

Unit 03: Shot Composition (Production)

Content Area: **CTE**
Course(s): **TV Video Production I**
Time Period: **November**
Length: **4 Weeks**
Status: **Published**

Unit Overview:

It is the responsibility of the filmmaker to ensure that the audience's attention is directed toward the images that most effectively convey the message. This unit is designed to help students engage their audience by teaching them the proper way to frame whatever subject they are filming. Proper shot composition is a major factor in whether or not the filmmaker's message is clearly conveyed.

Enduring Understandings:

- A filmmaker must properly compose (or frame) the camera shot in order to optimally convey the intended message.
- The students will properly employ the “rule of thirds” when composing camera shots.
- All TV/Video production consists of certain technical terminology with regard to camera shots and camera movement.

Essential Questions:

- How does proper shot composition ensure that the producer's intended message is clear to an audience?
- How do employing principles, such as the “rule of thirds” aid the producer in clearly conveying his/her intended message?
- How does the proper comprehension of technical terms with regard to names of camera shots and camera movements help convey intended messages?

Standards/Indicators/Student Learning Objectives (SLOs):

ITEC.9-12.9.4.12.C.(1).1

Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.

Lesson Titles:

- Watching and dissecting a movie
- Using the rule of thirds
- Scavenger Hunt (Recording)
- Scavenger Hunt (Watching & Critiquing)

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Inter-Disciplinary Connections:

	Explore
VA.K-2.1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Anticipatory Set:

- Various Movie Trailers

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Lecture, Case Method, Discussion, Active Learning, Cooperative Learning, Integrating Technology (Varies based on content)

- Remember
- Understand
- Apply
- Analyze
- Evaluate

- Create

Modifications

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications:

-

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

- - Allow for redos/retakes
 - Assign fewer problems at one time (e.g., assign only odds or evens)
 - Differentiated center-based small group instruction
 - Extra time on assessments
 - Highlight key directions
 - If a manipulative is used during instruction, allow its use on a test
 - Opportunities for cooperative partner work
 - Provide reteach pages if necessary
 - Provide several ways to solve a problem if possible
 - Provide visual aids and anchor charts
 - Test in alternative site
 - Tiered lessons and assignments
 - Use of a graphic organizer
 - Use of concrete materials and objects (manipulatives)
 - Use of word processor

G&T Modifications:

- - Alternate assignments/enrichment assignments
 - Enrichment projects
 - Extension activities
 - Higher-level cooperative learning activities
 - Pairing direct instruction with coaching to promote self-directed learning
 - Provide higher-order questioning and discussion opportunities
 - Provide texts at a higher reading level
 - Tiered assignments
 - Tiered centers

Formative Assessment:

- Quiz (Written / Performance)

Summative Assessment:

- Performance Assessment (Select & Imitate)

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials:

- Final Cut Pro X
- Adobe Photoshop
- Google Docs
- RocketJump Film School (YouTube)
- Lynda.com (Website)
- Videomaker (Magazine)
- Pond5.com

Technology:

- DSLR Camera
- iMac Computer
- Cleartouch Interactive Display
- TriCaster Studio
- Google Chromebooks

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS1

Understand and use technology systems.