

# Video Production 1 Overview

Content Area: **Technology Literacy**  
Course(s): **VIDEO PRODUCTION I**  
Time Period:  
Length: **90 Days**  
Status: **Published**

## Cover

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

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Course Adoption: 11/20/1997

Curriculum Adoption: 11/20/1997

Date of Last Revision Adoption: 9/1/2017

## Course Overview

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## COURSE DESCRIPTION

The course is designed to provide students with the opportunity to acquire and utilize an understanding of the video production process and relate it to careers in business and industry. Students will work in front of the camera as commentators, as well as behind the scenes as directors and technicians. Single and double camera techniques will be learned, as well as production techniques, including lighting, audio, camera work, pre- and post-planning and editing to create professional videos. The course will bring together skills learned in language arts, business, technology, science and social studies as students organize, write and produce scripts for production.

## COURSE SCOPE AND SEQUENCE

Sequential Unit Description	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 – Intro to Video Production		
<ul style="list-style-type: none"><li>• Control video equipment</li><li>• Apply camera angles to projects</li><li>• Apply common video production terminology</li><li>• Apply crew positions learned in class to the studio</li><li>• Apply composition guidelines</li></ul>	2-3 days	<ul style="list-style-type: none"><li>• Classroom participation</li><li>• Notebook maintenance</li><li>• Critique of Biography project</li></ul>
Unit 2 – Preproduction		
<ul style="list-style-type: none"><li>• Use storyboarding techniques</li><li>• Create an autobiography for submission to a college</li><li>• Explain the importance of the target audience</li><li>• Apply basic editing techniques</li><li>• Edit their project with Final Cut Express</li><li>• Use timecode to log raw footage</li><li>• White balance studio cameras</li></ul>	1 week	<ul style="list-style-type: none"><li>• Classroom participation</li><li>• Notebook maintenance</li><li>• Teacher critique of plan development against rubric</li></ul>

- Explain the importance of white balancing
- Add music to projects

### Unit 3 – Basic Use of Video Camera/Autobiography/ Interview Project

- Explain how the camera works
- Demonstrate basic camera functions
- Perform specific tasks with cameras
- Change specific settings

1 week

- Classroom participation
- Notebook maintenance
- Terminology Quiz

Teacher/student critique  
of video against rubric

### Discuss Interviewing Techniques

- Classroom participation

### Unit 4 – Introduction to Editing/Autobiography Project

- Perform specific functions in Final Cut
- Complete autobiography using editing skills

3 weeks

- Notebook maintenance
- Worksheet
- Successfully edited number video

Teacher/Student critique  
of commercials against  
rubric

### Unit 5 – PSA/Commercial Project

- Use Final Cut filters
- White balance cameras
- add music
- correctly log footage
- add transitions
- edit with respect to time constraints

3 weeks

- Classroom participation
- Notebook maintenance
- Test

Teacher/student critique  
of music videos against  
rubric

### Unit 6 – Audio Effects/How-To Video/ collaborative

2 weeks

- Classroom

## commercial Project

## participation

- Discuss advanced editing techniques
- Change clip speed
- Create titles using LiveType
- View examples of professional how-to videos
- Voiceovers & Narration

- Notebook maintenance

Teacher/student critique of project against rubric

## Unit 7—Advanced Final Cut Express/Music Video Project

- Use transitions and effects the correct way
- Explain why it is important to lay down the audio first
- Obtain critical focus using the studio cameras
- Activate and deactivate clips
- Explain budgeting issues
- Use track selection tools for various situations
- Use advanced filters within Final Cut
- Add video slates to projects
- Add text to videos projects

6 weeks

- Classroom participation
- Notebook maintenance
- Tests and Quizzes
- Critiquing student music videos
- Critiquing professional music videos
- Behind the scenes of professional music videos

## Unit 8 – Completing Projects

- Author DVDs
- Adding dropzones
- Use drop shadow and opacity
- Change duration of menu items
- Add audio to menus

1 week

- Classroom participation
- Notebook critique

Portfolio review

- Customize menu items

## CONTENT FOCUS AREA AND COURSE NAME

### Course Name: Video Production 1, #1585

Course Number	School Numbers	Course Level	Grades(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1585	050	S	10-12	2.50	210	E	01/21/99

## Textbooks and Other Resources

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### Reference Textbooks:

Adobe Premiere 5.0, Classroom in a Book, Adobe press, Adobe Systems Inc., San Jose, California. 1998

Television Production: A Classroom Approach, Instructors' Edition, K. Kyker, C. Curchy; Libraries Unlimited, Inc., Englewood, Colorado. 1993.

The Videomaker Handbook – A Comprehensive Guide To Making Video, Editors of Videomaker Magazine; Focal Press. 1996

Television Production Today, Mark Bielak; National Textbook Company, Lincolnwood, Illinois. Third Edition. 1996.

Educator's Survival Guide to TV Production Equipment and Setup, C. Curchy and K. Kyker; Libraries unlimited, Inc., Englewood, Colorado. 1998

### Software:

Adobe Illustrator 8.0Macromedia Director 6.5

Adobe PhotoShop 5.5iMovie

Final Cut Pro

### Videos:

“Television Production: A Classroom Approach,” produced by K. Kyker and C. Curchy; 1993

“The Videomaker TV Show,” Videomaker, Inc., Chico, CA. Volume 2,1993 and Episode #1, 1994.

“Secrets of Successful Videomakers,” Videomaker, Inc., Chico, CA.

“Video Editing,” Videomaker, Inc., Chico, CA. 1994

“The Video Series,” Volume 1, Number 1, Videomaker, Inc, Chico, CA. 1991

“Lighting Techniques,” Videomaker, Inc., Chico, CA. 1996

“Sound Success,” Videomaker, Inc., Chico, CA. 1997

“Basic Shooting,” Videomaker, Inc., Chico, CA. 1994

## Standards

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9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR-AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
9.3.12.AR-PRF.5	Explain key issues affecting the creation of characters, acting skills and roles.
9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

## **Grading and Evaluation Guidelines**

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### **GRADING PROCEDURES**

In terms of proficiency level the East Brunswick grades equate to:

- A    Excellent - Advanced Proficient
- B    Good Above Average - Proficient
- C    Fair - Proficient
- D    Poor - Minimally proficient
- F    Failing - Partially Proficient

### **COURSE EVALUATION**

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%); in a full year course, each quarter is worth 20% of a student's final grade and each exam (midterm & final) is worth 10% of the student's final grade.

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.

Tests/Quizzes- 30%

Projects- 60%

Notebook/Homework- 10%

## **Other Details**

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### **11055 Video**

Video courses enable students to explore video communications, incorporating both the technical and artistic aspects of video media. Topics covered in the course include the use of video equipment and techniques, and students typically create a video presentation. Advanced course topics may include creating various forms of film media including silent film; sport and music video; and self portrait video.

