Unit 05: Continuity (Production / Post)

Content Area: **CTE**
Course(s): **TV Video Production I**
Time Period: **January**
Length: **2 Weeks**
Status: **Published**

Unit Overview:

The nature of the filmmaking process is such that a seemingly continuous scene, conversation, sequence, etc. is almost never filmed in the order that it's seen on screen. The purpose of this unit is to teach continuity in editing. This will allow the filmmaker to smooth over the inherent discontinuity of the editing process and to establish a logical coherence between shots; thereby conveying a clear message.

Enduring Understandings:

- Smooth, continuous video production/editing is vital to optimally conveying intended message.
- Actor movement and props in a scene will challenge the producer's ability to create a smoothly continuous production. The producer must be vigilant when shooting a scene and that the actor's movements are the same from shot to shot.

Essential Questions:

- How does film style technique create challenges in creating a continuous production?
- Why is proper continuity important to smoothly conveying the intended message?
- How will actor movement and placement of props potentially lead to challenges in attempting to establish continuity?
- How does poor continuity compromise the producer's intended message?

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.
ITEC.9-12.9.4.12.C.(1).4	Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.

Lesson Titles:

- Watching and dissecting a video or movie for continuity errors.
- Watching project of former students.
- Pre-planning the tic-tac toe shoot.
- Filming and editing the project.
- Watching and 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).

Inter-Disciplinary Connections:

VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
VA.K-2.1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.

Anticipatory Set:

- IMDB Goofs

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:

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    - 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:

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  - 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:

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  - 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 (Cut On Action)

Benchmark Assessments

Skills-based assessment
Reading response
Writing prompt
Lab practical

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

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.