Scripts and Storyboards and Video Production

Content Area: **Technology**
Course(s): **Media Communications**
Time Period: **December**
Length: **4 Weeks**
Status: **Published**

Transfer

Unit 4:

Managing people to accomplish a common goal, react to setbacks, and problem solve takes creativity, planning, and high standards to have a quality video. These skills translate to any career path.

Enduring Understandings

Scripts and storyboards are essential tools used in conveying your ideas to others.

Technological outcomes have the potential for anticipated and unanticipated positive and negative results.

Editing is the tool that is used to transform your images into a work of art that conveys your message.

Essential Questions

What are the proper ways to write a video and film script?

What is the proper layout and format for a storyboard?

What are the steps to writing a script?

What script writing software is available?

What are some methods used to share design ideas?

How do the constraints of a design challenge ultimately impact the final product?

Content

Big Idea: There are many different forms of video/film productions

Vocabulary

Vocabulary:

Marquee

Freeform

Transparent

Crop

Drop shadow

Overlay

Elapse

snippet

Learning Objectives

Identify when to use different shot setups.

Identify the correct terminology for different camera shots.

Describe how a change in camera angle can change the mood of a shot.

Identify improper compositions.

Develop a collage of different camera shots/angles.

Create video demonstrating students knowledge of proper shots and angles.

Resources

Resources:

Every student in every school should have the opportunity to learn applications to communicate their ideas more effectively. Exposing the learner to multiple platforms for learning facilitates a better understanding of the extensive resources available while creating a broad foundation of the basic concepts and principles behind Digital media. The Media Communications Class will use the following platforms and resources:

1. Drawing materials • Inspiration software (optional) • Student Guide: Storyboards, Screenplays, and Shot Lists • DVD of a Pixar movie • Projector

2. Adobe Photoshop - students of today should be well versed in applications be able to express creatively and communicate effectively. Photoshop is the main program for all interactive design projects because it is pixel based like our monitors and phones, optimizes images for web and is the main program which web developers are familiar with when building websites.

3. iMovie - iMovie is a powerful and highly engaging tool for students to share their knowledge and express themselves in the form of digital movies. Students will create high-quality video reports to demonstrate abstract concepts, or documentaries to increase the relevance of social issues.

Throughout this course the learners experience will be enhanced using the following:

- TED-Ed Originals; short, award-winning animated videos about ideas that spark the curiosity of learners everywhere.

- Ted Talks videos (Ted.com). TED Talks are influential videos from expert speakers on education, business, and digital media.

- Many youtube videos that relate to computer science. Ie. This sample video will be used to supplement the animation unit: PIXAR Explained - https://youtu.be/Z1R1z9ipFnM or https://www.youtube.com/watch?v=Z1R1z9ipFnM&feature=em-uploademail .

Google Platform inspires students to refine their skills on online resources and will be used to develop a better understanding of web page design.

Standards

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
TECH.8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
TECH.8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
TECH.8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
TECH.8.2.8.E.2	Demonstrate an understanding of the relationship between hardware and software.