

Unit 21: 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

Learning Objectives

- AWBAT communicate a sales message in under 60 seconds
- AWBAT create a product, define an audience, develop a marketing campaign
- AWBAT create a unique edit using the footage and multiple takes recorded the week prior
- AWBAT define “cutting on action” as an editing technique
- AWBAT identify titling tools in Adobe Premiere
- AWBAT identify transitions in editing
- AWBAT locate and import copyright free music from into their projects
- AWBAT understand titling as a necessary component of filmmaking
- AWBAT use "coverage" footage to create an edit with varying camera angles

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste

- Essential Skill 9 - Copy and paste

Standards

| | |
|-------------------------|--|
| MA.9-12.1.2.12prof.Pr6a | Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences. |
| MA.9-12.1.2.12prof.Pr6b | Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others. |
| 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

- Artists will be introduced to film credits, and their evolution over the course of film history. They will be introduced to the artists who created them, the most important and famous titles, and the techniques used to achieve the final product over the years.
- Artists will be introduced to the titling tool in Adobe Premiere through direct instruction, then through an editing workshop.
- Artists will collaboratively create a commercial script to produce
- Artists will create their own unique titles in Adobe Premiere.
- Artists will edit the commercial and be sure it is within the 30-60 second timeframe
- Artists will explore various free sound resources to import and use copyright free music in their edits.
- Artists will film a commercial promoting their product
- Artists will learn about cutting on action through instruction and video samples. They will then use this technique to film cutting on action in small groups.
- Artists will look through various alternate takes of the scene
- Artists will use specific shots to illicit desired emotions from the audience
- Artists will use the recorded footage to create a unique edit

Assessment Procedure

- 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
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Test Grade work progress – Film credits, cutting on action, free sound
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

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

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- 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

- 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

Honors Modifications

Resources

- “History of Film Credits” video
- Adobe Premiere
- Bensound.com
- Freesound.org
- Imcompetech.com
- Internet sites provided by the teacher including but not limited to www.IMDB.com