| Unit 1: How to Edit |
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| Timeline: 1.5 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.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

**Anchor Standard 2: Organizing and developing ideas.**

1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

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**Rationale and Transfer Goals** :

Student's will use industry standard news editing equipment and real world scenarios including working with computers and Final Cut Pro X. This will prepare them for opportunities in college and job's in the field of video production.

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**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 2:**

Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning

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**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?
How can creative risks be encouraged?

**Anchor Standard 2:**
How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

| Content/Objectives | | Instructional Actions | |
|---|---|---|---|
| **Content**<br>*What students will know* | **Skills**<br>*What students will be able to do* | **Activities/Strategies**<br>*How we teach content and skills* | **Evidence (Assessments)**<br>*How we know students have learned* |
| Students will be working with a program called Final Cut Pro 10, an Apple Mac based Pro Video editing Software and/or Adobe Premiere also a video editing software. They will use the following tools and parts of FCPX or Adobe Premiere:<br><br>• Blade<br>• In and Out<br>• Audio Meter<br>• Timeline<br>• Primary Storyline<br>• Secondary Story line<br>• Project Library | •How to Edit Clips together<br>•How to Cut.<br>•How to adjust Volume to proper levels<br>•How to do picture in picture<br>•How to Had Transitions<br>•How to Manage Time Appropriately implement three or more transitions<br>Apply music and/or audio features to fit the piece of work<br>Time cuts and transitions with music.<br>Reorganize, save, store work in appropriate files. | will go over the steps of adding, rearranging, shortening, and lengthening audio and video clips while students do them at the same time.<br><br>They will put together a demo news story package with guided learning. | They will be given another unedited news story package in which they will have to put together themselves without help from the teacher.<br><br>Add to their Digital Portfolio and explain the following:<br>1. What was the point of each project?<br>2. What did you learn that was different from projects that came before?<br>3. What video production techniques did you improve upon? |

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|---|---|---|---|
| • Event Library<br>• Connected<br>• Insert<br>• Append<br>• Transition<br>• Effects<br>• Music Library<br>• Audio Waveform<br>• Audio line<br>• -6db & 0db<br>• Inspector<br>• Select | Q,<br>W,<br>E,<br>Titles | | |

| 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** |
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**21ˢᵗ Century Skills:**

• 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.

**Key resources:**

Teacher, lhstv.com, TV and a book a student and I co-wrote, Mac Computer, Final Cut Pro,

**Interdisciplinary Connections:**

**RST.9-10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically

**HSN-Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**Intersections of History:**

**Black:**

**Hispanic:**


**Women:**


**LGBTQ:**

**Important Vocabulary:**
NLE - Non-Linear Editing
FrameFrames per second
In and Out
Audio Meter
Timeline
Primary Storyline
Secondary Story line
Project Library
Q, Connected
W, Insert
E, Append
Titles
Transition
Effects
Audio Waveform
Audio Level -6db & 0db
Inspector
A-Roll
B-Roll