

Unit 1:
Timeline: 2 Weeks

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

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

Anchor Standard 2: Organizing and developing ideas.

1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.

Rationale and Transfer Goals : This unit is designed to review topics and ideas done in Intro to video production. Video Production 2, builds on what was learned from VP1. They will also learn advance shoot techniques and storytelling

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

Anchor Standard 1: Generating and conceptualizing ideas.

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

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: Generating and conceptualizing ideas.

How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

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

<p>Review the following:</p> <p>How to use Final Cut Pro X. How to use a Mac Review key terms and literacy in video production. Review and introduce people of LGBT, Black, and Hispanic, Producers who are influential Directors, Cinematographers in the industry</p>	<p>Gain skills in using tools and equipment</p> <p>Learn how to use time management Learn how to work in a team</p> <p>Learn how to follow instructions from peers Gain self confidence & relate to those who are like themselves or different than them in the industry</p> <p>Learn 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 shoot and edit a short project demonstrating a multi angle production technique known in the industry as shooting for coverage.</p> <p>Add to their Digital Portfolio and explain the following: What was the point of each project? What did you learn that was different from projects that came before? What video production techniques did you improve upon?</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 Focus Rule of Thirds Video Editing Audio Editing Graphics Editing Videography Repertoire / 7 Key shots</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>	<ul style="list-style-type: none"> • Demonstration • Scavenger Hunt • Triangle Coverage Project

<p>Use a Tri-pod Use more 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>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, Cromebooks for research and scripting TV Studio Equipment,Camcorders</p>		

Interdisciplinary Connections:

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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:

Zoom

Focus

Rule of Thirds

Videography Repertoire / 7 Key shots

Triangle Coverage


