

Unit 2a: Advance Editing (Post)

Content Area: **Basic Skills**
Course(s): **English I, English II, English III, TV Video Production II, TV Video Production III**
Time Period: **October**
Length: **1**
Status: **Published**

Unit Overview:

This course will explore the various visual effects used in digital filmmaking and video production. Categories include optical effects, mechanical effects, electrical effects, and digital effects.

Enduring Understandings:

* Special Visual Effects plays an important part in the future of digital media and is an outlet of expression for the artist.

Essential Questions:

- Does the industry rely too much on special visual effects?
- When do I use special visual effects?

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:

- Draw Mask (Color)
- Draw Mask (Miniature)
- Draw Mask (Multiply)
- Draw Mask (Parallax)
- Draw Mask (Reflections)

Career Readiness, Life Literacies, & Key Skills

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to
-------------	--

	create and communicate knowledge.
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.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
	With a growth mindset, failure is an important part of success.

Inter-Disciplinary Connections:

Fine & Performing Arts

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

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

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

Formative Assessment:

- Quiz (Written / Performance)

Summative Assessment:

- Performance Editing Assessment (Teacher Music Video / Raw Footage Provided)

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.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

TECH.8.1.12.A.CS1

Understand and use technology systems.