

La Cañada High School

Proposed Course Outline – LCTV 1 - Introduction to Video Production

- I. Course Title – LCTV 1 - Introduction to Video Production**
- II. Grade Level(s) – Grades 9-12**
- III. Length/Credit – 1 Year - 10.0 units Satisfies One Year Visual and Performing Arts Graduation Requirement**
- IV. Preparations – None**
- V. Course Description**

This is the first course in a three-course sequence designed to provide students training and skills in video production and design. Students in LCTV will work in a live studio space and acquire foundational competencies in film, video, computer, and live production, as well as foundational knowledge in design to prepare students for employment in a variety of jobs in the multimedia/communications workforce. Instruction will focus on the interaction between media sources in live, recorded, and web-based productions. Students will develop skills in computer design, film and video production, lighting, sound, and projection design, and print media design.

VI. Standards/ESLRs Addressed

Introduction: Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as flexibility, problem-solving abilities, and interpersonal skills. Careers in the Arts, Media, and Entertainment sector fall into four general pathways: Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; and Game Design and Integration. The anchor and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have in order to pursue their chosen profession, whether that profession requires postsecondary education, graduate training, or apprenticeship.

Learning the skills and knowledge for creating, refining, and sharing work in the Arts, Media, and Entertainment industry sector promotes teamwork, communication, creative thinking, and decision-making abilities—traits that are necessary to function successfully in the competitive

and media-rich twenty-first century. This course proposal regards the first in a three class sequence focusing on the Design, Visual, and Media Arts pathway.

I. Knowledge and Performance Anchor Standards

- 1.0 Academics - Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.
- 2.0 Communications - Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.0 Career Planning and Management - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology - Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.
- 5.0 Problem Solving and Critical Thinking - Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 6.0 Health and Safety - Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.
- 7.0 Responsibility and Flexibility - Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.
- 8.0 Ethics and Legal Responsibilities - Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 Leadership and Teamwork - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.
- 10.0 Technical Knowledge and Skills - Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.

- 11.0 Demonstration and Application - Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

II. Design, Visual, and Media Arts Pathway - The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

- A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.
- A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
- A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

VII. Brief Course Outline

Unit 1 Development and Principles of Video Design

To understand what video production is, and how it influences society, students will:

Discuss in small groups their understanding of video production and how it is applied in today's world. Using a graphic organizer students share their thoughts and opinions. Students reflect in a journal (one page) how they experience video production in their life and how it may influence them.

To correctly apply visual design principles, employ video equipment and techniques, and to express a story, students will:

Prepare a storyboard for a short story. Dialogue, visual layouts and plot are reflected in the storyboard. Students critique the storyboard and provide feedback which is incorporated into the development of a slide show. Students record and place images on slides reflecting their understanding and application of visual principles and video composition techniques. Audio is added, including voice and music to further explain and develop their story. Students present their slide show to their peers for critique using evaluation criteria. Students perform a self-critique which is reflected in a learning journal (two to three paragraphs).

To improve story development skills and visual design, students will:

Use formal language and terminology to develop and create a 59 second video. Students prepared a storyboard that identifies key moments of the story which will be filmed in one continuous shot. Students explain with clear and detailed instructions the requirements for the cast and crew during filming. Students present the recorded video to an audience of their peers and other invited faculty. Student learning is assessed using a grading rubric that emphasizes proficiency of equipment, mastery of skills, and development of story. Students discuss their challenges and successes in small groups. Students reflect on this experience in their learning journal (1 page).

To further enhance and refine visual design and story development skills as well as apply audio techniques, students will:

Assemble in small groups (4 - 5 students) to create a storyboard for a 30 second film on how a fly might view the world (using first-person perspective). Students develop a story emphasizing rising action, a climax and a resolution that includes a “twist” or “surprise” ending. Students apply their understanding of how to build suspense and captivate their audience through plot development and visual/audio techniques. Students are assigned specific roles and responsibilities. Students present their video to the class. After the screening, students explain their challenges and reasons behind the surprise ending. Students critique work using an evaluation rubric and reviews of the top videos are published by Journalism students in the school newspaper. Positively reviewed videos are posted on the school’s website for public viewing.

Unit 2: Communication Enrichment for Audio & Visual Media

To discern how visual and audio media is effectively used in communication, students will:

Research how video communication has been used over time. Students identify historical uses and develop hypotheses on the effectiveness of various forms of communication. Students speculate on how advances in technology may change communication in the future. Students provide data as evidence and properly cite sources for their data. Students provide these findings in a three to five page research paper. Students present their reports to their peers for feedback

and discussion. Evidence and data are compared among students and criteria are used to evaluate the validity of the data and the quality of the presentation.

To understand how the culture of an audience can be influenced through visual and audio connections, students will:

Learn how to properly format and prepare a movie script. Students develop a story with a magician (and his powers) as the central character. Students research information about magicians and their role in various societies throughout history. Students discuss their impressions of magicians through circle of viewpoints routine. Students use their discussions to refine their magician character, plot and setting for their story. Students prepare a draft script for review and critique (using evaluation criteria) by other students. Using this feedback, students prepare a final script. Students apply in-camera and editing techniques to create the magician's magic. Students produce a video which is screened by the class and other invited guests (other classes, faculty, and invited representatives from magicians guilds or associations). Students critique work using an evaluation rubric and reviews of the top videos are published by Journalism students in the school newspaper. Positively reviewed videos are posted to the school's website for public viewing.

To appropriately apply audio enrichments in multimedia communication, students will:

Compare and contrast excerpts from modern or contemporary films. Students compare the impacts and influence of audio in film using evaluation criteria. Students examine excerpts both with and without sound effects and other audio devices (such as background music). Students explain the differences in mood and emotion with and without audio. Students use self-created criteria to justify their explanations. Students prepare a two to three paragraph treatment on enhancing a project created in Unit 1 through the use of such audio devices as voice-overs and Foley sounds. Students present both the original and enhanced video for review and critique. Critiques are based on evaluation criteria as part of their report. Enhanced videos are shown to a broader audience through such modes as daily announcements, school website and selective viewing stations around the school campus. Students reflect on their video and critiques in a learning journal entry (two paragraphs to one page).

Unit 3 Depicting Reflections of Life

To accurately depict reality through another person's point of view, students will:

Explore the purpose and uses of documentaries. Students discuss their understanding in small groups using "I used to think... Now I think" routine. Students expand their understanding through viewing and analysis of excerpts from several documentaries including:

- Undefeated (2011)
- The Cove (2009)

- An Inconvenient Truth (2006)
- March of the Penguins (2005)
- Into the Arms of Strangers: Stories of the Kindertransport (2000)

Students share their impression and understanding of storytelling and cinematic techniques through a “Step Inside” routine. Students record their thoughts in a learning journal (two to three paragraphs).

Students apply their learning through the creation of a documentary which depicts life through another person’s point of view. Students clearly delineate (in a treatment and storyboard) how the person’s point of view is important, and explain how cultural and societal biases or perceptions are addressed in the documentary. Students prepare a kit that is used to guide the production of the video. Students produce a five to ten minute documentary video that incorporates “B-roll” footage and the use of cutaway transitions. Editing of the video takes into consideration of the person and audience’s point of view. Video credits include sources used in the research of information as well as typical credit information.

Students screen the documentary in class or at other special school settings (such as an assembly or lunch time rally). Students conduct a self-critique and peer critique. Evaluation criteria are used for the critique and include: clarity of message, cultural interpretations and influences, quality of work and more). Students in a classroom setting verbally discuss and share ways for improvement on future projects that are similar in nature.

Unit 4 Analyze and Recreate Contemporary Film Scenes

To understand the intent behind an artist’s work, students will:

Research the styles and artistry of a notable American or world director or cinematographer: Hitchcock, Felini, Spielberg, Scorsese, Kubrick, Satyajit Ray and Kurosawa. Students write a two to three page paper discussing and analyzing the style, influences and examples from the chosen director/cinematographer. Students formally cite all sources used in their report. Students create a slideshow and present their analysis to their peers. Students also share their analysis and interpretation of a favorite scene from the chosen director/cinematographer. Students critique the presentations and scene analysis using established criteria. Students reflect in their learning journal (one page) on their research and analysis, and explore ways they can incorporate the director’s style into their work or modify it to create their own style.

To learn the skills and styles of professional filmmakers, students will:

Analyze a movie segment noting details such as: setting, dialogue, props, camera angles, lighting, audio, and editing. Students identify equipment and resources necessary to re-create the movie segment. Students recreate the segment paying close attention to cinematographic and audio details. Students show their completed video in conjunction with the original movie

segment to their peers, faculty and invited guests such as local movie critics, college faculty and parents. Students verbally present their interpretation of the segment, explaining how they produced, filmed and edited their work. Students self-critique their work using evaluation criteria that includes an assessment of the original movie segment to the student's recreation. Peer critiques are also conducted. Students reflect on their experience (success and challenges) in recreating scenes in their learning journal. Students also discuss what they would have done differently if they were the original director (one page).

Unit 5: Video Capstone

To demonstrate their skills, ability and understanding of filmmaking, students will:

Brainstorm ideas and themes for a 10 to 15 minute short film based on the following categories:

- short film
- documentary
- music video
- public service announcement

Students use a graphic organizer to develop a story structure: introduction, rising action, climax, falling action and resolution. Students discuss their story with their peers for feedback and guidance. Students record discussions and potential changes in a learning journal (one to two pages).

Students create a storyboard and present it to their peers. Presentations include a summary of the plot as well as explanation of the setting, analysis of characters and discussion on the story's connection with society (during that time period). Students use feedback to revise their storyboard and draft script. Students share their draft script with their peers. Peers both provide specific written comments and discuss comments directly with the student (author). Discussion guidelines and rules are established in advance to create an atmosphere where students feel comfortable giving and receiving feedback. Students prepare a final script based on feedback.

Students create production plan/kit: filming locations, equipment, list of actors and crew, schedules, contact information, filming approvals, etc. Students lead a pre-production meeting with cast and crew to discuss filming. Students record discussions from this meeting, what they believe will be their biggest challenges, and how they can overcome these challenges (one to two pages).

Students film their script. Students write a one to two page narrative about production (progress and issues) at the midway point. Students explain what has been accomplished in relation to their production plan/kit and what remains to be complete. A self-assessment using a rubric is also prepared.

Students assess footage using a grading rubric. Students edit usable footage. Editing reflects proper storytelling techniques, and application of visual design elements and principles. Additional audio and graphics are incorporated. Students produce a rough cut for peer review and critique using both evaluation criteria and free response (two to three paragraph) comments. “Blind” critiques are used to allow for frank and constructive feedback. Students reflect on these comments in their learning journal (two to three paragraphs).

Students make final revisions to their short film as needed: re-film scenes, refine edits and incorporate final titles and credits using proper visual design elements and techniques and application of typography (text fonts). Students store their final film on a DVD or other media devices.

Students develop a 30 second to 1 minute movie trailer for their film. Students create a one to two paragraph description of the trailer which discusses the mood and how they intend to capture the audience’s attention. Consideration is given to the target audience and their likes/preferences. Students create a storyboard and identify footage to be used. Students present their storyboard and footage for peer review and critique using both evaluation criteria and free response (one to two paragraph) comments. “Blind” critiques are used to allow for frank and constructive comments. Students use comments and feedback to edit and create a movie trailer.

Students screen their film and movie trailer at a school digital arts festival or at an after school event. Movie trailers are also shown prior to the festival on the school website and other school events to promote the festival. Students present their films and answer questions if needed. Students record each experience (one to two paragraphs) and reflect on what was learned in each experience in their learning journal.

Unit 6: Personal Digital Portfolio

To prepare for a career in the film or entertainment industry, students will:

Create a portfolio that includes a DVD with samples of their best work (including footage and other documentation of their role and support of other student projects), a cover letter, resume, certificates, awards, and letters of recommendation. The initiation of this portfolio requires the student to prepare a storyboard identifying essential segments/sections for their portfolio. Students identify areas where additional footage or significant editing is required. Additionally, students conduct the following investigations to help direct and guide other parts of their portfolio including the development of their resume, cover letter and letters of recommendation.

Research information on the following websites regarding career opportunities:

- US Bureau of Labor Statistics
- California Career Zone
- Purdue Online Writing Lab (OWL) - Resume Workshop
- Purdue OWL - Cover Letter Workshop

Students conduct a self-critique of their portfolio, and critique other students' portfolios. A rubric is used to guide their review and feedback. Students use the critique to review and refine their portfolio.

VIII. Methods of Assessment

The evaluation of projects will be on-going and cumulative with the use of performance, portfolio, test, and self-report assessments. These assessments are check marks of how the students are meeting the standards set in the course and help direct the accomplishment of the project itself.

Project Assessments may include but are not limited to:

1. Presentation
2. Written/Oral Report
 - Daily Journal
 - Sketch/Planning Notebook
 - Multimedia
3. Graphic Representation
 - Orthographic representation
 - Pictorial representations
 - Schematics
 - Sketches
 - Photos
 - Diagrams
 - Video Clips
 - Graphs and Charts
 - Statistical Analysis
4. Final Product
 - Written Proposals for Video Projects
 - Storyboards
 - Video Interviews
 - Video News Stories
 - Public Service Announcements
 - Model Release - Permission to Use Images of People Analytical Paper
5. Performance skills
 - Computer Applications (i.e., Word Processing, Spreadsheet, PowerPoint)
 - Story Creation
 - In Front of Camera Role Playing

- Camera and sound equipment proficiency
- Lighting proficiency
- Editing software and hardware proficiency

Grades and Class Participation:

All work will be assessed and the students will receive points. Overall grades in the class will be by total percentage: **A=90+ B=80-89 C=70-79 D=60-69**

Grades will be based on daily class assignments, homework, notebook checks, projects, quizzes and tests. Class participation is essential to the learning process; therefore, daily student attendance is essential for course success.

Grades for this class will derive from the following sources:

Projects	50 %
Homework, Sketches, Worksheets, Sketch/Planning Notebook, Portfolio	25 %
Tests & Final Exam	20 %
Employability Skills & Work Ethic: includes participation, attendance, effort, behavior, & professional attitude	5 %

Employability Skills & Work Ethic Grade:

This portion of the student grade is based upon excellent daily attendance, active participation in class, no tardies, no truancies, and an excellent and positive attitude. It is also based on how well the student completes daily assignments and tasks, brings all required materials to class daily and completes assignments on time. In addition, when the teacher is talking, students are expected to stop, look, listen, and follow directions, and take notes if needed. To guide their excellent work in this area, students must act and behave in such a way as they believe would be most highly desirable to a prospective employer.

Attendance Policy: Attendance in this course will be treated the same way as it would be treated at a place of employment. If a student is absent, it is the student's responsibility to see the instructor to get "make-up" or "missed" information. Also, if a student is behind, he/she can set up appointment to use the computer lab before or after school, or during STEP, as is mutually agreeable to teacher and student.

Academic Honesty:

Students are expected to demonstrate honesty and integrity at all times. Each student is responsible for his or her own work, which includes test taking, homework, class assignments,

individual contributions to group products, and the original creation of digital art, web pages, essays, compositions, and research papers. All work submitted by a student should be a true reflection of that student's knowledge, experience, effort and ability. It is unacceptable academic behavior to submit work that is not one's own. Refer to “Academic Honesty & Integrity” section in student handbook. The consequences laid out in this section will be strictly adhered to in all incidents of cheating or plagiarism.

IX. Materials/Textbook(s)

Producing and Directing the Short Film and Video, Peter Rea and David K. Irving, Focal Press, 2013.

X. Seeking “a-f” Approval – Yes/No – Yes, this course will be submitted to the University of California for approval for the 2016-17 academic year in the subject domain “F” for Visual and Performing Arts credit.

XI. Seeking AP Class Approval – Yes/No – This course does NOT seek AP approval.