

Unit 5 - Advance Camera Movements (Production)

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

Unit Overview

Students will learn to compose the camera shots learned in TV / Video Productions 1, while utilizing a shoulder rig, camera slider and glidecam to perform a variety of advance camera movements.

Enduring Understandings

- All video production requires detailed pre-planning.
- TV/Video production is visually enhanced when the camera is moving rather than static.
- The producer must literally visualize what their finished product will look like upon completion.

Essential Questions

- What are the essential pieces of equipment in moving the camera?
- How does camera movement enhance your production?

Lesson Titles

- Movement vs. Static Shots
- Equipment Required
- Slide vs. Glide
- Shoulder Rig (Documentary)

Student Learning Objectives (SLOs)

Students will be able to ...

identify different types of equipment used to create proper camera movement.

illustrate proper use of a shoulder rig, camera slider and glidecam.

ITEC.9-12.1

Audio & Video Technology and Film

Standards/Indicators

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.

Inter-Disciplinary Connections

WORK.9-12.9.1.12

All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Warm-Up

- Vocabulary Words
- Steps And Procedures
- Nocti Sample Questions

Anticipatory Set

- Youtube.com & Vimeo.com (Video Examples)

Career Readiness, Life Literacies, & Key Skills

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).

Innovative ideas or innovation can lead to career opportunities.

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

Students will come into class and begin working on the warm-up. After going over the warm-up, I will explain the daily objective to the students and lead them through an instructional activity. After I guide them through the activity, I will allow them to break off into small groups to work on their own individual assignments. At the end of the period I will assess what the students understand.

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

Closure

- Thumbs Up / Thumbs Down

Formative Assessment

- Explain What Matter (Tell A Classmate)

Summative Assessment

- Performance Based Video Project
- Written Assessment

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 & Technology

- Apple iMac Computers
- Safari Internet
- Final Cut Pro
- Motion
- Compressor
- Canon 60D DSLR Cameras
- MediaCollege.com
- Shoulder Rig
- Camera Slider
- Glidecam

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.