

Unit 1: Basic Cinematography

Timeline: 2 Weeks

Targeted Standards (Write the overall NJSLS standards that are most applicable to this unit.).

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.2.12acc.Pr5a: Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Rationale and Transfer Goals : This unit is designed to review topics and ideas done in Video Production 1 & 2. They will also learn advanced shot techniques such as shallow depth of field and rack focus.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

Anchor Standard 1:

Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Anchor Standard 5:

Media artists require a range of skills and abilities to creatively solve problems.

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

Anchor Standard 1:

How do media artists generate ideas and formulate artistic intent?

Anchor Standard 5:

How are creativity and innovation developed within and through media arts productions?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>

<p>How to use a Professional ENG Camera.</p> <p>What is white balance</p> <p>What is Shallow Depth of Field?</p> <p>How to do a Rack Focus</p> <p>What is an Iris, Aperture and F-stop</p>	<p>Gain skills in using tools and equipment</p> <p>how to white balance a camera</p> <p>how to do a rack focus</p> <p>how to achieve a shallow depth of field.</p> <p>how to use time management</p> <p>how to work in a team</p> <p>how to follow instructions from peers</p> <p>Gain self confidence</p> <p>what it takes to perfect the craft</p>	<p>They will do this with a series of Hands on activities, demonstrations by teacher and peers, videos and notes</p>	<p>Students will be asked to shoot a scene using triangle coverage like VP1 assignment, however they will use more advanced shooting techniques, such as using shallow depth of field and Rack Focus. As well as using an ENG camera.</p>
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Spiraling for Mastery

Where does this unit spiral back to other units from this or previous years in order to ensure that students retain mastery of what they've learned?

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
<p>Zoom</p> <p>Focus</p> <p>Rule of Thirds</p> <p>Video Editing</p> <p>Audio Editing</p> <p>Graphics Editing</p> <p>Videography Repertoire / 7 Key shots</p> <p>Use a Tri-pod</p>	<p>In VP1 Unit 1, they learned how to Zoom in and out using a camera and how to properly frame a shot using the rule of thirds and the proper amount of headroom. these are necessary for all other units where a camera is used.</p>	<p>Presentation</p> <p>Demonstration</p> <p>Newscast Project</p> <p>Honda Commercial Project</p> <p>Scavenger Hunt</p> <p>Sequence Project</p> <p>PSA Project</p> <p>Music Video</p>

<p>Use all critical Functions of a Consumer level Video Camera Write a Script Story Telling</p>	<p>In VP1 Unit 2, they learned how to use Final Cut Pro V to edit video. They will now have to edit all their projects in FCPX for all other Units.</p> <p>In VP1 Unit 3, they learned how to use use a Video Camera, Tripod and what types shots they should use</p> <p>In VP2 Unit 2, They learned how to tell a story using a plot.</p>	
<p>21st Century Skills:</p> <ul style="list-style-type: none"> • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. • 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience. 		
<p>Key resources: Teacher with Prior Experience in the Industry, Final Cut Pro Editing Software, Computer Labs for research and scripting, TV Studio Equipment, Camcorders</p>		

Interdisciplinary Connections:

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically

RI.11-12.7(ELA) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Intersections of History:

Black:

Hispanic:

Women:

LGBTQ:

Important Vocabulary:

White Balance

Rack focus

Depth of Field

Shallow Depth of Field

Iris/Aperture