All high school computer teachers participated in the Technology curriculum revision process days during the 2011 – 2012 school year and summer 2012, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. The curriculum revision was based on teacher input and recommendations collected from the collaboration efforts.

Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful for the many hours and expertise that was devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough Technology curriculum that aligns with New Jersey Core Curriculum Content Standards and the National Common Core Standards.

The standards are designed to provide a clear understanding of what students are expected to learn and 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.

Cathy Timpone, Ed. D.
Director of Curriculum & Instruction
Acknowledgements:

2011 – 2012 High School Technology Curriculum Writing Committee:

Blair Buscareno, High School Technology Teacher Revised:
  Problem Solving 7 Curriculum Guide
  Computer Applications I and II Curriculum Guides
  Problem Solving through Games I, II and III Curriculum Guides
  Internet Applications Curriculum Guide
  Website Development Curriculum Guide
  Video Editing Curriculum Guide
  Computer Science I and II Curriculum Guides
  3D Computer Graphics Curriculum Guide

Deb Aach, High School Technology Supervisor

Brandon Langer, High School Music/Technology Teacher Revised:
  Media Production I, II, III, and IV Curriculum Guides
  Ruth McIlhargy, High School Supervisor

Katie Nellen, High School Media Specialist Revised:
  Information Literacy Curriculum Guide

Jack DiLisi High School Technology Teacher Revised:
  Computers 8 Curriculum Guide

Maria Papadopoulos, High School Supervisor

Administration:

Troy Lederman, High School Principal
Dr. Cathy Timpone, Director of Curriculum and Instruction
Dr. Robert Gamper, Superintendent

Board Approved: August 27, 2012
COURSE TITLE/GRADE & SUBJECT: Video Editing/Grades 9-12
PREREQUISITE: none
TIME ALLOCATION: 1 Semester
TEXTS: Teacher Generated Worksheets, tutorials, and the following books:

COURSE PHILOSOPHY (grades 9-12): This course will introduce students to the principles of video editing and the basics of video production.

OVERARCHING ENDURING UNDERSTANDINGS (grade 7-12):
   ● In order to use someone else’s work you must either license the rights, get permission to use it, or the work must be in the public domain.
   ● Video editing software is used to assemble and edit films, promotional videos, television and web videos, and music videos.
   ● The five essential elements of a story are characters, setting, plot, conflict, and resolution.
   ● Transitions and effects must not distract from the story being told. They should be used sparingly, not glaringly.
   ● Done well, lighting and sound can add a new dimension to the story; done poorly, they will distract the viewer and even make the production unwatchable.
   ● Text plays an important role in video, by conveying information such as titles, times, places, and credits that the user could not get otherwise.

OVERARCHING ESSENTIAL QUESTIONS (grades 7-12):
   ● What must you do before using video clips, audio files, sound effects, or still images in your own work?
   ● What kind of software is used to create and edit video productions?
   ● What are the five essential elements of a story?
   ● What guiding principle should be used when employing transitions and effects?
   ● Why are lighting and sound of great importance in a production?
   ● What role does text play in a video?
<table>
<thead>
<tr>
<th>Unit 1: Introduction to Video Editing</th>
</tr>
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<tbody>
<tr>
<td>Unit 2: Pre-Production</td>
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<td>Unit 3: Audio-Visual Effects</td>
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<tr>
<td>Unit 4: Production</td>
</tr>
<tr>
<td>Unit 5: Finishing Touches</td>
</tr>
</tbody>
</table>
UNIT ONE: INTRODUCTION TO VIDEO EDITING

UNIT SUMMARY:
As an overview:
1. The purpose of this unit is twofold:
   - Students should be able to explain fair use and copyright.
   - Students should be able to create a movie in a video editing application.
2. The unit follows a logical progression of topics. Students will be creating videos using pre-existing clips, so after looking at some examples, we talk about copyright and fair use. After that, we are introduced to a video editing application. From there, we explore the interface and how to work with it. We move on to importing various types of media, then explain how to put them together to create a full video.
3. Students should be able to:
   - Explain about fair use and copyright restrictions
   - Create movies using a video editing application, including:
     - Importing, trimming, inserting, rearranging, and deleting clips.
     - Working with markers.
     - Add frame holds

21ST CENTURY THEMES:
- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:
- Students will be able to create movies to use as projects for social studies, science, English, and more.
- Students will be able to compare fair use of video to that in music and literature.

STANDARDS
- **CR 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.
- **CR 9.1.12.B.2.** Create and respond to a feedback loop when problem solving.
- **CR 9.1.12.E.1.** Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- **CR 9.1.12.F.3.** Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad.
- **RST.9-10.3/RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **RST.9-10.4/RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level topics.
- **8.1.12.A.4.** Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- **8.1.12.D.2.** Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

### UNIT ESSENTIAL QUESTIONS:
- What must you do before using video clips, audio files, sound effects, or still images in your own work?
- How are sound and video clips arranged when editing video?
- What are some methods for making a movie more compelling?

### UNIT ENDURING UNDERSTANDINGS:
- In order to use someone else’s work you must either license the rights, get permission to use it, or the work must be in the public domain.
- When editing video, sound and video clips are arranged in an order that conveys a story.
- Movies can be made more interesting by trimming and splitting clips.

<table>
<thead>
<tr>
<th>TIME ALLOTMENT</th>
<th>CONTENT</th>
<th>SKILLS</th>
<th>ASSESSMENT</th>
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</thead>
</table>
| 5 weeks        | ● Copyright & Fair Use  
                  ● Introduction to the video editing application’s default screen  
                  ● Description of the uses of various panels  
                  ● Overview of video editing  
                  ● Using audio, video, and still pictures  
                  ● Editing in Timeline and Sceneline views  
                  ● Working with clips  
                    ○ Importing  
                    ○ Adding  
                    ○ Deleting  
                    ○ Moving them around  
                    ○ Trimming and splitting | Students will be able to:  
                  ● Explain about fair use and copyright restrictions  
                  ● Navigate the video editing application’s default screen  
                  ● Use panels  
                  ● Manage multimedia assets on various screens  
                  ● Edit movies in multiple views, including Timeline  
                  ● Insert, delete, and rearrange clips  
                  ● Import clips  
                  ● Trim and split clips  
                  ● Use markers  
                  ● Add frame holds | Formative and Summative Assessments: In-class discussion, Questions / projects dealing with copyright restrictions, public domain video, and fair use. |
- Markers
  - Clip
  - Timeline
- Frame holds
### TEACHER RESOURCES
- Teacher worksheets
- Word, Premiere Elements
- Adobe Premiere Elements Classroom in a Book
- Internet connection/various websites
  - Copyright & Fair Use
  - Copyright with Cyberbee
  - Teaching Copyright
  - Art Turned Ugly: A Lesson in Fair Use
  - Copyright & Fair Use: Lesson Plans for High School, College, and Graduate Education
  - Copyright & Fair Use Guidelines
  - Archive.org – site with public domain media
  - Secrets of Professional Video Editing
  - Tips for Making Better Home Movies
  - Video Editing tutorials (lists with links to many)
    - iMovie Tutorials
    - Windows Movie Maker
    - Final Cut Pro
- SmartBoard
- Word Processing software
- Pen/pencil and paper

### TEACHER NOTES/REFLECTIONS
- Teacher questions of students about their own downloading of music, movies, etc.
  - Is this OK?
  - Discussion about ramifications of violating copyright?
- Project dealing with fair use, copyright, public domain
- Introduction to sites such as [www.archive.org](http://www.archive.org) that have public domain media
- Guided practice on navigating the Premiere Elements workspace.
- Guided practice on editing video in Premiere Elements.
- Student creation of movies using public domain media clips.
UNIT TWO: PRE-PRODUCTION

UNIT SUMMARY:
As an overview:
1. The purpose of this unit is for students to be able to:
   - Explain what’s involved in telling a story in video form.
   - Break down a script
   - To be able to create a strip board, do scheduling, and create a budget.
2. The unit follows a logical progression of topics: First, we discuss the basic elements of a story. We move on to creating and marking up scripts. Next, we discuss breakdown sheets. Finally, we finish up with how to put together the people and places for a video production.
3. Students should be able to:
   - List the five basic elements of a story and explain them
   - Write a script for different types of productions
   - Create, breakdown, and mark scripts for multiple cameras
   - Create strip boards and storyboards.
   - Be able to scout locations and determine if they meet all the necessary requirements

21ST CENTURY THEMES:

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

| PRIMARY INTERDISCIPLINARY CONNECTIONS: |
| Students will be able to explain how breaking down a script relates to theatre arts and English class. |

STANDARDS

- **CR 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.
- **CR 9.1.12.B.2.** Create and respond to a feedback loop when problem solving.
- **CR 9.1.12.E.1.** Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- **RST.9-10.3/RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or...
performing technical tasks, attending to special cases or exceptions defined in the text.

- **RST.9-10.4/ RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level topics.

- **WHST.9-10.10/ WHST.11-12.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **W.9-10.3/ W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **W.9-10.4/ W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **8.1.12.A.4.** Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

- **8.1.12.D.2.** Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

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**UNIT ESSENTIAL QUESTIONS:**
- What are the essential elements of the classic movie script?
- What advantages are gained by breaking down a script into the individual elements necessary to shoot each scene?
- Before shooting, what important constraints must the production team be aware of?

**UNIT ENDURING UNDERSTANDINGS:**
- Most movies follow a short story structure, with a beginning (in which we meet the protagonist and antagonist), a conflict, a middle section (wherein the tension develops and the protagonist goes through a series of things to try to overcome whatever problems s/he faces) and a climax.
- Breaking down a script is necessary to organize a production's shooting schedule.
- A production team must be aware of time and money constraints when they make their plans for the film.

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**TIME ALLOTMENT**

| 3 weeks | 1. Basic elements of a story  
2. Scripts  
   a. Writing  
   b. Final Draft AV  
   c. Final Draft  
   d. Rewriting a print story for | **SKILLS** | **ASSESSMENT** |
|---------|--------------------------------|----------------|---------------|
|         | Students will be able to:  
   - List the five elements of a story and explain them  
   - Write a script for different types of productions  
   - Create, breakdown, and mark | **Formative and Summative Assessments:**  
Short answers, class discussion,  
SmartBoard work, strip boards, storyboards |
3. Breakdown sheets.
   a. Scene breakdown sheets
   b. Script breakdown sheets (see examples)
   c. Budget sheets
   d. Storyboarding
   e. Strip boards
4. People and places
   a. Casting
   b. Putting together a crew
   c. Scouting for locations
   - Shooting scripts
   - Marking a multi-camera script

- Create strip boards and storyboards.
- Be able to scout locations and determine if they meet all the necessary requirements
- Create a budget sheet

TEACHER RESOURCES
- Teacher worksheets
- Final Draft
- Final Draft AV
- Digital Video Basics book
- Internet connection/various websites
  - Script Breakdown sheet samples
    - Scribd
    - UNC Wilmington Film Studies Dep’t
    - Pixel Valley Studio
  - Elements of a Story
    - “Five Things” rap
    - Five Essential Elements of a Story
    - 5 Important Elements of a Short Story
  - How to Use Final Draft AV
  - Final Draft Tutorials
- SmartBoard

TEACHER NOTES/REFLECTIONS
- Students will come in with a few stories in mind.
  - Discussion of the basic elements of a story.
- Introduction to Final Draft AV
  - Guided introduction to writing scripts for:
    - News broadcasts
    - Short documentaries
- Write a script for a short narrative fiction video in Final Draft
- Watch a movie:
  - Identify protagonist and his/her quest
  - Identify conflict
  - Identify obstacles protagonist faces and how s/he reacts to them
  - Identify the climax and how the story reaches its conclusion
- Rewrite a newspaper or magazine story for broadcast
- Work together in groups and create a script for any of the three production types discussed.
  - Have another group critique it according to the elements of a story and six points of style.
- Word Processing software
- Pen/pencil and paper

- Introduction to the concept of a shooting script
  - Guided practice on creating a shooting script in Final Draft
- Introduction to the concept of a scene breakdown sheet
  - Guided practice creating a scene breakdown sheet in a word processing program.
- Explanation about marking a multi-camera script
  - Guided practice marking up a script
- Discussion of different script breakdown sheets found on the internet and their advantages/disadvantages.
- Create a script with classmates and have each member do a breakdown and mark the script.
  - Discuss similarities and differences between those by each group member.
  - How would these change the shoot?

- Introduction to the concept of a strip board
  - Guided practice creating a strip board in Excel
- Discussion about casting
  - Casting descriptions in Final Draft
- Discussion about scouting for locations
  - What guidelines should be followed?
  - Look at breakdown sheets and decide whether these guidelines have been followed/
- Discussion of what you need in a crew
- Discussion about scheduling a fictional narrative
  - Add scheduling information to your strip board and scene breakdown sheet
- Introduction to budgeting
  - Guided practice with budgeting in Excel
- Introduction to storyboarding
  - Creating a storyboard in Final Draft.
- Watch a movie and break down the movie for cast and locations. Figure out how many scenes were shot in a single location and how many days you think it would have taken to shoot those scenes.
- Look online for a script in the public domain. Break it down and do all the work you would need to schedule for at least four scenes for that script. Fill out a strip board for the four scenes.
UNIT THREE: AUDIO-VISUAL EFFECTS

UNIT SUMMARY:
As an overview:
1. The purpose of this unit is for students to be able to:
   - Use transitions between clips
   - Use effects on a clip
   - Add, delete, and edit audio
2. The unit follows a logical progression of topics: We start by discussing rules to guide us in the use of transitions and effects. We move on to explore different transitions and how to use them. Next, we look at video effects before finishing up with audio effects.
3. Students should be able to:
   a. Explain a set of rules that will guide someone in their use of effects and transitions.
   b. Use a number of different transitions.
   c. Use both audio and video effects.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:
Students will be able to create movies to use as projects for social studies, science, English, and more.

STANDARDS

- **CR 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.
- **CR 9.1.12.B.2.** Create and respond to a feedback loop when problem solving.
- **CR 9.1.12.E.1.** Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- **CR 9.1.12.F.3.** Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad.
- **RST.9-10.3/RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or
performing technical tasks, attending to special cases or exceptions defined in the text.

- **RST.9-10.4/ RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level topics.
- **8.1.12.A.4.** Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- **8.1.12.D.2.** Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

**UNIT ESSENTIAL QUESTIONS:**
- What is the purpose of transitions?
- What are effects used for?
- What must you be able to do with audio when editing a movie?

**UNIT ENDURING UNDERSTANDINGS:**
- Transitions provide a way to move from one clip to another in a meaningful way.
- Effects can be used both to correct problems with original footage as well as to create meaning that was not previously there.
- When creating a movie, you must be able to add, delete, and edit audio.

<table>
<thead>
<tr>
<th>TIME ALLOTMENT</th>
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<th>SKILLS</th>
<th>ASSESSMENT</th>
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</thead>
</table>
| 5 weeks        | • Rules for video editing, in re transitions and effects  
• Transition types; common ones:  
  • Fades  
  • Cross-dissolve  
  • Wipes  
• Video effects; some favorites  
  • Dissolves  
  • Black and White  
  • Split Screen  
  • Superimpose  
• Audio effects; some favorites include  
  • Reverb  
  • Volume | Students will be able to:  
• Explain some rules that will help guide someone in the use of transitions and effects  
• Use different transition types  
• Use video effects  
• Add and delete audio clips  
• Add and modify audio effects | **Formative and Summative Assessments:**  
Short answers, class discussion, SmartBoard work, and projects |
<table>
<thead>
<tr>
<th>Balance</th>
<th>Bass</th>
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</table>

**TEACHER RESOURCES**
- Teacher worksheets
- Word, Premiere Elements
- Adobe Premiere Elements Classroom in a Book
- Internet connection/various websites
  - Archive.org – site with public domain media
  - Top 10 Rules for Video Editing
  - Learning About Transitions (Final Cut Pro user manual)
  - Top 10 Video Editing Effects
  - Working with Audio Effects (Final Cut Pro user manual)
- SmartBoard
- Word Processing software
- Pen/pencil and paper

**TEACHER NOTES/REFLECTIONS**
- Discuss rules for video editing in re effects and transitions
  - Start with students bringing in examples of what they think are good and bad
  - Discuss these with the class
  - See if the class can come up with its own set of rules
  - Compare that to ones written by professionals, then discuss both lists.
- Show students videos with examples of transitions.
  - Talk about good and bad transitions
- Guided tour through transitions in Premiere Elements.
- Guided practice with transitions in a project.
- Show students videos with examples of video effects.
- Guided tour through effects in Premiere Elements.
- Guided practice with video effects in a project.
  - Talk about good and bad video effects
- Pay special attention to effects that change over time.
- Discussion of how audio affects a film.
- Introduction to adding and deleting audio in Premiere Elements
- Guided tour of audio effects in Premiere Elements.
- Guided practice with the use of audio in a project.
UNIT FOUR: PRODUCTION

UNIT SUMMARY:
As an overview:
1. The purpose for this unit is for students to be able to:
   - Understand the workings of a video camera.
   - Explain the basics of good lighting.
   - Explain the essentials of getting sound into a video production.
   - Explain the job of the director.
2. The unit follows a logical progression of topics: It starts with an overview of video cameras before moving on to lighting, sound, and the job of the director.
3. Students will be able to explain the basics of the following topics, as regards creating a film:
   - Video cameras;
   - Lighting;
   - Sound;
   - Directing

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:
Students will be able to explain how the principles of sound, lighting, cameras, and directing apply to theatre and art.

STANDARDS

- CR 9.1.12.B.2. Create and respond to a feedback loop when problem solving.
and abroad.

- **RST.9-10.3/RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **RST.9-10.4/RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level topics.
- **8.1.12.A.4.** Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- **8.1.12.D.2.** Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

### UNIT ESSENTIAL QUESTIONS:
- What must a camera operator be able to do, in addition to simply point and shoot with his camera?
- Why is lighting so important in making a movie?
- Why is it essential to get good sound in a video?
- What is the most important task of the director?

### UNIT ENDURING UNDERSTANDINGS:
- A camera operator must be able to explain the basics of how a video camera works.
- Good lighting makes sure there is enough light on the scene, it creates depth, mood and emotion.
- Bad sound can undo even the best video production.
- The essential job of the director is to tell the story.

### TIME ALLOTMENT

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<tr>
<th>CONTENT</th>
<th>SKILLS</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Workings of a video camera</td>
<td><strong>Cameras</strong></td>
<td><strong>Formative and Summative Assessments:</strong> Short answers, class discussion, SmartBoard work, and projects</td>
</tr>
<tr>
<td>How a lens works</td>
<td>Students will be able to explain:</td>
<td></td>
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<tr>
<td>An understanding of exposure</td>
<td>- The basics of shooting with a video camera, including:</td>
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<tr>
<td>Types of camera supports</td>
<td>- The rule of thirds</td>
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<tr>
<td>Shot composition</td>
<td>- Field of view</td>
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<tr>
<td>Field of view</td>
<td>- Shot composition</td>
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<tr>
<td>Rule of thirds</td>
<td>- State the meaning of various video camera vocabulary</td>
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<tr>
<td>Details of camera moves</td>
<td><strong>Lighting</strong></td>
<td></td>
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<tr>
<td>Video Camera Vocabulary:</td>
<td>Students will be able to explain:</td>
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<tr>
<td>o Optical vs. Digital zoom</td>
<td>- The basics of lighting</td>
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<td>o Exposure</td>
<td>- The meaning of various types of</td>
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<td>o F-stop</td>
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<td>o Depth of field</td>
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<tr>
<td>o Charge-Couple Devices</td>
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</tbody>
</table>
(CCD)
  - Viewfinder
  - Storage
  - White balance
  - Color
  - Mass
  - Lines
  - Angle
  - The attributes of light
  - Types of artificial light sources
  - How light can be controlled
  - Three-point lighting
  - Lighting outdoors
  - Lighting Vocabulary:
    - Backlight
    - Hard light and soft light
    - Color temperature
    - Intensity
    - Direction
    - Tungsten, halogen, Fresnel, arc lights
    - Barn doors
    - Silk
    - Cucaloris/cookie
    - Gobo
    - Reflectors
    - Overheads
    - Butterflies
    - C-stand
    - Key light
    - Fill light
    - Backlight
    - Set light
  - How sound is created and travels
  - Digital vs. analog audio
  - Different types of microphones
  - Microphone pickup patterns

**Lighting vocabulary**

**Sound**

Students will be able to explain:
  - The difference between analog and digital audio
  - The keys to acquiring good audio
  - The different types of microphones and connectors
  - The meaning of the given audio vocabulary words

**Directing:**

Students will be able to:
  - State the director’s most important responsibility
  - Discuss how to explain, build, and shoot a sequence
  - Explain the meaning of vocabulary words dealing with directing.
- Audio connector types
- The keys to acquiring good audio
- Vocabulary:
  - Amplitude
  - Bit depth
  - Frequency
  - Sample rate
  - Wavelength
- Director’s most important responsibility
- Meaning of “shooting to edit”
- Explain and build a sequence
- How to shoot a sequence
- Knowledge of a multi-camera shoot
- Knowledge of how to reveal information to the viewer
- Vocabulary:
  - “The line”
  - Clean in and out
  - Master shot
  - Continuity
  - Cutaway
  - Matching time code
  - Switcher

**TEACHER RESOURCES**
- Teacher worksheets
- **Digital Video Basics** book
- Internet connection/various websites
  - [Video Camera Tutorials](#)
  - [Light Right – A Crash Course in Lighting Video](#)
  - [Basic Video Production Lighting Tips](#)
  - [Lighting](#): Many different topics (by Video Maker)
  - [Audio](#): Information on both microphones and sound design (by Video Maker)
  - [Digital Audio Principles](#)

**TEACHER NOTES/REFLECTIONS**
- Guided introduction to how cameras/lenses work
- Discussion of exposure
- Guided discussion of camera supports
- Introduction to shot composition
- Discussion of field of view
- Discussion of camera moves
- At home: Learn how to use the white balance on a camera. Also explore the other principles discussed in this lesson, even with just a digital camera, if you don’t have a video camera.
- Search the web for various photographs and discuss which ones are
- Directing – Four different articles from Video Maker on how to “understand, and better fill, the role of the director.”
- Principles of Directing
- The 7 Step Directing Formula

- SmartBoard
- Word Processing software
- Pen/pencil and paper

- Discussion of the attributes of light
  - All but one light in the room will be turned off. Students will answer questions on light and shadows.
- Introduction to the types of artificial light sources and how to control them.
- Guided discussion of three-point lighting.
  - Three lights brought in (flashlights, bulbs, etc.), along with reflectors
  - Students will follow the rules of thumb for light placement and move them around.
  - They will try and create different lighting ratios and effects.
- Guided discussion of outdoor lighting
  - Students should explore outside of class, on a weekend, the effects of different sun locations on a subject, as well as which shadows are more appealing to the eye.
    - If they have access to daylight lamps and reflectors, they can see the effects of these, as well.
- Introduction to lighting theory
  - Look at photographs, paintings, and movies and identify where the key light is coming from.
- Look up different film and television light manufacturers online and download or order a catalog of their equipment. Read through it and figure out what the equipment is and how it is used. Ask the manufacturer what the equipment is and discuss it in class. Discuss the advantages of using one manufacturer’s products over another.
- Discussion of how sound is created and how it travels
  - Student examples
- Introduction to the creation of digital audio (compared to analog)
- Introduction to microphones
  - Different types
  - Pickup patterns
  - Different ways they are used
  - Connectors
  - Wireless systems
  - Other audio equipment
- Plan a scene for audio and decide what types of microphone will be used. Where is the best location for the microphone? Will it be a boom mic? A lavalier mic? What other audio equipment will you need?

- Discuss the role of the director.
  - Types of shots
  - Open an earlier script in Final Draft and identify the master shot and the close-ups, as well as any cutaways or reaction shots

- Introduction to and discussion of “the line”

- Discussion of:
  - size and angle for each camera setup
  - clean in and out

- Discussion of a multi-camera shoot

- Discussion of how the director decides to revealing information

- Watch a movie and pay attention to how the scenes are set up. Do they follow the master shot, close-up formula, or does it vary?

- Shoot something that uses the change size and angle rule. Re-shoot it and ignore the rule. Look at the footage and compare the look and feel.
UNIT FIVE: FINISHING TOUCHES

UNIT SUMMARY:
As an overview:
1. The purpose for this unit is for students to be able to:
   - Create titles and credits
   - Apply themes to a Premiere Elements project
   - Add menus
   - To be able to share the final product.
2. The unit follows a logical progression of topics: It starts with titles and credits and discusses their purpose and effect. It moves on to built-in themes and who should and shouldn’t use them. Next, we get to creating DVD menus, then finish by exploring how to export for various audiences.
3. Students will be able to:
   - Create titles and credits
   - Use themes
   - Create DVD menus
   - Share movie projects in a variety of formats.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:
Students will be able to create movies to use as projects for social studies, science, English, and more.

STANDARDS

- **CR 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.
- **CR 9.1.12.B.2.** Create and respond to a feedback loop when problem solving.
- **CR 9.1.12.E.1.** Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- RST.9-10.3/RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- RST.9-10.4/ RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level topics.
- WHST.9-10.10/ WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.9-10.3/ W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.4/ W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.1.12.A.4. Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- 8.1.12.D.2. Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

UNIT ESSENTIAL QUESTIONS:
- What is the purpose of titles and credits?
- What advantage is there to using themes that are built into many video editing software packages?
- What is the purpose of creating menus on a DVD?
- What are some of the ways that movies can be shared?

UNIT ENDURING UNDERSTANDINGS:
- Titles and credits convey important information about a film.
- Video editing programs often have movie themes to allow the amateur filmmaker to create a professional look without too much work.
- Menus allow a user to navigate to different portions of a DVD.
- Movies can be burned to DVD and Blu-ray discs and CDs, put on the Web, mobile devices, Video CDs, or simply saved on any computer-based storage device.

TIME ALLOTMENT

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<tr>
<th>4 weeks</th>
<th>CONTENT</th>
<th>SKILLS</th>
<th>ASSESSMENT</th>
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<td>Titles and Credits</td>
<td>Students will be able to:</td>
<td>Formative and Summative Assessments:</td>
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<td>o Creating titles</td>
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<td>o Rules for use</td>
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<td>o Motion text</td>
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<td>Why use them?</td>
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### TEACHER RESOURCES
- Teacher worksheets
- Word, Premiere Elements
- Adobe Premiere Elements Classroom in a Book
- Internet connection/various websites
  - Archive.org – site with public domain media
  - Creating Titles (Final Cut Pro user manual)
  - Professional Video Editing Tips for Adding Text
  - Using Titles in iMovie 11
- SmartBoard
- Word Processing software
- Pen/pencil and paper

### TEACHER NOTES/REFLECTIONS
- Show students beginnings and ends of movies
  - Discussion of titles, credits, and subtitles
- Guided tour through the creation of titles and credits in Premiere Elements
- Guided practice with titles and credits in a project.
- Introduction to themes
  - Mainly used in amateur films
  - Discussion of the reasons for this
- Guided tour through the various themes that are available, as well as how they can be modified
- Practice with themes in a project
- Show a DVD
  - What comes up at the start?
  - Have students note the different elements in the DVD menus and submenus
- Guided tour through the creation of menus in Premiere Elements.
- Practice project with menus.
- Question/answer about the different ways we can make our projects available to others.
- Guided tour of how Premiere Elements lets us make our creations available.
- Exporting of projects to the web, CD/DVD, and computer-based storage devices