

Unit 3: Video in the Making

Week 7-10 (21 Days)

Targeted Standards (Write the overall NJSL 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.Cr2a: Organize and design artistic ideas for media arts productions

Anchor Standard 3: Refining and completing products.

1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.

Rationale and Transfer Goals :

Most people at some point in their life, shoot video, but they may not have a clue what they are doing. This unit will teach students to have a higher level of understanding on how to frame shots correctly, as well as other techniques that are used in the professional world. This will prepare them for the real world.

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

Anchor Standard 3:

The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.

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 does collaboration expand and affect the creative process?

Anchor Standard 2:

How do media artists learn from trial and error?

Anchor Standard 3:

How do media artists improve/refine their work?

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 students will know Students will know: <ul style="list-style-type: none"> •Title •KenBurns Film Noir <ul style="list-style-type: none"> •Symbolism •The Videography Repertoire •Establishing Shot •Long Shot •Medium Shot •Medium Closeup •Closeup •Extreme Closeup •Over-the-Shoulder Shot •Sequence 	Students will be able to recognize camera angles while viewing feature films, and broadcast television. Students will be able to implement the different camera angles in their projects for class. Students will be able to point out continuity problems in their productions as well as in movies.	Each student will take turns learning each job. Director, Camera Man, Actor, and Production Assistant They will do this with a series of Hands on activities, demonstrations by teachers and peers, and notes.	The Pledge of Allegiance Formative: Technology Project. Students first project will entail having to complete a video that includes the Pledge of Allegiance. This will be played back during the Morning Roar. Scavenger Hunt Formative: Technology Project Student's will be given a list of Items they must videotape

<ul style="list-style-type: none"> •180 Degree Rule •Triangle Coverage •Setup Tripod •Use a Slate •How to Record •How to erase Memory Card •How to Play Back video on camera •Continuity •What types of jobs there are. introduce people of LGBT, Black, and Hispanic, Producers who are influential Directors, Cinematographers in the industry •How to use a script writing program. 			<p>and must videotape them using the assigned shot. This will test their knowledge on how to use a camera, setup a tripod, level the camera, use of the correct type of shot, and time management.</p> <p>Triangle Coverage Sequence - Shooting for coverage Summative: Visual Arts Project This test will summarize the unit. Student's will be asked to create a script based on something funny, use the assigned shots from the repertoire, symbolism, the 180 degree rule, triangle coverage to provide coverage with one camera, and Final Cut Pro X to create a multi angle sequence. This video will be no longer than 3 minutes and not shorter than 30 seconds.</p>
<p><u>Spiraling for Mastery</u> Where does this unit spiral back to other units from this or previous years</p>			

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>Student's will use what they learned from Unit 1 and 2.</p> <ul style="list-style-type: none"> ● Zoom ● Focus ● Rule of Thirds ● Video Editing ● Audio Editing ● Graphics Editing 	<p>In 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>In 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>	<ul style="list-style-type: none"> ● Presentation ● Demonstration ● Newscast Project ● Stock Footage Commercial 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 Alfred Hitchcock Movie, Final Cut Pro, Panasonic Camcorder and Tripods</p>		
<p>Interdisciplinary Connections:</p>		

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:

Discuss contributions from prominent actors of color and how the film industry depicts people of color

Hispanic:

Discuss contributions from prominent actors & directors of hispanic descent and how the film industry depicts people of hispanic descent

Women:

Discuss contributions from prominent women actors & directors and how the film industry depicts

LGBTQ:

Discuss contributions from prominent actors & directors of the LGBTQ community and how the film industry depicts them

Important Vocabulary:

Symbolism

Establishing Shot

Long Shot

Medium Shot

Medium Closeup

Closeup

Extreme Closeup

Over-the-Shoulder Shot

Continuity

Triangle Coverage

