

Unit 2: How to use an ENG Camera Setup

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.

Rationale and Transfer Goals :

In today's world, technology grants all individuals the ability to communicate to a mass audience. Information can spread immediately; rather than waiting for a journalist to publish information, people have the ability to post news using technologies such as social media outlets. With this increased autonomy, it is important that our students understand the power of their words, and they should be equipped with all necessary tools to present their information in a professional manner. Broadcast Journalists need to know how to use an ENG Camera, frame shots and use a handheld microphone.

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

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 <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>
What an ENG Camera is and its uses. Principle Photography Common camera composition conventions that professional news video shooters, cinematographers, and broadcast engineers use to appeal to viewers. The uses of a handheld microphone and an on camera shotgun microphone. Conduct a standup interview	Students will be able to setup and use ENG equipment such as Tripod, Handheld Microphone, Shotgun Microphone, & ENG Camera Will be able to frame shots professionally and appropriately identify them Perform a mic check	Hands on activities, demonstrations by teacher and peers, and notes. Students will work in groups to setup and take down ENG equipment Student will form groups and shoot the required shots Students will form groups and conduct a simple interview that includes B-roll	Students will go back over their project and label the shots using Text Students will form groups and conduct a simple interview that includes B-roll

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
How to make in and outs and add clips to timeline How to add graphics How to adjust audio	Students will be working with a program called Final Cut Pro 10	They will edit their videos by rearranging, shortening, and lengthening audio and video clips as needed
21st Century Skills: <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. 		
Key resources: Teacher, Ihtv.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:

Interview

Stand up

Wide two-shot (reporter and subject)

Over the shoulder (reporter and subject)

Extreme close up (b-roll insert)

Extreme wide

Script

Open Ended Questions