

# Unit 6: Post-Production

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Post Production

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## Learning Objectives

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- AWBAT begin planning cuts for a demo reel.
- AWBAT begin to prepare for the Adobe Premiere Media Composer certification program.
- AWBAT identify and exemplify the use of basic transitions and dissolves between clips in the timeline.
- AWBAT illicit desired emotions from the audience through editing
- AWBAT investigate advanced non-linear editing techniques after being introduced to the Adobe system.
- AWBAT investigate exploration of multiple track sound design in editing software.
- AWBAT make decisions on content to cut from their final edits
- AWBAT utilize shots from production to create a cohesive narrative

## Standards

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MA.9-12.1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
MA.9-12.1.2.12prof.Cr2b	Critique plans, prototypes and production processes considering purposeful and expressive intent.
MA.9-12.1.2.12prof.Pr4a	Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
MA.9-12.1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
MA.9-12.1.2.12prof.Pr5b	Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
MA.9-12.1.2.12prof.Pr5c	Demonstrate adaptation and innovation through the combination of tools, techniques and

	content to communicate intent in the production of media artworks.
MA.9-12.1.2.12adv.Pr6a	Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
MA.9-12.1.2.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MA.9-12.1.2.12prof.Cn10a	Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
MA.9-12.1.2.12prof.Cn11a	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
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).

## **Instructional Tasks/Activities**

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- Artists will analyze their footage, comparing different shots and different takes.
- Artists will examine and choose shots from their own catalogue of work to be placed in a demo reel for their portfolios.
- Artists will experiment and create new ways of transitioning clips in the timeline, using dissolves and other Adobe tools in the program.
- Artists will institute a series of dynamic shots into their final edit
- Artists will review the introductory material put out by instructors about the Adobe Premiere Composer platform.
- Artists will take part in a Q&A about various editing platforms and compare and contrast the Adobe system to others.
- Artists will take part in an exercise using multiple layers of sound in the timeline and moving them around with the software tools.
- Artists will view all of their available footage and decide and decide which shots to keep

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, weekly participation via teacher observation, class projects including essays and power points, tests/quizzes
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review

- Performance
- Problem Correction
- Project
- Q&A and experiment participation
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Work ethics weekly grade
- Worksheet

## **Recommended Technology Activities**

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- Adobe Premiere
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning

- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- DVD – “The Cutting Edge” w/commentary.
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)