

Unit 3: Special FX

Timeline: 2 weeks

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

Anchor Standard 4:

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.

Anchor Standard 5:

1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

Rationale and Transfer Goals: Students will learn how to use the Green Screen to create complex special effects as well as how it is used in Hollywood.

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

Anchor Standard 4:

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

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 4:

How does collaboration expand and affect the creative process?

Anchor Standard 5:

How do media artists use various tools and techniques?

At what point is a work considered "complete"?

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>
Green Screen Chroma Key Folly Audio Sound Effects	Students will be able to Key out the Color green and relate it with an image. Students will know how to create their own sound effects.	They will do this with a series of Hands on activities, demonstrations by teachers and peers, and notes. Students will watch a video on the History of Keying, in which they will be taught when the green screen started to be used. students will see a demonstration on how to make a student fly through the air and behind buildings.	Without Error, student's will have to create a 1min to 3minute long broadcast quality special effects video using what they have learned from this unit. It must contain a story line, involving the green screen, motion effects and Foley Sound Effects.

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
Animation Key Frames Frames Per Second, FPS White Balance	In Unit 2, they learned about Frames Per Seconds and how to White Balance the Camera. In Unit 3, they learned how to set keyframes in Motion.	Stop animation Pong Project

<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, The internet, and Documentaries.Final Cut Pro Editing Software, Motion software, Chromebooks for research and scripting, TV Studio Equipment, Camcorders</p>		
<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.</p>		
<p>Intersections of History: Black: Hispanic:</p>		

Women:

LGBTQ:

Important Vocabulary:

Green Screen

Chroma Key