navigate online materials</p> <p>Camera ability</p> <p>Direction</p> <p>Editing Prowess</p>	<p>Post Production</p> <p>Rough Cut</p> <p>Final Cut</p>	<p>media scripts in a variety of traditional and current formats</p> <p>9.3.12.AR-TEL.3: Demonstrate decision making, problem solving techniques and communication skills when providing services for customers</p> <p>CRP6: Demonstrate creativity and innovation</p>
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Unit 4 Overview	
Unit Title: Publishing Content & Social Media	
Unit Summary: Students will publish and schedule content both via the local cable channel and online. In the process, students will manage any social media presence for the MDTV brand.	
Suggested Pacing: 1 Week	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> Is programming reaching the target audience in the most effective way? Is the programming experience an immersive one? Has viewer feedback driven changes to the content? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Social Media is a driving force behind brand exposure. Social Media use is permanent and creates a footprint others use to gather information on the user. 	
Evidence of Learning	
Formative Assessments: Assessments regarding the navigation of social media	
Summative Assessments: Students will manage and/or create when necessary social media accounts for MDTV. They will function as the social media coordinator for the channel/studio where they will post to various social media outlets. The reactions to these posts will drive the response to creative content. Creation of their own social media, posts to their accounts	
Alternative Assessments: Student reflections on audience engagement	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
Analyze, evaluate, and communicate information effectively through social media	Digital Literacy Skills Uploading of content	Weekly Twitter, Facebook, Instagram, and youtube updates.	8.1.12.A.3: Collaborate in online courses, learning communities, social networks, or virtual worlds to discuss a resolution to a problem or issue 8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. CRP6: Demonstrate creativity and innovation