

Unit 2: The Music Video - Telling a Story

Timeline: 7 weeks

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

Anchor Standard 2: Organizing and developing ideas.

1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions.

Anchor Standard 3: Refining and completing products.

1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.

Rationale and Transfer Goals: Creative Writing skills are a big part of this unit. Student's will be asked to write a script for a music video that initiates a plot. In the video production field, being able to keep the viewers attention is critical, and they do that by creating a story that evokes some kind of emotion to connect with the viewer. Students will demonstrate what they have learned, by creating a broadcast quality Music Video, that features a story line, without error.

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

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 2:

How do media artists and designers determine whether a particular direction in their work would be effective?

Anchor Standard 3:

How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?
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>
Parts of a Plot Beginning Middle End Who is Socrates? <ul style="list-style-type: none"> • Exposition • Rising Action • Climax • Falling Action • Resolution/Conclusion Character Development <ul style="list-style-type: none"> • Protagonist • Antagonist How to cut on a beat	How to tell a story How to keep a viewer's interest Time Management How to work in a team How to cut on a Beat The use of video to convey a feeling or emotion for the viewer	Student's will take notes on parts of a plot <ul style="list-style-type: none"> • They will use a Plot Diagram Worksheet to map out parts of the plot on a music video we watch in class 	Create a Music Video Formative: Technology Project Students will be asked to pick a song of their choice, void of any foul language, drug, gang or criminal references. They will then use that song, knowledge learned from previous units and a plot summary worksheet to write a script, shoot and edit a music video. The video must be as long as the song. 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?

**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
Zoom Focus Rule of Thirds Video Editing Audio Editing Graphics Editing Videography Repertoire / 7 Key shots Use a Tripod Use all critical Functions of a Consumer level Video Camera Write a Script	<p>In Unit 1 of Intro to Video production, 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 of Intro to Video production, they learned how to use Final Cut Pro X to edit video. They will now have to edit all their projects in FCPX for all other Units.</p> <p>In Unit 3 of Intro to Video production, they learned how to use use a Video Camera, Tripod and what types shots they should use</p>	<ul style="list-style-type: none"> • Presentation • Demonstration • Newscast Project • Honda Commercial Project • Scavenger Hunt • Sequence Project • PSA 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.

Key resources:

Teacher with Prior Experience in the Industry, The internet, and Good and Bad videos from students who took the class years before.

Interdisciplinary Connections:

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

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:**

Discuss how their race is depicted in music videos.

Hispanic:

Discuss how their race is depicted in music videos.

Women:

Discuss how women are depicted in music videos.

LGBTQ:**Important Vocabulary:**

Rising Action

Climax
Falling Action
Resolution/Conclusion
Protagonist
Antagonist