

Washington Unified School District – Career Technical Education

BEGINNING VIDEO PRODUCTION

DATE: 2016-2017
INDUSTRY SECTOR: Arts, Media and Entertainment Sector
PATHWAY: Design, Visual and Media Arts
CBEDS TITLE: Introduction to Media Arts
CBEDS CODE: 5729

HOURS:	Total	Classroom	Laboratory/CC/CVE
	180	120	60

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Directors- Stage, Motion Pictures, Television, and Radio	27-2012.02	Film and Video Editors	27-4032.00
Media and Communication Equipment Workers, All Other	27-4099.00	Camera Operators, Television, Video, and Motion Picture	27-4031.00
Multimedia Artists and Animators	27-1014.00		

COURSE DESCRIPTION:

Beginning Video Production is an entry level course in which students learn the basics of creativity, visual thinking, and the practical aspects of video production: use of video cameras, digital editing, and creating different types of concept videos. Students learn to communicate effectively by working individually and in groups to plan productions, create storyboards, write scripts and edit videos. Students will learn editing by using Adobe After Effects, software that is used by professionals in television and movie production.

A-G APPROVAL: No

ARTICULATION: None

PREREQUISITES:	School	Prerequisite
	River City High	None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- Adobe After Effects Certification Exam

RECOMMENDED TEXTS:

- None

PROGRAM OF STUDY

Grade	Fall	Spring	Year-Long	Course Name
9, 10, 11, 12			✓	Beginning Video Production
9, 10, 11, 12			✓	Advanced Video Production

I.	ORIGINS OF FILMMAKING	CR	Lab/ CC	Standards
	<p>A. Discover how filmmakers develop and convey stories within the mise-en-scène through the study of the origins of film. Develop as a class a “production company” that will guide course projects based on themes of community to global mindedness. Research and develop a thorough catalog of industry sector careers, considering each in alignment with students’ own entrepreneurial characteristics. In small production teams, create two short films from pre-production planning through to post-production computer based editing.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define: persistence of vision, 24 frames per second, cut, shot, take, set-up, mise-en-scène, and documentary film. 2. Create a short story based on an artistic inspiration. (Entr C4.1, C4.2) 3. Formulate a class mission and purpose, core values, and vision statement. (Entr C7.1, C7.3, C7.4) 4. Produce a short film, One-Shot Story, integrating predetermined criteria. 5. Enhance their original film by composing a Multi-Shot Story, integrating predetermined criteria. 6. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: cinematographer, production designer. (Entr C2.3) 7. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 	15	8	<p>Academic: LS: 11-12.1, 11-12.2 WHSST: 11-12.10, 11-12.6, 11-12.7, 11-12.8</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.4, 3.6 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.5, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.3, 11.4</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A2.1, A3.1, A3.2, A3.4, A4.3, A4.4, A4.6, A5.2, A5.3, A7.1, A7.2, A8.1, A8.2, A8.3, A8.4</p>
II.	GRAMMAR OF FILM	CR	Lab/ CC	Standards
	<p>A. Assess why cinema is both the most realistic and also the most artificial of the arts by expanding upon the grammar of film and film history. In small production teams, expand knowledge of camera shots and angles through the practical application of producing a filmed commercial. Continue to research and develop a thorough catalog of industry sector careers, considering each in alignment with students’ own entrepreneurial characteristics. Formulate a multi-media marketing plan based on multiple markets.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define: narrative film, wide Shot, full Shot, ¾ Shot, medium Shot, medium 	15	8	<p>Academic: LS: 11-12.1, 11-12.2 WHSST: 11-12.10, 11-12.6, 11-12.7, 11-12.8</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning</p>

	<p>closeup, close-up, extreme closeup, long Shot, two-shot, over-the-shoulder, high-angle shot, low-angle shot, oblique shot, handheld, tracking shot, pan, tilt, zoom in, and zoom out.</p> <ol style="list-style-type: none"> 2. Create a series of multi-media advertisements making wise use of the principles and elements of art. (Entr C9.6) 3. Produce a short expository film in the form of a commercial, integrating predetermined criteria. 4. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: cinematographer, production designer. (Entr C2.3) 5. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 			<p>and Management: 3.1, 3.4, 3.6 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.5, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.3, 11.4 CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A2.1, A2.2, A2.3, A2.4, A2.7, A2.9, A3.1, A3.2, A3.4, A4.3, A4.4, A5.2, A5.5, A8.1, A8.2, A8.3, A8.4</p>
III.	MASTERING THE SHOT	CR	Lab/CC	Standards
	<p>A. Recognize developments in early film, such as German Expressionism and montage, and evaluate how these advancements change cinema as an art form. In small production teams, develop a symbolic visual language through the practical application of producing a filmed melodrama with elements of montage. Consider wise use of the principles and elements of art and design in the creation of a series of costume designs. Continue to research and develop a thorough catalog of industry sector careers, considering each in alignment with students' own entrepreneurial characteristics.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define: German Expressionism, the 180 degree line, montage, creating spectator, master shot, coverage, establishing shot, insert shot, reaction shot, freeze frame, superimpose, point-of-view shot, reverse angle shot, slow disclosure shot, fast-motion shot, slow-motion shot, and melodrama. 2. Design a costume collection for a cast of characters. 3. Produce a short melodramatic film with elements of montage, integrating predetermined criteria. 4. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: film editor, costume designer. (Entr C2.3) 5. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 	15	8	<p>Academic: LS: 11-12.1, 11-12.2 WHSST: 11-12.10, 11-12.6, 11-12.7, 11-12.8 CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.4, 3.6 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7</p>

				Ethics and Legal Responsibilities: 8.5, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.3, 11.4 CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.8, A2.1, A2.2, A2.3, A2.4, A2.6, A2.7, A2.8, A2.9, A3.1, A3.2, A3.4, A3.5, A4.3, A4.4, A4.5, A4.6, A5.2, A5.3, A5.5, A8.1, A8.2, A8.3, A8.4
IV.	CHARACTERS BREAKING THE SILENCE	CR	Lab/CC	Standards
	<p>A. Following film history as Hollywood is changed with the addition of sound, the art of preproduction is highlighted through the development of screenplays and their visual representations through storyboards. Continued research and development of a thorough catalog of industry sector careers, considering each in alignment with students' own entrepreneurial characteristics.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define: screenplay, storyboarding, Vitaphone, the studio system, the Hollywood Production Code, dissolve, and the technique of separation. 2. Use industry standard formatting in the composition an original screenplay. 3. Create a storyboard that illustrates how an original screen-play would be brought to life within the mise-en-scène. 4. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: sound engineer, storyboard artist. (Entr C2.3) 5. Synthesize essential concepts using moments of success and challenge from the learning activities through self reflection and peer critique. 	15	8	Academic: LS: 11-12.1, 11-12.2, 11-12.3 WHSST: 11-12.10, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8 CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.4, 3.6 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.3,

				11.4 CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A3.1, A3.2, A3.4, A4.3, A4.4, A5.1, A5.2, A5.3, A5.5, A6.1, A6.2, A7.1, A7.2, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5
V.	BREAKING RULES AND INVENTING NEW ONES	CR	Lab/CC	Standards
	<p>A. Interpreting the effects of WWII on American cinema, examinations of the progress of directing and film techniques, discover a broader view of the impact of cinema as art. In small production teams, refine the creation of distinct visual language through the practical application of producing a short film telling the story of many years in the span of only a few moments. Consider wise use of the principles and elements of art and design in the creation of a series of set designs that can convey the passage of time. Continue to research and develop a thorough catalog of industry sector careers, considering each in alignment with students' own entrepreneurial characteristics.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define: high contrast lighting, deep focus, soft focus, overlapping dialogue, and flashback cuts through time. 2. Illustrate a film or television set design and then enhance it with set dressing distinguishing a passage of time. 3. Produce a short film, portraying a Flash Forward through time and character development, integrating predetermined criteria. 4. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: set designer, makeup artist. (Entr C2.3) 5. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 	15	8	<p>Academic: LS: 11-12.1, 11-12.2 WHSST: 11-12.10, 11-12.6, 11-12.7, 11-12.8</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.4, 3.6 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.5, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.3, 11.4</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.7, A1.8, A2.1, A2.2, A2.3, A2.4, A2.7, A2.9, A3.1, A3.2, A3.4, A4.3, A4.4, A4.6, A5.2, A5.3,</p>

				A5.5, A8.1, A8.2, A8.3, A8.4
VI.	POST-WAR: FILM NOIR, NEOREALISM, & HITCHCOCK	CR	Lab/CC	Standards
	<p>A. Deconstructing post-war film genres will shine a light on American culture and contemporary art styles. In small production teams, experiment with post-war film styles through the practical application of producing a short film with three options of genre-specific endings. Consider wise use of the principles and elements of art and design in the creation of a movie-goers guide to post-war cinema. Continue to research and develop a thorough catalog of industry sector careers, considering each in alignment with students' own entrepreneurial characteristics.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define: film noir, on location shooting, neorealism, nonprofessional actors, real space and real time, "the master of suspense", colorization, reverse angle, off-screen space, and cinematic voyeurism. 2. Classify post-war cinema through the compilation of a movie-goers guide. 3. Produce a short film, A Tale of Three Endings, reconstructing three distinct versions of a familiar story, integrating predetermined criteria. 4. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: cinematographer, lighting designer. (Entr C2.3) 5. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique. 	15	8	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3 WHSST: 11-12.10, 11-12.2, 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.4, 3.6 Technology: 4.1, 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7, 7.8 Ethics and Legal Responsibilities: 8.5, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.3, 11.4</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.7, A1.9, A2.1, A2.2, A2.3, A2.6, A2.7, A2.8, A2.9, A3.1, A3.2, A3.4, A3.5, A3.6, A4.1, A4.2, A4.3, A4.4, A4.5, A4.6, A5.1, A5.2, A5.3, A5.5, A7.1, A7.2, A8.1, A8.2, A8.3, A8.4, A8.5</p>
VII.	WIDESCREEN & THE AMERICAN NEW WAVE	CR	Lab/CC	Standards

	<p>A. Analyzing the effect of television on cinema, consideration will be given to screen size and the resulting directorial choices that change regarding the visual storytelling of film based on a screen's aspect ratio. In small production teams, solve filming challenges that arise when capturing a music video in three distinct aspect ratios. Enhance the final edited product with commentary advocating different ratio's strengths in the creation of the artwork. Interpret ones own personal draw to specific universal themes portrayed in film and compose a film story aligned to those themes. Continue to research and develop a thorough catalog of industry sector careers, considering each in alignment with students' own entrepreneurial characteristics.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define: academy ratio, standard screen format, widescreen, letterbox, pan and scan, CinemaScope –VistaVision, aspect ratios of 1:1.33, 1:1.85, and 1:2.35, high concept, and low concept. 2. Evaluate the themes in film they are most drawn to and how those themes are developed through production design and a film's final product. 3. Devise a three-act plot structure and logline that could bring a favorite theme to life in film. 4. Produce a short music video concept, Ratio Rationale, filmed in three aspect ratios, integrating predetermined criteria including a commentary reel synthesizing the benefits and challenges of the differing ratios. 5. Research careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics: music supervisor, producer. (Entr C2.3) 6. Synthesize essential concepts using moments of success and challenge from the learning activities through self-reflection and peer critique 	15	8	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3 WHSST: 11-12.1, 11-12.10, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.4, 3.6 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.5, 8.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.3, 11.4</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.7, A1.8, A1.9, A2.1, A2.2, A2.4, A2.7, A2.8, A2.9, A3.1, A3.2, A3.3, A3.4, A4.2, A4.3, A4.4, A4.5, A4.6, A5.2, A5.3, A5.5, A5.7, A6.1, A7.1, A7.2, A7.3, A8.1, A8.2, A8.3, A8.4, A8.5</p>
VIII.	BLOCKBUSTERS VS. INDEPENDENTS	CR	Lab/CC	Standards

	<p>A. Synthesizing the course’s creative exercises, consider the true value of a film, its box office or its content. Advocate this philosophy through the creation of an original “Dream Film” and the presentation of a professional “Pitch” to a hypothetical group of investors. Evaluate the array of careers studied and further investigate the market viability and personality match to choice jobs. Diagram a plan of achieving employment and present this research in a multi-media presentation that makes wise use of the principles and elements of design sector careers, considering each in alignment with students’ own entrepreneurial characteristics.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define: blockbuster, “B” movies, “wide” release, and independent film. 2. Devise a film to pitch using a multi-media presentation that makes wise use of the principles and elements of design: design concept art for the sets, costumes, marketing, and cinematography of the film, compose the logline and plot of the story, and produce statements about the film’s theme and artistic inspirations. (Entr C4.1, C4.2, C4.6, C9.6) 3. Understand the triumphs and challenges of working in the industry through a series of guest speakers. (Entr C2.1, C2.2, C2.3, C3.4, C9.4) 4. Complete research on careers and professionals and trade unions in comparison to personally recognized entrepreneurial characteristics, presenting synthesized analysis along with a professional resume and letter of introduction. (Entr C2.1, C2.2, C2.3) 5. Synthesize essential concepts and their growth over the course as a whole using moments of success and challenge from the learning activities through self-reflection and peer critique. 	15	4	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3 WHSST: 11-12.1, 11-12.10, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A3.1, A3.2, A3.3, A3.4, A3.6, A4.3, A4.4, A4.5, A4.6, A5.2, A5.5, A5.6, A5.7, A7.1, A7.2, A7.3, A7.4, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6</p>
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Submitted by:

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