

ACALANES UNION HIGH SCHOOL DISTRICT
Visual and Performing Arts
Subject Area

Adopted: 12/15/04

COURSE TITLE: Video Production 1

COURSE CODE V0913P

GRADE LEVEL: 9-12

COURSE LENGTH: One Year

PREREQUISITE: None

CREDIT: 10 credits

UC/CSU CREDIT: Meets Visual and Performing Arts “f” requirements

GRADUATION REQUIRMENT: Fulfills 10 units of Visual and Performing Arts/Foreign Language/Career Tech requirements for graduation

STANDARDS AND BENCH-
MARKS: Visual and Performing Arts: 1.1-1.3, 2.1-2.4, 3.1-3.2, 4.1-4.2, 5.1

COURSE DESCRIPTION: Video Production 1 is a college preparatory interdisciplinary approach to the visual arts. This course builds on student's proficiency in photography, creative writing, and design concepts. The class integrates research and writing techniques with artistic creation and expression as outlined in the California Visual and Performing Arts Framework. Students achieve an advanced understanding and appreciation of video used as a tool in artistic expression. Students integrate, create and communicate artistic design using video production techniques.

COURSE GOALS: Students will:

1. Apply design principles to video and film techniques.
2. Create original video works using a variety of media and technical processes.
3. Demonstrate knowledge of a variety of film genres.
4. Analyze and respond to the intent purpose and technical proficiency of works of film and video and will be able to make sound critical judgments about the quality and success of video and film as artworks.

TEXTBOOK MATERIALS: None

TEACHER RESOURCES:

- Video technical and museum Web Sites
- Professional Journals - Reading materials based on selection of genre content areas
- Adobe Photoshop Classroom
- Final Cut Pro Manual

Acalanes Union High School District
Course Content and Performance Objectives
Video Production I

	HSEE	Standards & Benchmarks	Assessment	Timeline
Strand I Artistic Perception				
1.0 STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE VISUAL CHARACTERISTIC VIDEO PRODUCTION AND LEARN TO RECOGNIZE VISUAL STRUCTURES AND FUNCTION THOUGH THE OBSERVATION, COMPREHENSION AND APPLICATIONS OF COMPOSITION AND DESIGN PRINCIPLES IN VIDEO TECHNIQUES.	N/A	1.0		15 % class time
1.1. Identify visual structures and functions of videography using the language of the visual arts.		1.1	Constructed Response	
1.2. Create video productions based on their own researched interdisciplinary themes.		1.2	Performance Assessment	
1.3. Analyze aesthetic qualities of their own video artwork and the works of others and refine their own works.		1.3	Personal Communication	
1.4. Use the “language of the visual arts” in written compositions and discussions to describe the communications and design principles as applied in video productions.		1.4	Constructed Response	
Strand 2: Creative Expression				
2.0 STUDENTS WILL CREATE ORIGINAL VIDEO WORKS BY INTERPRETING, RESEARCHING AND ANALYZING THOUGHTS, PERCEPTIONS AND IDEAS FROM ACROSS THE DISCIPLINES. STUDENTS WILL UNDERSTAND AND RESPECT ORIGINALLY OF OTHERS WORK. STUDENTS WILL DEVELOP VISUAL ARTS, VIDEO SKILLS AND	N/A	2.0		60% of class time

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Video Production I

	HSEE	Standards & Benchmarks	Assessment	Timeline
<p>TECHNIQUES AND INCREASE THEIR VISUAL LITERACY BY USING A VARIETY OF MEDIA AND TECHNICAL PROCESSES IN VIDEO PROJECTS.</p> <p>2.1 Develop knowledge of video production using a variety of media and technical processes.</p> <p>2.2 Use the elements and principles of design in technically proficient and intuitive ways experimenting with creative videography.</p> <p>2.3 Express their ideas and thoughts through a wide variety of media, techniques and processes using such intellectual skills as analysis, synthesis and evaluation.</p> <p>2.4 Analyze and discuss the ways in which their own work and the works of others use video media effectively to translate ideas, feelings, and values into visual statements of aesthetic merit.</p> <p>Strand 3: Historical and Cultural context - Understanding historical contributions and cultural dimensions of the visual arts.</p> <p>3.0 THROUGH THE STUDY OF VIDEO AND FILM FROM A VARIETY OF CULTURES, STUDENTS WILL GAIN AN UNDERSTANDING AND APPRECIATION OF THE CREATIVE EXPRESSION OF PEOPLE ACROSS TIME AND PLACE. THEY WILL LEARN THE ROLE AND SOCIAL CONTEXT OF FILM MAKERS AND VIDEO DEVELOPERS AS VISUAL ART-</p>		<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>3.0</p>	<p>Personal Communication</p> <p>Performance Assessment</p> <p>Constructed Response</p> <p>Constructed Response</p>	<p>10% of class time</p>

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	HSEE	Standards & Benchmarks	Assessment	Timeline
<p>ISTS AND THE SIGNIFICANCE VIDEO AND FILM HAS PLAYED IN HISTORY AND WITHIN THE CONTEXT OF WORLD CULTURE.</p> <p>3.1 Compare and contrast differences in the expression of common themes and in the use of visual elements, technical processes and stylistic elements in video production works from various cultures.</p> <p>3.2 Identify, describe, interpret, and analyze stylistic elements in video and film works from the past as well as from contemporary periods.</p> <p>Strand 4: Aesthetic valuing - Responding to, analyzing, and making judgments about visual arts.</p> <p>4.0 STUDENTS WILL ANALYZE, EVALUATE, SYNTHESIZE AND RESPOND TO THE INTENT PURPOSE AND TECHNICAL PROFICIENCY OF WORKS OF FILM AND VIDEO. EXPRESSING RESPONSES THROUGH DISCUSSION AND WRITTEN FORMS, STUDENT WILL MAKE SOUND CRITICAL JUDGMENTS ABOUT THE QUALITY AND SUCCESS OF VIDEO AND FILM AS ARTWORKS AND WILL ANALYZE VIDEO AS AN ARTISTIC AND COMMUNICATIONS TOOL.</p> <p>4.1 Analyze the way in which specific video and film works are created and their relation to historical and cultural contexts.</p>	N/A	<p>3.1</p> <p>3.2</p> <p>4.0</p> <p>4.1</p>	<p>Constructed Response</p> <p>Constructed Response</p> <p>Personal Communication</p>	<p>10% of class time</p>

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	HSEE	Standards & Benchmarks	Assessment	Timeline
<p>4.2 Through discussion and reflective journal writing, derive the meaning of specific video works and the way in which the works relate to historical and cultural contexts.</p> <p>Strand 5: Connections, Relations, Application - Connecting and applying what is learned in the visual arts to other art forms, subject areas, and careers.</p> <p>5.0 STUDENTS APPLY WHAT IS A LEARNED IN VISUAL ART ACROSS SUBJECT AREAS AND BEYOND THE CLASSROOM. THEY DEVELOP VISUAL LITERACY AND COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION AND MANAGEMENT OF TIME AND RESOURCES. THEY LEARN ABOUT CAREERS IN AND RELATED TO THE VISUAL ARTS.</p> <p>5.1 Students explore pathways and careers in video production and film.</p>	N/A	<p>4.2</p> <p>5.0</p> <p>5.1</p>	<p>Constructed Response</p> <p>Personal Communication</p>	<p>5% of class time</p>

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TEACHING STRATEGIES AND PROCEDURES:

Direct instruction, modeling demonstrations, group discussion and presentation,
Reading, annotating, outlining, storyboarding, scriptwriting
Exhibitions, and competitions.
Self-directed collaborative learning

GRADING GUIDELINES

Tests /Finals/Written Work	15%
Performance Projects	75%
Scripts & Storyboards	10%