Curriculum Management System

MONROE TOWNSHIP SCHOOLS

Course Name: Video Production 3
Grade: 11 - 12

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Mission, Vision, Beliefs, and Goals

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Beliefs

1. All decisions are made on the premise that children must come first.
2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.
3. We believe there is a sense of urgency about improving rigor and student achievement.
4. All members of our community are responsible for building capacity to reach excellence.
5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.
6. We believe that collaboration maximizes the potential for improved outcomes.
7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.
8. We believe that resources must be committed to address the population expansion in the community.
9. We believe that there are no disposable students in our community and every child means every child.

Board of Education Goals

1. Raise achievement for all students paying particular attention to disparities between subgroups.
2. Systematically collect, analyze, and evaluate available data to inform all decisions.
3. Improve business efficiencies where possible to reduce overall operating costs.
4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.
5. Provide early interventions for all students who are at risk of not reaching their full potential.
6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.

Common Core State Standards (CSSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Links:
1. CCSS Home Page: http://www.corestandards.org
2. CCSS FAQ: http://www.corestandards.org/frequently-asked-questions
3. CCSS The Standards: http://www.corestandards.org/the-standards
4. NJDOE Link to CCSS: http://www.state.nj.us/education/sca
5. Partnership for Assessment of Readiness for College and Careers (PARCC): http://parcconline.org

Quarter 1
Unit Topics(s)

I. Community Broadcast Production
     a. Identify wants and needs of a local broadcast market through research
     b. Develop various original programming segments for a local broadcast market
     c. Independently produce episodes of local programming utilizing studio and field production principles

II. Advanced Nonlinear Editing: Compositing & Keyframed effects
     a. Understand concept of keyframes and use them to change visual effects over time
     b. Understand effects nesting and compositing to create multi-layered effects
     c. Independently produce original videos of high visual impact that utilize effects compositing

Quarter 2
Unit Topic(s)

I. Dramatic Script Writing
      a. Understand and apply dramatic screenplay format
      b. Creating multifaceted characters for film
      c. Writing a short film screenplay
II. Short Film Production
      a. Understand how to break down short film script into setups
      b. Create a production schedule/plan for independent short film production
      c. Independently produce footage for short film

Quarter 3
Unit Topic(s)

I. Film History
     a. Identify major directors and their positions in film history
     b. Characterize major directors' styles and assess their impacts on the art of film
     c. Design a presentation/lesson to serve as an introduction to a major director

II. Sound Design
     a. Recognize the role of sound design in conveying a message/story
     b. Understand advanced aspects of sound recording and editing
     c. Create a soundscape that enhances an original documentary story

Quarter 4
Unit Topic(s)

I. Documentary
   a. Analyze different styles of documentary filmmaking
   b. Assess the characteristics that make up a documentary film
   c. Create an original mini-documentary inspired by one of the styles addressed in class
II. Editing the Short Film
   a. Understand how to edit a short film according to the script
   b. Create the final cut of the short film via audio mix and transition/effects editing

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
NJ CCCS: 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.	*Students will be able to independently use their learning to…* Q 1, U I: Students will create an info/entertainment show for a local audience	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* Audience characteristics determine kind and style of programming to be produced. Meeting deadlines is the result of careful planning and execution. In order for a production to succeed, all team members must meet their responsibilities	ESSENTIAL QUESTIONS How do audience and art relate to each other? How does an artist reach his/her audience?
1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. 9.4.12.C(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway		
	Acquisition	
9.4.12.C(1).5 Edit audio and video productions to demonstrate basic production system skills 9.4.12.C(1).6 Design an audio-video production to acquire an understanding of the entire production process 9.4.12.C(2).2 Demonstrate writing processes used for a broadcast media to build a base of skills for careers in the field. 9.4.12.C(2).4 Examine and summarize business issues related to the pathway to gain awareness of factors that influence programming, content, and distribution in this industry.	*Students will know…* - concepts and terminology related to demographics and target audiences. - concepts and terminology related to advanced studio and field production, and advanced nonlinear editing	*Students will be skilled at…* - analyzing the demographics of an audience - creating production plans that adhere to hard deadlines - generating content using various studio and field production techniques (see specifics under units "advanced studio production", "advanced field production", and "advanced nonlinear editing")

9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents		
9.4.12.C.51 Employ teamwork skills to achieve collective goals and use team members' talents effectively.		
Common Core Standards for Writing in Technical Subjects, grades 9-12: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing		
Common Core Standards for Reading in Technical Subjects, grades 9-12: 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem		

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
- Execution of individual skills (rubric/checklist) -Production value of completed productions (rubric) - Professional conduct - Work habits (independent/self starting)	PERFORMANCE TASK(S): - Preassessment: Students view examples of local/regional news magazine shows. In discussions and journal entries, they analyze the structure and format of each. Questions to be discussed are: Who do they think is the intended audience? What does the content of the segments reveal about the audience? What do aesthetic and stylistic choices tell me about the producer's goals? - Summative: Students will work as production teams in producing a community news magazine show. They will produce news, documentary, and entertainment style segments 3-5 minutes in length that cover topics relevant to the Monroe Township and school district audience. The segments can vary in style, specific content and technique, but must include a combination of interviews, b-roll footage, and reporter commentary. Teams are required to submit a production schedule and plan that includes preproduction (scheduling, writing, etc.), production (footage acquisition and generation), and postproduction (editing). Students will also tape host segments in the studio to tie the show together. The teams will regularly report on their progress in order for teacher to make recommendations so students can meet their deadlines. Students will be assessed

according to a rubric that includes categories such as content, camerawork, editing, writing, individual contribution, and audience appeal.

Magazine Show segment

Student Name(s): _____

CATEGORY	5 - Excellent	4 - Acceptable	2 - Not Acceptable
Interview/Sound bites content	Interview is conducted using well desgined questions; soundbites are well chosen	some questions could be designed better; some soundbites are not that useful	majority of interview questions need redesign, or there aren't enough of them; majority of soundbites are not useful, or there aren't enough of them.
CATEGORY	5 - Excellent	4 - Acceptable	2 - Not Acceptable
Interview/Sound bites camera	interview is shot and edited/switched almost entirely well; soundbites are composed well	some interview switches or edits could be improved; some interview shots need to be composed better	majority of interview needs reediting, or majority of interview/soundbites shots are not well composed.
CATEGORY	5 - Excellent	4 - Acceptable	2 - Not Acceptable
B-Roll content	b-roll is well chosen, and there is enough of it present	some b-roll shots could be replaced with better ones, or there could be a bit more.	majority of b-roll shots could be chosen better, or there is not enough of it.
CATEGORY	5 - Excellent	4 - Acceptable	2 - Not Acceptable
B-Roll camerawork	shots are varied and appropriate for the story; well composed and with smooth moves etc.	camerawork could be smoother, b-roll could support story more relevantly	few b-roll shots show good camerawork, or are relevant to the story
CATEGORY	5 - Excellent	4 - Acceptable	2 - Not Acceptable
Audio	audio is recorded well and mixed to appropriate levels.	audio is recorded well; mix could be tweaked a little	audio has serious recording problems, or mix is entirely off
CATEGORY	5 - Excellent	4 - Acceptable	2 - Not Acceptable
Individual Contribution	contributed to group work to his/her best ability all the time	contributed to group work to his/her best ability almost all of the time.	contributed to group work to his/her best ability some of the time

_____out of 30 points =_____%

	OTHER EVIDENCE:
- Student's ability to collect, recall and explain information on demographics and target audiences - Student knowledge of industry specific terminology - Students exhibit thoughtful insight and use correct terminology in critiques	- Student responses to questions and problem prompts on demographics and target audiences - Student use of industry specific terminology during demo sessions, lectures/questioning, and productions - Students evaluate use of content, structure and aesthetic principles in peers' show segments in critique session following production(s).

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Student success at transfer, meaning and acquisition depends on applying their learning. All instruction in this unit is carried out and formatively assessed under a five-level system of increased autonomy:

- The skill is introduced
- The skill can be carried out under full instruction
- The skill can be carried out correctly only when prompted
- The skill can be carried out correctly with occasional prompting
- The skill can be carried out consistently without any prompting

- Preassessment: Students view examples of local/regional news magazine shows. In discussions and journal entries, they analyze the structure and format of the shows. Questions to be discussed are: Who do they think is the intended audience? What does the content of the segments reveal about the audience? What do aesthetic and stylistic choices tell me about the producer's goals?

- Students conduct a guided research activity on the topic of audience demographics, target audience and associated terms. Using this information, students then create a research report (e.g. as PowerPoint or poster format) that provides an analysis of their community (township/school district) as a target audience. In order to complete the task, students will need to research demographical information (online and in public records). They will also have to design and conduct surveys to identify the wants and needs of the community in regards to the local television channel.

- Students break into production teams for magazine show segments. Students generate lists of possible topics for magazine show segments. Linking up with demographics/target audience concepts, students compile lists of pros/cons for each topic. Students will share their findings in teacher guided class discussions, which will culminate in picking of topics for show segments.

- Students will work as production teams to produce a community news magazine show. They will produce news, documentary, and entertainment style segments 3-5 minutes in length that cover topics relevant to the Monroe Township and school district audience. The segments can vary in style, specific content and technique, but must include a combination of interviews, b-roll footage, and reporter commentary. Teams are required to submit a production schedule and plan that includes preproduction (scheduling, writing, etc.), production (footage acquisition and generation), and postproduction (editing). Students will also tape host segments in the studio to tie the show together. The teams will regularly report on their progress in order for teacher to make recommendations so students can meet their deadlines. Students will be assessed according to a rubric that includes categories such as content, camerawork, editing, writing, individual contribution, and audience appeal.

- Students will (through class discussion and in writing) evaluate each other's news segments for content, structure, aesthetic and technical execution.
- This is the complete unit designed to introduce students to magazine show production processes and techniques. Students will produce additional show episodes at regular intervals throughout the school year, in between other units. Students are required to vary the topics and scope of their segments in each future episode.

Stage 1 Desired Results	
ESTABLISHED GOALS NJ CCCS: 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. 1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. 9.4.12.C(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway 9.4.12.C(1).5 Edit audio and video productions to demonstrate basic production system skills 9.4.12.C(1).6 Design an audio-video production to acquire an understanding of the entire production process 9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents 9.4.12.C.51 Employ teamwork skills to achieve collective goals and use team members' talents effectively.	***Transfer***
	Students will be able to independently use their learning to… Q1, U2: Produce original videos of high visual impact that utilize multilayered effects, compositing, and keyframing
	Meaning
	UNDERSTANDINGS *Students will understand that…* Compositing is the timed process of combining various layers of video to change video images Effects can be an effective tool to catch the attention of today's audiences who are conditioned for multilayered visuals	**ESSENTIAL QUESTIONS** Does visual style affect the message? How do I capture and affect my audience?
	Acquisition
	Students will know… - terminology related to keyframing visual effects - technical steps related to video compositing and effects editing - how to identify appropriate effects, when and how to use them	*Students will be skilled at…* - adding multiple visual effects to various video segments ("effects nesting") - adjusting effects parameters and dynamics through keyframing - creating and saving effects presets for usage in other sequences and/or projects

| Common Core Standards for Reading in Technical Subjects, grades 9-12:

3. Follow precisely complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.

4. Determine the meaning of symbols, key terms and other domain specific words and phrases as they are used in specific scientific or technical context relevant to 9 – 12 texts and topics

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Common Core Standards for Writing in Technical Subjects, grades 9-12:

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing		

Stage 2 - Evidence		

Evaluative Criteria	**Assessment Evidence**	
- Execution of individual skills (checklist and/or rubric) -Production value of completed productions, independent utilization of specific skills and tools (rubric) - Professional conduct - Work habits (independent/self starting)	PERFORMANCE TASK(S): <u>Preassessment:</u> Students view a teacher prepared video sequence that employs a number of composited and keyframed visual effects. Students identify the effects and how they change over time. Utilizing the same footage, students are asked to replicate as many of the effects as they can, or at least to propose possible steps of creating the effects - Students utilize compositing tools, and keyframed segment effects to video sequences that are part of the learning plan. -<u>Summative:</u> Students produce a public service announcement on the topic of distracted driving, to	

be submitted to an annual video competition. This will require them to create a tightly edited (exactly 30 sec) sequence that incorporates well timed, multilayered effects, a soundtrack that grabs the viewers' attention, and an overall theme that addresses the problem/issue at hand: grabbing the audience's attention and raising awareness of the consequences of distracted driving. Students are required to use keyframing and advanced compositing tools. Usage of these tools will be an essential part of a rubric for the project.

- Summative: Throughout the course, students will use compositing tools and keyframed effects in the creation of projects such as magazine show segments, visual essays, and short films. The technically skillful and aesthetically pleasing use of these tools is part of the respective project's assessment rubric.

PSA "Don't Drive Distracted"

Student Name(s): _____

CATEGORY	5	4	2	0
Content	Content is appealing, interesting and appropriately addresses the required issue	Content addresses the issue but could be more interesting or appealing	The content addresses the issue only slightly	Content is inappropriate for broadcast
Shooting: Visual Creativity & Mechanics	All shots were framed well, camera movements were smooth. Uses a variety of angles and fields of view.	Most shots were framed well. Some FOV and angle variety.	Some shots were framed well. Few varied angles and FOV	Few shots are framed well, barely any angle or FOV variety.
Editing: Mechanics	Shot selection, continuity and technical execution is correct throughout.	3 - Shot selection, continuity and technical execution is not appropriate in 1 case	0 - Shot selection, continuity and technical execution is not appropriate in 2 or more cases.	
Audio Mix	Effectively uses two or more sources of audio at least once, mixed to appropriate levels	Uses two or more sources of audio at least once, but volume levels could be improved	Uses several sources of audio, but not simultaneously; or sound quality needs improvement overall	Does not use several sources of audio; or sound quality is completely inadequate
Effects	7 - Uses a number of effects (keyframed segment and transitions) to heighten the visual interest of the piece.	5 - Uses some keyframed segment and transition effects but could be more interesting or effective	3 - Uses only a keyframed segment or transition effect but it does not add all that much to the video.	AUTOMATIC F/max 50: Does not use any effects.

Your PSA must be exactly 30 seconds long. Violating the time limit automatically disqualifies your video from the PSA contest. In addition, every second below or above 30 will incur a 1 point deduction on this rubric (= 3%)

_____out of 32 points

over/under time penalty: _____

_____ = _____ %

- Student's ability to collect, recall and explain information on compositing, applying and

OTHER EVIDENCE:
- Student responses to questions and problem prompts based on software manuals, video tutorials,

keyframing effects - Student's ability to identify and evaluate use of compositing and keyframing effects in video pieces - Students exhibit thoughtful insight and use correct terminology in critiques	and sample scenes. - Students evaluate use of compositing, effects nesting and keyframing in peers' projects in critique session following production(s).

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Student success at transfer, meaning and acquisition depends on applying their learning. All instruction in this unit is carried out and formatively assessed under a five-level system of increased autonomy:

- The skill is introduced
- The skill can be carried out under full instruction
- The skill can be carried out correctly only when prompted
- The skill can be carried out correctly with occasional prompting
- The skill can be carried out consistently without any prompting

Preassessment: Students view a teacher prepared video sequence that employs a number of composited and keyframed visual effects. Students identify the effects and how they change over time. Utilizing the same footage, students are asked to replicate as many of the effects as they can, or at least to propose possible steps of creating the effects
- This is followed by demonstration and lecture on keyframed effects and compositing techniques. Students practice use of these tools and effects by completing a series of practice exercises of increasing complexity (e.g. color effects, layering effects, motion tracking effects)
- To reinforce and review basic skills and concepts learned in class, students answer questions and problem prompts on keyframing and compositing tools, using resources such as editing software manuals, video tutorials, and the internet.

- Students choose two movie scenes or short video pieces. Students write a journal entry in which they compare and contrast the use of compositing and keyframed in each scene, explaining how this works (or doesn't work) to enhance the mood or meaning of the scene/piece
-Students produce a public service announcement on the topic of distracted driving, to be submitted to an annual video competition. This will require them to create a tightly edited (exactly 30 sec) sequence that incorporates well timed, multilayered effects, a soundtrack that grabs the viewers' attention, and an overall theme that addresses the problem/issue at hand: grabbing the audience's attention and raising awareness of the consequences of distracted driving. Students are required to use keyframing and advanced compositing tools. Usage of these tools will be an essential part of a rubric for the project.
- Students will (through class discussion and in writing) evaluate each other's public service announcements for content, structure, aesthetic and technical execution of compositing and keyframed effects.

- Throughout the course, students will use compositing tools and keyframed effects in the creation of projects such as magazine show segments, visual essays, and short films. The technically skillful and aesthetically pleasing use of these tools is part of the respective project's assessment rubric.

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
NJ CCCS:	*Students will be able to independently use their learning to…* Q2, U1: Write a dramatic or comedic short film	
1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.	Meaning	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS
		Why use a specific format for certain documents?
	Writing a well told story relies on feedback, revision and rewriting	What makes a story well told?
9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project	The best characters have many dimensions	How do I write to bring my vision to the screen?
	Whenever possible, write to show, not to tell.	
	Acquisition	
9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents	*Students will know…* - terminology and conventions related to screenwriting format - concepts related to effective screen play structure (three acts) - techniques and details on creating compelling characters	*Students will be skilled at…* - writing a screenplay using the established industry format - creating multifaceted, compelling characters - writing a short film that effectively uses three act structure
9.4.12.C.51 Employ teamwork skills to achieve collective goals and use team members' talents effectively.		
Common Core Writing Standards 11 – 12:		
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		

Common Core Reading Standards for Literature 11 – 12: 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. Common Core Standards for Reading in Technical Subjects, grades 9-12: 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem. Common Core Standards for Writing in Technical Subjects, grades 9-12: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing		

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
- Execution of individual skills (checklist and/or rubric) -Utilization of effective screenwriting techniques (rubric) - Professional conduct - Work habits (independent/self starting)	PERFORMANCE TASK(S): Preassessment: In a group activity, students read part of a professional screenplay. Students are to identify what they can gather about the characters, setting, and plot. They also collect whatever they can find on the formatting of the document. The groups will then share this in a full-class discussion. Students then view the actual movie scene. The groups then reconvene to compare the scene to the screenplay. This will lead into a full-class discussion of the role of the screenwriter versus the director. This whole lesson will reveal how much, if anything, students already know about the conventions of screenwriting and how to write effectively for the screen. Summative: Students write the final draft of screenplay for a short film. They will produce this short film in a later unit. Students must use the industry standard screenplay format and utilize principles of compelling screenwriting, as they have learned in this unit. The finished script will be assessed according to a rubric that contains categories such as format, content, structure, character development, mechanics, and audience appeal, just to name examples.

Short Film Script

Student Name(s): _____

CATEGORY	3 - Excellent	2 - Acceptable	1 - Not Acceptable
Spelling and Grammar	free of grammatical or spelling errors	contains few errors but they do not follow a pattern or hinder understanding.	contains numerous errors that follow a pattern and/or hinder understanding
Feature script format	Uses industry standard script format with no or few exceptions	Generally uses feature script format with a number of exceptions	Feature script format is not mostly used
Structure	Displays a three act structure and its details (beginning, middle, end)	One of the three acts lacks detail or is missing altogether	More than one act lacks detail or is missing altogether
Characterization	Character(s) are multifaceted and consistent throughout the story	Character(s) could use some more depth details, or act somewhat more consistently	Character(s) are largely one dimensional or act inconsistently throughout the story
Content and Appeal	Plot is engaging and achieves its intended appeal (humor, suspense, drama)	Plot is mostly engaging and mostly achieves its intended appeal	Plot does not largely engage, and does largely not achieve its intended appeal

_____ out of 15 points = _____%

- Student's ability to collect, recall and explain information on screenwriting format and techniques - Student knowledge of screenwriting specific terminology - Students exhibit thoughtful insight and use correct terminology in critiques	OTHER EVIDENCE: - contribution to groups and class discussion during key learning events - usage of skills and concepts learned in class in their own writing exercises - usage of terminology related to screenwriting and character development - Students evaluate use of format effective screenwriting techniques in peers' scripts in critique session.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Student success at transfer, meaning and acquisition depends on applying their learning. All instruction in this unit is carried out and formatively assessed under a five-level system of increased autonomy:

- The skill is introduced

- The skill can be carried out under full instruction

- The skill can be carried out correctly only when prompted

- The skill can be carried out correctly with occasional prompting

- The skill can be carried out consistently without any prompting

- Preassessment: In a group activity, students read part of a professional screenplay. Students are to identify what they can gather about the characters, setting, and plot. They also collect whatever they can find on the formatting of the document. The groups will then share this in a full-class discussion. Students then view the actual movie scene. The groups then reconvene to compare the scene to the screenplay. This will lead into a full-class discussion of the role of the screenwriter versus the director. This whole lesson will reveal how much, if anything, students already know about the conventions of screenwriting and how to write effectively for the screen.

- Through handouts, a/v materials, and brief lecture, students are introduced to three-act structure. Students then view a movie scene or short film that uses three-act structure (e.g. opening of *Raiders of the Lost Ark*). As students watch, they write down which parts of the scene fall into the different sections of three-act structure. After completing exercise, class discusses the results. Teacher fills in missing information where necessary.

- Students individually view and read script of "The Red Balloon" and explain how three act structure applies to it in a journal entry.

- Students view set-up portion of a movie (e.g. opening of *The Road Warrior*). Students write a journal entry about what the set up tells us about the main character (personality, values, back story, etc.) and the world where this story is taking place (society, the people inhabiting it and their lifestyle, some assumptions about the history how things have ended up this way etc.). The class then discusses the journal entries. Teacher guides the discussion with questions/follow ups where necessary.

- Class discusses television, film, or literary characters that they really like or dislike. What makes them memorable? Class discusses the concept of "dimensional" characters. Through handouts, a/v materials, and brief lecture, students are then introduced to creating complex characters.

- Students write a brief character study of an original fictional character. They have to apply what they have learned about creating complex characters. Students then work in pairs and write a brief scene together where their two characters interact. From the way it is written (character actions, dialogue, etc.) the various facets of the character should become apparent to the reader/viewer. Pairs then present their scenes to the class; peers are to provide

feedback on what they learned about the characters from the scene, which will reveal how complex they are and how successful the writers were bringing it across in their writing.

- After reading handouts about standard screenplay format, each student writes something he or she understands about screenplay format on a grid provided for this purpose. Each student then fills in the rest of the grid with the information from the other students in the class. Teacher guides the sharing activity and fill in any missing pieces as needed.

- Students write an outline of their short film and share it in group activity. In groups, astudents discuss characters, setting and plot. What works? What doesn't work? What challenges would have to be addressed in the production of this short film? Teacher guides discussion and also provides individual feedback.

- Students write a first draft of their short film screenplay and bring it to class for table read. In groups, students discuss technical (format) issues as well as storytelling issues. Students incorporate feedback into revisions of their screenplays.

- Students write the final draft of screenplay for a short film. They will produce this short film in a later unit. Students must use the industry standard screenplay format and utilize principles of compelling screenwriting, as they have learned in this unit. The finished script will be assessed according to a rubric that contains categories such as format, content, structure, character development, mechanics, and audience appeal, just to name examples.

- Students will (through class discussion and in writing) evaluate each other's short film scripts for content, structure, format, and evidence of effective screenwriting techniques

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	

ESTABLISHED GOALS
NJ CCCS:

1.3.8.D.1
Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

9.4.12.C(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway

9.4.12.C(1).6 Design an audio-video production to acquire an understanding of the entire production process

Transfer

Students will be able to independently use their learning to…
Q2, U2: Produce footage for a short film using single camera shooting techniques

Meaning

UNDERSTANDINGS
Students will understand that…

Single camera location production is time intensive, therefore careful planning of each shoot day is essential.

One should have alternate options for shooting specific scenes in case unexpected situations arise.

The short film format requires creative visuals to be successful in affecting the audience.

ESSENTIAL QUESTIONS

How do I affect my audience emotionally in the short film format?

What planning and processes does it take to get the footage I need?

Acquisition

Students will know…
- terminology, as well as technological and scientific concepts related to single camera narrative production , techniques, and equipment
- aesthetic concepts related to single camera narrative production (video and audio)
- how to plan shoots in order to "cover" multiple scenes for maximum flexibility during editing.

Students will be skilled at…

 - planning and preparing single camera field production shoots
- setting up and operating professional field production equipment and accessories
- leading a field production crew
- coordinating shoots to acquire footage (video and audio) that displays refined technical and aesthetic techniques

9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents		
9.4.12.C.51 Employ teamwork skills to achieve collective goals and use team members' talents effectively.		
Common Core Standards for Writing in Technical Subjects, grades 9-12:		
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing		

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
- Execution of individual skills (checklist and/or rubric) -Production value of completed productions, independent utilization of specific skills and tools (rubric) - Professional conduct - Work habits (independent/self starting)	PERFORMANCE TASK(S): **-** Preassessment: Students individually storyboard a dramatic/comedic scene based on a script they are given, and also "line" it (=break it into setups). Students then present their work to class, which will reveal their previous knowledge and understanding of how to break down and shoot narrative scripts. Discuss each student's plan for shooting the scene, which will be an opportunity to review and reinforce those processes. - Student demonstrate understanding of planning and executing a single camera narrative production as they complete practice productions in class. - Summative: Students will independently produce (= shooting/acquiring all footage) for a short film based on the dramatic/comedic screenplay they have written. To this end, they have to assemble a cast and crew, as well as create a production plan, schedule, and storyboards (to be assessed separately according to a rubric. They will then shoot the short film according to the production plan, utilizing HD camcorders, external microphones, lighting instruments, and other accessories as needed. The film will not be produced in one step. Rather, students are expected to produce a certain number of scenes by specific deadlines throughout the course, to be presented in class as part of peer evaluation/feedback sessions. The finished short film will be assessed for its production value according to a rubric that contains categories such as content, structure, camerawork, audio, and visual interest

Short Film

Student Name(s):

CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Structure & Content	Has beginning, middle, and end. Captivating and entertaining.	Missing true beginning, middle or end; somewhat confused or uninteresting.	structure is random and/or confusing, does not hold viewers attention well.	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Characters	Characters are complex and believable, acted consistently throughout	Characters lack some complexity or believability, act somewhat inconsistently throughout the film	Characters are largely not complex or believable, act inconsistently throughout the film	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Visual Creativity	uses a large variety of appropriate f.o.v and angles for visual interest and to convey meaning	uses some varied angles and f.o.v.	uses few varied angles and f.o.v.	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Camerawork	All shots were framed well. Camera movements were smooth.	Almost all shots were framed well. Almost all camera movements were smooth. (1 or 2 errors)	Most shots were framed well. Most camera movements were smooth.	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Audio	Uses multiple effective audio sources; location audio is recorded well; overall mix is correct.	Audio mix could be improved somewhat; some location audio is recorded badly	Does not use effective audio; overall mix is badly done; location audio is unacceptable.	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Editing	video/audio edits and transitions are all technically correct and of appropriate length for the film's mood	video/audio edits and transitions are almost all technically correct (1 or 2 errors); some shots could be trimmed to more appropriate length	some video/audio edits, and transitions are technically correct; man shots need to be trimmed to more appropriate length	

out of 36 points = %

- Student knowledge of terminology used in short film production planning and production - Student's ability to identify and evaluate use of equipment, and production techniques - Students exhibit thoughtful insight and use correct terminology in critiques	OTHER EVIDENCE: - Student responses to problem prompts centered on screenings, scripts, and exercises. - Student use of industry terminology during demo sessions, discussions/critiques, and productions - Students evaluate use of equipment, settings and aesthetic principles in peers' single camera narrative shoots in critique session following production(s)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Student success at transfer, meaning and acquisition depends on applying their learning. All instruction in this unit is carried out and formatively assessed under a five-level system of increased autonomy:

- The skill is introduced
- The skill can be carried out under full instruction
- The skill can be carried out correctly only when prompted
- The skill can be carried out correctly with occasional prompting
- The skill can be carried out consistently without any prompting

- Preassessment: Students individually storyboard a dramatic/comedic scene based on a script they are given, and also "line" it (=break it into setups). Students then present their work to class, which will reveal their previous knowledge and understanding of how to break down and shoot narrative scripts. Discuss each student's plan for shooting the scene, which will be an opportunity to review and reinforce those processes.

- Students line one scene of their previously written scripts and create storyboards. Students exchange their materials and peer review (teacher does same). Each student then directs this scene during in-class productions. Peers will act as production crew (camera, boom operator, etc.) and cast. Students then edit a rough edit of their scene. In peer review sessions, students present their scenes and provide feedback to each other. This will be useful in preparation for their final production of their short films on location.

- Students view a short film in class and create a production plan and schedule for it. Items to be addressed, among others, are: cast (speaking roles and extras); shooting locations; number of setups per scene; and props. Students share their findings, which will lead into a lecture and discussion on preparing for location shoots, casting, and related matters.

- Students create a full pre-production portfolio (lined script and storyboards) for their entire short film. Students share their portfolios with each other and in class discussions and provide feedback to prepare for production phase.

- Students will independently produce (= shooting/acquiring all footage) for a short film based on the dramatic/comedic screenplay they have written. To this end, they have to assemble a cast and crew, as well as create a production plan, schedule, and storyboards (to be assessed separately according to a rubric. They will then shoot the short film according to the production plan, utilizing HD camcorders, external microphones, lighting instruments, and other accessories as needed. The finished short film will be assessed for its production value according to a rubric that contains categories such as content, structure, camerawork, audio, and visual interest

- Throughout the production process, students are required to produce a certain number of scenes by specific deadlines throughout the course, to be presented in class as part of peer evaluation/feedback sessions.

- Students will (through class discussion and in writing) evaluate each other's footage (rough edits and final cut) for content, visual aesthetics and technical execution.

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
NJ CCCS: 1.2.12.A.2 Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.	*Students will be able to independently use their learning to…* Q3, U1: Identify major directors and assess their impact on the art of film.	

<table>
<tr><td rowspan="2">1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

8.1.8.A.3 Create a multimedia presentation including sound and images.

9.4.12.C(6).1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.

9.4.12.C(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.

9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

9.4.12.C.11 Apply active listening skills to obtain and clarify information.

Common Core Reading Standards for Literacy in Technical Subjects, grades 11-12, Research to Build and Present Knowledge
   7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when</td><td colspan="2" align="center">*Meaning*</td></tr>
<tr>
<td>UNDERSTANDINGS
Students will understand that…

Current art is built upon a foundation of the work and ideas of previous artists.

Because every good artist or storyteller imagines a project from a different point of view, his/her individual style becomes recognizable.</td>
<td>ESSENTIAL QUESTIONS

How have specific artists and innovators influenced the current cinematic landscape?

How does an artist leave a lasting impact?

What makes an artist stand out from his/her contemporaries?</td>
</tr>
<tr><td colspan="2" align="center">*Acquisition*</td></tr>
<tr>
<td>*Students will know…*

-Terminology and concepts associated with film directors' styles
-Key directors from throughout the history of cinematography
-How to successfully communicate that information to their peers</td>
<td>*Students will be skilled at…*

-Conducting research and presenting findings
-Using multimedia technology to convey information and ideas
-Relating directors' styles and contributions to the world of cinematography</td>
</tr>
</table>

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Common Core Reading Standards for Literacy in Technical Subjects, grades 11-12, Integration of Knowledge and Ideas
   7. Integrate and evaluate multiple sources of information presented in diverse formats and media in or order to address a question or solve a problem.

Common Core Speaking and Listening Standards for Literacy in Technical Subjects, grades 11-12, Presentation of Knowledge and Ideas
   5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest..

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
-Rubrics – suggested categories may include content and thoroughness, use of examples, research skills, accuracy, evidence of in-depth reflection, completion of requirements, etc.	PERFORMANCE TASK(S): Formative: Students present research and assessments about specific directors to the class. Students must present material using a multimedia presentation format (e.g. orally accompanied by PowerPoint or Prezi) and include samples of each director's work.
-Determine existing content knowledge based on class discussion and observation. -Students exhibit evidence of in-depth reflection and use of correct terminology in class discussion and written responses.	OTHER EVIDENCE: Preassessment: Class discussion about what film directors students like/dislike and why. Summative: Students describe the style and work of at least one director researched by another student and his/her relevance to the film and video production landscape of today. It is recommended that students also describe any personal influence the director(s) have had on their work.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Student success at transfer, meaning and acquisition depends on applying their learning. All instruction in this unit is carried out and formatively assessed under a five-level system of increased autonomy:

- The skill is introduced
- The skill can be carried out under full instruction
- The skill can be carried out correctly only when prompted
- The skill can be carried out correctly with occasional prompting
- The skill can be carried out consistently without any prompting

Students will apply their knowledge of directors throughout cinematic history to create multimedia presentations as well as analyze the relationship between these directors and video production today.

-Following Preassessment activity, teacher and students generate a list of noteworthy directors. Students then use available resources (e.g. Media Center, laptops, etc.) to research specific film directors from the list (including their styles, catalog of work, contributions to filmmaking, etc.).
-Teacher demonstrates and provides information on the proper use of presentation media as well as expectations for presentations.
-Students convey their findings to the class using a combination of A/V presentation methods (e.g. PowerPoint, video examples, etc.). Students (both presenters and audience) ask questions. Teacher and/or student presenters clarify/exemplify information as needed.
-After each presentation, class discusses how each director impacted the industry and what his/her relevance is to the world of cinematography today. Teacher guides discussion as needed..

Film History Presentation - Director

CATEGORY	5-Excellent	4-Good	3-Needs some improvement	1-Needs major improvement
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems generally prepared but could have used more rehearsing.	Student is somewhat prepared but delivery is somewhat disorganized.	Student is not prepared for the presentation.
A/V Presentation Design (e.g. slide show design)	Presentation has a consistent design that incorporates images and text	Presentation incorporates images and text, but design is inconsistent at times	Presentation needs either more images or more text, or has too much of either.	Presentation significantly lacks images and/or text, or has way too much of either.
Content: Slides	Slides are a comprehensive summary of the presentation in both text and images	Slide content could be a little more comprehensive and detailed	Slides need considerable more detail	Slides show very little detail overall
Content: Verbal Presentation	The presenter effectively provides additional details to the content of the slides.	Presenter's verbal presentation is somewhat lacking in detail and does not stand up to follow up questions.	Presenter's verbal presentation needs considerably more detail.	Presenter's verbal presentation does not add much at all to the slide show.
Film Samples	Presentation includes 2 or more appropriate film samples, which are effectively put into the context by the presenter.	Presentation includes film samples, but their relevance could be explained better.	Presentation includes one sample and/or sample relevance remains largely unclear.	0 - Presentation does not include a film sample
Peer Contribution	Pays close attention to peers' presentations and poses a relevant follow up question or comment.	Pays attention to peers' presentation but has no relevant comment or follow up questions.	frequently appears to not pay attention to peers' presentations	Does not pay attention most of the time and/or is actively disruptive

_____/30 = _____%

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer

NJ CCCS:
 	
9.4.12.C(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
9.4.12.C(1).5 Edit audio and video productions to demonstrate basic production system skills.
 	
Common Core Reading Standards for Literacy in Technical Subjects, grades 11-12, Key Ideas and Details
   3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
 	
Common Core Reading Standards for Literacy in Technical Subjects, grades 11-12, Integration of Knowledge and Ideas
   9. Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible..
	Students will be able to independently use their learning to…
	Q3, U2: Create a production that utilizes advanced audio tools and concepts.
	
	(The concepts in this unit will be applied to the documentary production in Q4, U1.).

	Meaning	
	UNDERSTANDINGS *Students will understand that…* Messages can be both created and perceived via multiple senses. The manipulation of sound can convey specific meanings and evoke reactions beyond what the spoken word can. It is important to use the right tools for the job.	ESSENTIAL QUESTIONS What does sound convey? How can sound transcend the written or spoken word? How does one decide what tools to use for various specific tasks?

	Acquisition	
	Students will know… -Proper use of a variety of microphones -What effects different microphones have on audio quality -Terminology and concepts associated with audio recording and editing -How to use audio tools and components in editing software	*Students will be skilled at…* -Successfully recording audio using a variety of microphones -Using audio editing tools to create and enhance mood and meaning (e.g. adjusting volume, creating layers, panning, effects, etc.)

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
-Demonstrate knowledge of sound recording, editing, and terminology based on teacher observation of work and assignments (checklists). -Production value of completed documentary project (technical, aesthetic, and conceptual), independent utilization of specific skills and tools, adherence to guidelines, etc. (rubric) - Professional conduct - Work habits (independent/self-starting)	PERFORMANCE TASK(S): <u>Formative:</u> Students edit a simple sequence that focuses strictly on audio editing to convey a specific message. A selection of sound files are preloaded, and students are expected to use editing tools to assemble, cut and trim audio, adjust levels, create layers, pan, add effects, etc. The end result should create a specific mood/tell a specific story. <u>Formative:</u> Students record sound at an appropriate level using two different microphones. After listening to their recordings, students analyze the effects the microphones had as well as the quality of the recording. Students determine in what ways the sound quality (e.g. volume, background noise, etc.) could be improved. **<u>Summative:</u> The Summative Assessment of this unit is incorporated into the completed documentary in the next unit. Students independently record and edit audio as part of an original documentary (e.g. portrait of a person, place, event, or issue). The audio should enhance the meaning/message of the piece. Specific guidelines regarding the number and type of audio sources, number of tracks, tools used, etc.) can be assigned by the individual teacher as deemed appropriate based on student needs and available resources..**
-Determine students' existing understanding of audio recording and editing. -Students exhibit thoughtful insight and use correct terminology in written critiques and in class discussion based on teacher observation.	OTHER EVIDENCE: <u>Preassessment:</u> Students listen to a selection of audio recordings. For each recording, students determine its impact and analyze the specific ways the effect was created. **<u>Summative:</u> Students analyze and assess their own work as well as the work of their peers for the documentary project. Students are expected to correctly incorporate unit concepts and terminology into their responses (whether written or oral).**

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Student success at transfer, meaning and acquisition depends on applying their learning. All instruction in this unit is carried out and formatively assessed under a five-level system of increased autonomy:

- The skill is introduced
- The skill can be carried out under full instruction
- The skill can be carried out correctly only when prompted
- The skill can be carried out correctly with occasional prompting
- The skill can be carried out consistently without any prompting

Students will apply their knowledge of audio recording and editing to create a production that conveys mood, meaning, and information through the use and manipulation of sound.

-Following Preassessment activity, students and teacher further discuss emotional impact and rationale as well as dissect technical components (e.g. use of layers, volume, type of sound, etc.) of the recordings. Teacher guides discussion and fills in gaps as needed based on Preassessment results.
-In the form of technical literature, other handouts, teacher demonstration, video tutorials, etc., students are introduced to the advanced features and use of audio editing tools. Using pre-loaded audio, teacher provides direct instruction as students practice using the software. Concepts can include the use of multiple tracks, panning, effects, adjusting levels, "L cuts" and more at teacher's discretion and/or based on technical resources.
-After Formative Assessment, teacher offers feedback and suggestions to students regarding the use of audio editing software as well as audio quality in general.
-In the form of technical literature, other handouts, teacher demonstration, video tutorials, etc., students further explore and understand advanced audio recording equipment technology (e.g. types of microphones and audio recording devices, etc.) and audio recording strategies (e.g. microphone placement). Students record brief audio segments to practice properly using audio recording equipment. Teacher assists as needed.
-After Formative Assessment, teacher offers feedback and suggestions to students regarding the proper use of audio recording equipment for a variety of scenarios.
-Class listens to samples of sound portraits/short documentaries/documentary segments that illustrate the effective use of sound. As available, students read supporting literature about the productions. Teacher and students discuss the meaning/impact created by the productions and their technical attributes. Particular attention should be paid to the way the quality and manipulation of sound conveys meaning without the use of visuals or spoken word and/or how it supports spoken word.

-When students complete documentaries in next unit, they will -- through class discussion and in writing -- evaluate each other's use of sound for content, emotional impact, and technical execution. It is recommended that students pay particular attention to the way the quality and manipulation of sound conveys meaning beyond/in conjunction with the use of words or verbal explanation..

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
NJ CCCS:	*Students will be able to independently use their learning to…* Q4, U1: Produce a mini-documentary that suits their target audience.	
9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.	**Meaning**	
	UNDERSTANDINGS *Students will understand that…* Reality is subjective and based on interpretation. A true story is still a story, and a variety of tools can be used to tell any story.	ESSENTIAL QUESTIONS What is a documentary? How do we convey truth?
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity.		
9.4.12.C(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway		
	Acquisition	
9.4.12.C.50 Employ organizational skills to foster positive working relationships and accomplish organizational goals.	*Students will know…* *(in addition to concepts in Q2,U2)* -How to define the genre -Basic types of documentary film -Production strategies used by documentary filmmakers to convey ideas -How to select a meaningful documentary subject	*Students will be skilled at…* *(in addition to skills in Q2,U2)* -Producing documentaries in one of the basic styles of the genre -Creating documentary projects that are relevant to their target audience -Applying a range of production skills gained throughout this course as well as those preceding it -Assessing their own work and the work of their classmates
9.4.12.C.51 Employ teamwork skills to achieve collective goals and use team members' talents effectively.		
9.4.12.C.52 Establish and maintain effective relationships in order to accomplish objectives and tasks.		
9.4.12.C.73 Employ planning and time management skills and tools to enhance results and complete work tasks.		
9.4.12.C(1).6 Design an audio-video production to acquire an understanding of the entire production process.		
Common Core Reading Standards for Literacy in		

Technical Subjects, grades 11-12, Integration of Knowledge & Ideas: 7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. Common Core Reading Standards for Literacy in Technical Subjects, grades 11-12, Craft & Structure: 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.		

Stage 2 – Evidence		
Evaluative Criteria	**Assessment Evidence**	
- Complete rough edit and feedback session on time and demonstrate evidence of thorough feedback (based on teacher observation) -Production value of completed project (technical, aesthetic, conceptual), independent utilization of applicable skills and tools, adherence to guidelines, etc. (Rubric) Further rubric categories can include but are not limited to: interpretation of documentary style, audio/video recording and editing, effective treatment of subject matter, etc. - Professional conduct and independent work habits (as observed by teacher)	PERFORMANCE TASK(S): Formative: As students complete the rough edits of their mini-documentary projects, the teacher and classmates provide feedback. Feedback can be delivered verbally or on forms provided for this purpose. Evaluators should focus on criteria outlined in assignment information and rubric for in providing feedback. Summative: In small groups, students produce short (approximately 6 minutes) documentaries (e.g. portrait of a person, place, event, or issue). Students will conduct research, choose the documentary style that best suits the subject, record/acquire all audio and video material, and edit the project. The project should be in the style of/inspired by one of the examples we watched in class but which suits the Monroe Township audience. It is intended to use the knowledge and skills students have acquired over the course of this unit, this class, and prior Video Production levels (e.g. audience research, interviewing strategies, single camera production, microphone use, composing cutaways, editing, etc.). This project also includes Summative assessment components from Q3, U2. Additional guidelines and specific requirements can be assigned by the individual teacher as deemed appropriate based on student needs and available resources.	
-Determine students' existing understanding of documentary film. -Students exhibit thoughtful insight and use correct terminology in written critiques and in class discussion based on teacher observation.	OTHER EVIDENCE: Preassessment: Students express their own definitions of documentary and cite examples. Summative: Students analyze and assess their own work as well as the work of their peers. Students are expected to correctly incorporate unit concepts and terminology into their responses (whether written or oral). This includes Summative evaluation from Q3,U2	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Student success at transfer, meaning and acquisition depends on applying their learning. All instruction in this unit is carried out and formatively assessed under a five-level system of increased autonomy:

- The skill is introduced
- The skill can be carried out under full instruction
- The skill can be carried out correctly only when prompted
- The skill can be carried out correctly with occasional prompting
- The skill can be carried out consistently without any prompting

Students will apply their knowledge of documentary film to create a production that communicates the true story of an actual person, place, event, or issue.

Suggested print materials include excerpts from the following:
Documentary: A History of Non-Fiction Film, Erik Barnouw, Oxford Univ. Press, 2nd rev. ed. 1993.
Documentary Film: A Very Short Introduction, Patricia Aufderheide, Oxford UP, 2007.
Documentary Storytelling, Sheila Curran Bernard, Focal Press, 2nd ed. 2007.

-Following Pre-Assessment activity, teacher shares professional writings that explain the documentary genre. Based on their readings, teacher input, and their own interpretations, class develops a working definition for "documentary." For example, a documentary film "tells a story about real life, with claims to truthfulness" (Aufderheide).

-Class watches a selection of short documentaries as well as segments of longer ones. Discuss what makes them documentaries, and examine the strategies they use. Teacher uses this opportunity to further categorize documentary film. While there are many accepted types of documentaries, it is widely agreed that the three basic types are observational, expository, and participatory. Through readings, AV examples, and class discussion students are introduced to these basic categories. Students are encouraged to identify their own examples. An example of expository documentary is *An Inconvenient Truth*. *Les Raquetteurs* is a classic example of observational documentary. An example of participatory documentary is *Supersize Me.*

-Teacher and students generate a list of the production components and strategies associated with each style. For example: observational documentaries rely heavily on natural, synchronous sound and generally lack narration; expository documentaries, with their authoritative voiceovers, interviews, and cutaways, are what many people think of when they think of documentary; participatory documentaries are typically told from the filmmaker's point of view, with an evident documentary production process.

-Class observes and discusses how mini-documentary uses techniques of traditional documentary to convey a message quickly (less than 10 minutes). Some examples of mini-documentaries include *Free* and *Little Flags* by Jem Cohen and *A Streetcat Named Bob* by Jo Kyeongseok and Kim Beomchul.

-Formative and Summative Assessments in this unit are a significant part of the learning process.

Mini-Documentary

CATEGORY	5-Outstanding	4-Good	3-Acceptable	1-Needs major improvement
Technical: Video	demonstrates advanced understanding and application of all video skills addressed in the course -- shot composition, camerawork, lighting, etc.	Demonstrates advanced understanding and application of some video skills and a moderate understanding of others	Demonstrates moderate understanding and application of some video skills and a basic understanding of others	Does not demonstrate more than a basic understanding and application of video production skills -- shot composition, camerawork, lighting, etc.
Technical: Audio	demonstrates advanced understanding and application of audio skills -- clean recording, properly mixed, use of a variety of appropriate sources (nat sound, music, etc.)	Demonstrates advanced understanding and application of some audio skills and a moderate understanding of others	Demonstrates moderate understanding and application of some audio skills and a basic understanding of others	Does not demonstrate more than a basic understanding and application of audio production skills – clean recordings, proper mixing, use of appropriate sources (nat sound, music, etc.)
Technical: Editing	All edits are technically correct in terms of pacing, continuity, audio mix, transitions, effects, etc.	1 or 2 minor editing errors that do not hinder meaning or audience engagement	3 or 4 minor editing errors, or 1 major error that hinders meaning and/or audience engagement	Numerous editing errors – pacing, continuity, audio mix, transitions, effects, etc. -- some of which hinder meaning and/or audience engagement of the documentary.
Structure & content	Has a clear beginning, middle, and end; story is told using multiple sources of audio (music, interview, nat sound, etc.) & video (cutaways, interview, archival footage, etc.) and flows logically. Topic is well researched.	Beginning, middle, OR end could be more clear; story is told using multiple sources of audio & video. Story could flow more logically OR topic could be researched more thoroughly.	Beginning, middle, OR end could be more clear; story is told using multiple sources of audio & video. Story could flow more logically OR topic could be researched more thoroughly.	Story is unclear. Project relies on only a few sources of audio & video. Does not demonstrate adequate amount of research on topic.
Effectiveness and Interpretation of style	Creatively and effectively incorporates chosen documentary style. Engages audience and increases audience knowledge of the topic.	Incorporates chosen documentary style, but could be done more creatively and effectively. Engages audience and increases audience knowledge of the topic.	Incorporates chosen documentary style, but could be done more creatively and effectively. Engages audience OR increases audience knowledge of the topic.	Chosen documentary style is unclear. Engages audience OR increases audience knowledge of the topic.
Guidelines	Finished product is within time limits. Each project step is completed on time. Works diligently and effectively with group all of the time.	Finished product is less than 1 minute off time limit. Each step is completed on time. Works diligently and effectively with group most of the time.	Finished product is less than 2 minutes off time limit. Most steps are completed on time. Works diligently and effectively with group most of the time.	Finished product is more than 2 minutes off time limits (longer or shorter). Some steps are completed on time. Works diligently and effectively with group some of the time.

Stage 1 Desired Results

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ESTABLISHED GOALS
NJ CCCS:

1.3.12.D.2
Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy methods, techniques, and cultural understanding.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

9.4.12.C(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway

9.4.12.C(1).6 Design an audio-video production to acquire an understanding of the entire production process

9.4.12.C.73 Employ planning and time management skills and tools to enhance results and complete work tasks.

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Transfer

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Students will be able to independently use their learning to…
Q4, U2: Edit an original short film using advanced editing techniques

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Meaning

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UNDERSTANDINGS
Students will understand that…

Editing and refining is a key component to a successful project.

Every step of a project builds upon the last

Meeting deadlines is the result of careful planning and execution

When editing is done well the viewer doesn't even notice the edits..

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ESSENTIAL QUESTIONS

How can technology tools help an artist refine his/her work?

How are the roles of writer, cinematographer, and editor interconnected?

How does extensive and advanced training help an artist develop and convey his vision?

Does each cut made by an editor advance the story?

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Acquisition

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Students will know…

-terminology and technology associated with advanced editing tools (e.g. effects editing, transitions, etc.)
-aesthetic concepts associated with editing a narrative production (e.g. cutaways, L-cuts, continuity, etc.)
-advanced applications of audio mixing and sound design

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Students will be skilled at…

-appropriately using a variety of editing tools and strategies
-designing and mixing a soundtrack appropriate for project goals and content
-editing and refining a project based on an original script
-editing "invisibly"
-completing and delivering a long term, multistep project by established deadline

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		-critiquing their own work and the work of their peers

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
-Production value of completed projects, independent utilization of specific skills and tools (rubric). Rubric categories may include content, structure, visual interest, adherence to guidelines, etc.	PERFORMANCE TASK(S): Summative: Students independently edit their original short films and deliver final edits. There are several steps to the editing process – assembly edit, rough cut, fine cut, picture lock, audio mix, and final cut. Students are expected to check in at each step within a given timeframe to receive feedback. General guidelines for the short film project (e.g. timing) were outlined in Q2. Specific guidelines for editing the short film can include appropriate use of transitions, continuity, pacing, proper audio levels, etc. As this is the final stage of this advanced course, students are expected to build upon and incorporate concepts learned throughout their Video Production courses in their production as well as class discussion.
-Students exhibit thoughtful insight and use correct terminology in written critiques and in class discussion based on teacher observation -Professional conduct and work habits (e.g. adhering to periodic deadlines) based on teacher observation	OTHER EVIDENCE: Formative: Periodically throughout the editing process (e.g. when students complete assembly edits and rough cuts) of their short films, teacher and classmates provide feedback. Feedback can be verbal and/or written. Evaluators should focus on criteria outlined in assignment information and rubric for in providing feedback. Formative: Student use of industry terminology during discussions, critiques, and work sessions; adherence to periodic deadlines. Summative: Students analyze and assess their own work as well as the work of their peers. Students are expected to correctly incorporate unit concepts and terminology into their responses (whether written or oral).

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Student success at transfer, meaning and acquisition depends on applying their learning. All instruction in this unit is carried out and formatively assessed under a five-level system of increased autonomy:

- The skill is introduced
- The skill can be carried out under full instruction
- The skill can be carried out correctly only when prompted
- The skill can be carried out correctly with occasional prompting
- The skill can be carried out consistently without any prompting

Students will apply their knowledge of editing to edit and deliver and original short film.

-Through verbal explanation and written material (e.g. handouts), teacher reinforces and further explains the steps of editing procedure – assembly edit, rough cut, fine cut, picture lock, audio mix, and final cut – as well as the rationale for each.
-Through verbal explanation and A/V examples, teacher reinforces and further explains the concept of "invisible" editing and the role continuity plays in this concept.
-In the form of technical literature, other handouts, teacher demonstration, video tutorials, etc., students further explore and understand advanced editing concepts (e.g. L-cuts). Students apply concepts as they edit their short films. Teacher assists students apply tools and concepts into their work as needed.
-At periodic intervals within edit process, teacher demonstrates and explains concepts relevant to next step. For example, after picture lock students further understand sound acquisition and mixing. As this is the final stage of this advanced course, students are expected to build upon and incorporate concepts learned throughout their Video Production courses.

Short Film

Student Name(s):

CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Structure & Content	Has beginning, middle, and end. Captivating and entertaining.	Missing true beginning, middle or end; somewhat confused or uninteresting.	structure is random and/or confusing, does not hold viewers attention well.	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Characters	Characters are complex and believable, acted consistently throughout	Characters lack some complexity or believability, act somewhat inconsistently throughout the film	Characters are largely not complex or believable, act inconsistently throughout the film	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Visual Creativity	uses a large variety of appropriate f.o.v and angles for visual interest and to convey meaning	uses some varied angles and f.o.v.	uses few varied angles and f.o.v.	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Camerawork	All shots were framed well. Camera movements were smooth.	Almost all shots were framed well. Almost all camera movements were smooth. (1 or 2 errors)	Most shots were framed well. Most camera movements were smooth.	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Audio	Uses multiple effective audio sources; location audio is recorded well; overall mix is correct.	Audio mix could be improved somewhat; some location audio is recorded badly	Does not use effective audio; overall mix is badly done; location audio is unacceptable.	
CATEGORY	6 - Excellent	4 - Acceptable	2 - Not Acceptable	
Editing	video/audio **edits and transitions** are all **technically correct** and of appropriate length for the film's mood	video/audio edits and transitions are almost all technically correct (1 or 2 errors); some shots could be trimmed to more appropriate length	some video/audio edits, and transitions are technically correct; man shots need to be trimmed to more appropriate length	

out of 36 points = %

Benchmark Assessment Quarter 1

Community Broadcast Production
1. Students will demonstrate understanding of production processes and content considerations for a local magazine/info program
2. Students will be able to identify needs and wants of a local audience and develop appropriate content
3. Students will be able to acquire and create video and audio components that reflect refined understanding of broadcast aesthetics and conventions
4. Students will successfully create various info/entertainment segments for a number of episodes of a local cable television show

Advanced Nonlinear Editing
1. Students will demonstrate understanding of layered/nested effects and timeline compositing by examining a video's effects
2. Students will be able to apply multiple effects to video clips
3. Students will be able to create dynamic effects by changing them over time using keyframes
4. Students will successfully create a public service announcement that incorporates well crafted and aesthetically pleasing effects for visual impact

Benchmark Assessment Quarter 2

Dramatic Script Writing
1. Students will demonstrate understanding of dramatic script format and three act structure
2. Students will be able to analyze the formatting and structure of dramatic scripts
3. Students will be able to create multifaceted fictional characters for film
4. Students will be able to critique their peers' scripts' content, structure, and characterization
5. Students will be able to use their skills and understanding to write a short film script that utilizes 3-act structure and effective characterizations

Short Film Production
1. Students will understand the process of short film production from script to finished product
2. Students will be able to break down a short film script for efficient shooting
3. Students will be able to plan and organize a series of field production shoots
4. Students will be able to manage a field production crew
5. Students will be able to use their skills and understanding to create an original short film of high production and entertainment value

Benchmark Assessment Quarter 3

Film History
1. Students will demonstrate an understanding of specific directors' styles
2. Students will be able to identify directors who have impacted the art of filmmaking
3. Students will successfully research and present material to their peers
4. Students will be able to analyze the effects a variety of directors have had on filmmaking

Sound Design
1. Students will demonstrate an understanding of sound quality and its effect on media messages
2. Students will successfully record audio using a variety of microphones
3. Students will be able to use advanced audio editing tools and concepts
4. Students will successfully create a production that conveys mood, meaning, and information through the use and manipulation of sound

Benchmark Assessment Quarter 4

Documentary
1. Students will be able to develop a working definition of "documentary"
2. Students will demonstrate an understanding of the basic documentary styles
3. Students will be able to choose documentary subjects suitable for their target audience
4. Students will be able to use field production and editing equipment
5. Students will successfully produce mini-documentaries

Editing the Short Film
1. Students will demonstrate an understanding of the steps involved in editing a short film
2. Students will be able to use advanced editing tools and terminology
3. Students will be able to design and mix a soundtrack that enhances a narrative
4. Students will successfully edit and deliver an original short film
5. Students will be able to critique their editing strategies and those of their peers