

La Cañada High School

Proposed Course Outline – LCTV 2- Studio Intermediate Video Production

- I. Course Title – LCTV 2 - Studio, Intermediate 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 – Passing LCTV 1 with a grade of C or higher**
- V. Course Description**

This is the second course in a three course pathway and provides instruction and training for students interested in careers in the video, broadcast, and film production industries. Students in LCTV 2 experience both the creative and technical aspects of filmmaking and video production in conjunction with learning about historical and contemporary traditions and conventions. Students will explore different aspects of the media and entertainment industry as it relates to potential career selections. Students achieving competency in this course will be prepared to enter a film or broadcast journalism course of study at the college level or be prepared for entry level employment in those fields

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 I: Self Examination as a Videographer/Filmmaker

This unit will focus on self-reflection and examining some of the previous work each student has done to get them to this class. They will make a self-evaluation and other students will evaluate the work of their peers to determine what kind of videographer, editor, and filmmaker they are. Students will work in pairs as they develop video production skills through the process of producing an interview. In groups students will write interview questions that are open ended and lead to more questions. The class will vote on their top five questions that will become the same five questions each person must ask and answer. Students will add variety to their interviews by asking specific follow-up questions that relate to the answers given. These interviews will form the basis for their self-portrait. Students will build on interview footage and plan, shoot, and edit a video to express their ideas about themselves.

Signature Assignment: Interview and Abstract Video Self-Portrait

Students will work in pairs as they develop video production skills through the process of producing an interview. In groups students will write interview questions that are open ended and lead to more questions. The class will vote on their top five questions that will become the same five questions each person must ask and answer. Students will add variety to their interviews by asking specific follow-up questions that relate to the answers given. These interviews will form the basis for their self-portrait. Students will build on interview footage and plan, shoot, and edit a video to express their ideas about themselves. Students will write an artist's statement to accompany their piece.

Unit 2: Persuasive Perspective

This unit will examine the power of persuasion using video. It is very important for young filmmakers and videographers to understand their purpose of making a specific video. Is it for journalistic and informational purposes or is it to persuade the audience into a specific way of believing or understanding a topic. Students will examine those perspectives as it relates to video and film, and address the ethical dilemmas that may arise in such situations.

Signature Assignment: Dueling Persuasion Videos

Students will create two different video stories with a persuasive goal. One will use a journalistic (more objective) style that uses a straight presentation of the facts and data, the other will use an artistic (more subjective) style to appeal to the audience's emotions. After viewing and responding to examples of persuasive images from history, students will choose an issue related to justice that they feel is important. Students will research their chosen social issue, write the script, storyboard the camera angles and shots, acquire the footage they need, and edit the two projects. Students will compare and contrast the two different styles in a class discussion and in writing.

Unit 3: Video and Community

Students will be collaboratively working in groups with a community organization to produce a Public Service Announcement. They will recognize the benefits of teamwork, leadership, and citizenship in the community while developing technical skills. Students examine their place in the community and their audience for the PSA. As a class, after viewing examples, students compare and contrast the difference between a PSA and a commercial through discussion and making of a graphic organizer. Students will script and storyboard ideas in groups and pitch. Projects are revised as needed. Students work in small groups to storyboard and plan, shoot, and edit their PSA. The PSA must include information about the website and a hotline where viewers can go for more information or help.

Signature Assignment: Public Service Announcement (PSA)

Students will research different social issues that they feel affect teens today. After choosing one topic, they will work in groups to write, storyboard, shoot, and edit a PSA. Students will use motion graphics and text to help make their point. There will be a progress critique of the rough cut and then rubric-based assessment of the final.

Unit Four: Cameras in the Field

This unit will build on the students' previous knowledge and still imagery to plan, research and edit long form news stories. While students have worked in previous videos to promote a program, club, or organization on campus, they have not had to tell two sides of a story to produce a non-biased story totally eliminating all instances of bias they may carry. Students will use this skill to produce news packages on stories related to the school and the community. In addition, students will learn to be well versed in ethics in news reporting. Students watch examples of different types of news stories in class and compare and contrast them in a graphic organizer. They will also learn how to be prepared for a segment having researched the topic/person, b-roll for cutaways, and interviews for sound bites. Students use advanced techniques to produce a pre-recorded news story package to be used on the school's broadcast television show.

Signature Assignment: Current Event Interview

Students will create an on location Electronic Press Kit (EPK). While off campus, students will find a location to interview someone about a current event. The assignment will be graded on camera locations, sound quality, lighting, content. The final product will then be evaluated for inclusion on the school's morning announcements

Unit Five: Aesthetics and History of Film

The history of film began in the 1890s, when motion picture cameras were invented and film production companies started to be established. Because of the limits of technology, films of the 1890s were under a minute long and until 1927 motion pictures were produced without sound. The first decade of motion picture saw film moving from a novelty to an established large-scale entertainment industry. The films became several minutes long consisting of several shots. Students will learn the history of film and be able to answer the following questions: How do we talk about film as art? What type of vocabulary might we use? How is it different from other types of art? When we talk about a famous artist's work how is that different from talking about our own/ peers' work? Director biography and critique- Students research the films and life of a director of their choice and use the information to write a biography of the director. Students must use examples in films by the director- - What are some recurring themes used by the director? - How do events of the time affect the work?

Signature Assignment: Informational Biopic

Students will research different directors, DPs, and Production Designers who have been instrumental to the history of film. They will use their research to create an informational biopic or documentary highlighting the contributions of their selected person. A written paper will accompany the video summarizing their research findings. The video will be presented to the class.

Signature Assignment: Fact vs. Fiction

The students will compare and contrast the film version of an event to the actual events on which it is based. They will need to differentiate elements based on factual accounts from elements based on interpretation. In addition they will need to judge how much alteration to the historical narrative is justified in order to produce a good film or TV show, as opposed to what need not have been altered. The students will need to watch a film, and then select appropriate historical readings that present the same event. They will need to write a 3-4 page essay that compares and contrasts the film and the historical readings. A bibliography, or list of resources used, needs to accompany the essay, citing both the film and the readings they consulted.

Unit Six: The Simple Story/Commercial

What makes a good story on paper and screen? What are the different ways to shoot each scene of a story? How can each be distilled to represent the most essential elements of the story? Students will create a socially-relevant animated scene from a story in literature. Students will learn what it means to write for a video and commercial. They will learn to apply their understanding of beginning, middle, and end narrative to create a commercial. They will compare and contrast commercials and infomercials in class using a graphic organizer. Students view examples of award winning commercials and critique in class with the emphasis on the use of color and how it shapes our view of the characters, setting, and tone.

Signature Assignment: Commercial Creation

Students work in small groups to find a local business who will allow the students to create a commercial for them. Students must present to business and schedule shooting and delivery of final video. Students prepare script and storyboard as well as plan a color scheme to present to client. Plans are revised as needed. Groups shoot, edit, and present commercial. Individually, students write a self assessment of the commercial. Analysis and critique of final video- What are they selling? What is the benefit that the business wanted to highlight? What color scheme was used and how does it enhance the video? What was the client's response?

Unit Seven: The Narrative

The students will watch clips from award winning films and read the script for those clips. In table groups the students identify the parts of the structure. Once they are able to identify the parts of the narrative, they will practice by writing a scene for a horror film and then writing a romance using the same locations and characters. Students watch shorts from various genres with the focus on different aspects: structure, character, dialogue, and theme. Students in groups will fill out an evidence chart for each film. Students will examine music videos that use the narrative form. We will contrast those videos against the concert style interviews and discuss when each would be appropriate. Students will create a narrative story for an authentic music video. We will work with the school and community to find local music artists to create videos for their original music.

Signature Assignment: 5-minute narrative short-film

Students will view and study films from four different genres. Using their notes, they will work in groups to critique, chart plot structure, and to ultimately create a short narrative film. Each group's film will be from a different genre, but will have a common prop, line of dialogue, and character. Students will write, storyboard, shoot, and edit their projects. Final projects will be screened by the class for a critique.

Unit Eight: Reel/Portfolio of Work

One of the biggest tools for promoting yourself in the video industry is your demo reel. It is simply an example of the types of productions you have worked on and your particular skill level. This will be a valuable asset for students as they begin to apply to film schools and will give them a head start on their college preparation. Students view examples of professional reels and discuss and describe what their purpose is and how they are different from other videos. Guest speakers will show personal reels and discuss portfolio and career paths. Students will use their previous work to compose their own reel and Garageband to create a soundtrack to accompany their video. Students will use a DVD authoring program to create a digital video portfolio. Students will write a 3-5 page artist's statement and reflection to accompany their portfolio. Students will present portfolio and statement to a panel of sophomores, juniors, and seniors in the academy and academy teachers. Students are asked questions about their work by the panel. The panel gives written and verbal feedback to the student.

Signature Assignment: Digital Portfolio

Students will create a digital portfolio of their work from the year. They will learn how to author a DVD, create a menu, and export files. In addition, students will be taking another critical look at their own work and re-editing it into a personal reel.

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 on-going assessments 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 trancies, and an excellent and positive attitude. It is also based on how well you complete your daily assignments and tasks, bring all required materials to class daily and complete 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 your excellent work in this area, act and behave in such a way as you 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 your 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)

Video: Digital Communication & Production, 4th Edition, by Jim Stinson, Goodheart-Wilcox Publisher, 2018.

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.