

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

**THE ACADEMY OF FINE & PERFORMING ARTS
CENTER**

PA HONORS VIDEO TECHNOLOGY

COURSE PHILOSOPHY

In this course, Entertainment Technology refers to the study of video framing and composition, basic editing, studio and field production, scriptwriting, directing, live event production and film studies. Our goal is for students to achieve skills as critical thinkers, eloquent speakers and technically savvy individuals as they develop a professional demeanor in the Arts.

COURSE DESCRIPTION

Grade Level: 10

Department: FPAC

Course Title: PA Honors Video Technology

Credits: 5

Course Code: 153950

BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 30, 2010

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

The Entertainment Technology curriculum fosters a student centered learning environment, which allows students to use knowledge and methods of reading, writing, speaking, listening, history, and technology. Its primary goal is to address the developmental nature of each learner, promote critical thinking skills, foster communication and make connections across the curriculum while infusing real life applications to develop students who are lifelong learners. We believe that the building blocks of a successful adult in the entertainment industry are critical thinking skills, research, writing, cultural appreciation and a strong knowledge base in technology. Our goal is for students to achieve skills as critical thinkers, eloquent speakers and technically savvy individuals as they develop a professional demeanor in the Arts.

Course Description

In this course, Entertainment Technology refers to the study of video framing and composition, basic editing, studio and field production, scriptwriting, directing, live event production and film studies. Technology such as prosumer high definition video cameras, real time linear editing, DVD creation and digital computer graphic software, television control room, lighting and sound equipment are all use to give students a large technology based education. This course provides the student with a variety of activities that will enable him/her to understand and appreciate the application and value of “Entertainment Technology” by using up-to-date industry technology.

**Freehold Regional High School District
Curriculum Map
PA Honors Video Technology**

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
1.3.12.D.1-2 1.4.12.B.2 9.4.12.C(1).4-5	An understanding of the importance of creating a work of art, using technology, that is visually appealing and interesting to an audience	What is video space? What are the proper ways to compose and frame a shot? What are the proper shot set-ups for different productions?	Oral Questions/ Discussion Anticipatory Set Questions	Notebooks Quizzes Unit Test Oral Presentations Observations Participatory Rubrics Research Hands-on Activities Project Assignments Collaborative Assignments Use of Video Technology	Projects Mid Terms Final Exam
9.4.12.C(1).1, 9.4.12.C(1).4-5 1.1.12.D.2 1.3.12.D.2 1.4.12.B.1-2 9.1.12.A.1	Editing is the tool that is used to transform your images into a work of art that conveys your message	Why is computer file management important? How does one perform basic editing techniques? What software programs are used to edit video and create DVDs?	Oral Questions/ Discussion Anticipatory Set Questions	Notebooks Quizzes Unit Test Observations Participatory Rubrics Research Hands-on Activities Project Assignments Use of Computer & Editing Software Critiques	Projects Mid Terms Final Exam
9.4.12.C(1).1-2, 9.4.12.C(1).4, 9.4.12.C(1).6 1.1.12.D.2 1.3.12.D.2 1.4.12.B.1-2 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.5	There are many different forms of video/film productions	What are the different types of equipment used in studio and field productions? What is the difference between EFP and ENG productions? What are the four stages of production? How do you set up a live event production? Why are troubleshooting and problem solving skills important?	Oral Questions/ Discussion Anticipatory Set Questions	Notebooks Quizzes Unit Test Observations Participatory Rubrics Hands-on Activities Project Assignments Research	Projects Mid Terms Final Exam

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.4.12.C(1).4 1.1.12.D.2 1.3.12.D.2 1.4.12.B.1-2	Scripts and storyboards are essential tools used in conveying your ideas to others	What are the proper ways to write a video and film script? What is the proper layout and format for a storyboard? What are the steps to writing a script? What script writing software is available?	Oral Questions/ Discussion Anticipatory Set Questions	Notebooks Quizzes Unit Test Observations Writing Assignments Participatory Rubrics Hands-on Activities Project Assignments Research Use of Computer & Editing Software Use of Video Technology Critiques	Projects Mid Terms Final Exam Performances
9.4.12.C(1).1-2, 9.4.12.C(1).4-6 1.1.12.D.2 1.3.12.D.2 1.4.12.B.1-2 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.5	The role of a director is full of responsibilities and challenges	What are the responsibilities of a director? What are the appropriate commands used in directing? Why is it important to treat crew members and talent with respect?	Oral Questions/ Discussion Anticipatory Set Questions	Notebooks Quizzes Unit Test Observations Writing Assignments Participatory Rubrics Hands-on Activities Project Assignments Research Use of Computer & Editing Software Use of Video Technology Use of Studio Equipment Critiques	Projects Mid Terms Final Exam Performances
1.4.12.B.1, 1.4.12.A.2-3 1.1.12.D.1	Analyzing and viewing other people's works give one insight to different techniques they can use	How have film techniques changed over the years? How can new film techniques evoke different emotions from old techniques? What factors contribute to a films success?	Oral Questions/ Discussion Anticipatory Set Questions	Notebooks Critiques Observations Writing Assignments Participatory Rubrics Assignments	Projects Mid Terms Final Exam

**Freehold Regional High School District
Course Proficiencies and Pacing**

PA Honors Video Technology

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Shot Framing & Composition	<p>Students of the twenty first century will understand the importance of creating a work of art that is visually appealing and interesting to an audience.</p> <p>Students will be able to properly frame and compose shots.</p>	4 weeks
Unit #2: Editing Basics	<p>Editing is the tool that is used to transform your images into a work of art that conveys your message</p> <p>Students will be able to perform basic editing techniques.</p>	6 weeks
Unit #3: Studio and Field Production	<p>There are many different forms of video/film productions</p> <p>Students will be able to understand the difference between studio, field and live productions.</p>	4 weeks
Unit #4: Scripts and Storyboards	<p>Scripts and storyboards are essential tools used in conveying your ideas to others</p> <p>Students will be able to create scripts in various formats.</p>	8 weeks
Unit #5: Directing	<p>The role of a director is full of responsibilities and challenges</p> <p>Students will be able to direct a live production.</p>	8 weeks
Unit #6: Live Event Production	<p>There are many different forms of video/film productions</p> <p>Students will be able to set up and provide video support for a live event.</p>	4 weeks
Unit #7: Film	<p>Analyzing and viewing other people's works give one insight to different techniques they can use</p> <p>Students will be able to give constructive criticism and discuss various works of art.</p>	Throughout

Freehold Regional High School District
PA Honors Video Technology
Unit #1: Shot Framing & Composition

Enduring Understandings: An understanding of the importance of creating a work of art, using technology, that is visually appealing and interesting to an audience.

Essential Questions: What is video space?
 What are the proper ways to compose and frame a shot?
 What are the proper shot set-ups for different productions?

Unit Goal: Students will be able to properly frame and compose shots.

Duration of Unit: 4 weeks

NJCCCS: 1.3.12.D.1-2, 1.4.12.B.2, 9.4.12.C (1).4-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are two key ideas to building video space? What are three aspects to framing a shot? What is the difference between visual clarity, essential area and field of view? What is the difference between framing a shot and setting a camera angle? What are the three different depth planes and three major groupings? What is the difference between framing and composition? What is the difference between straight shooting, cross shooting and reverse angle?	Identify when to use different shot set-ups. Identify the correct terminology for different camera shots. Describe how a change in camera angle can change the mood of a shot. Identify improper compositions. Develop a collage of different camera shots/angles. Create video demonstrating students knowledge of proper shots and angles.	PowerPoint presentation Smart Board Teacher prepared handouts Video Cameras Studio Equipment	Lecture and class discussion PowerPoint presentations Compare and discuss student responses to different topics Hands-on technology demonstration on video cameras Assign group collaboration project Assign individual framing and composition project Critique and evaluation of student projects	Written tests and quizzes Handouts Notebook assessments Project assessments Equipment operation assessment Responses to discussion questions

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
PA Honors Video Technology
Unit #2: Editing Basics

Enduring Understanding: Editing is the tool that is used to transform your images into a work of art that conveys your message.

Essential Questions: Why is computer file management important?
 How does one perform basic editing techniques?
 What software programs are used to edit video and create DVDs?

Unit Goal: Students will be able to perform basic editing techniques.

Duration of Unit: 6 weeks

NJCCCS: 9.4.12.C (1).1, 9.4.12.C (1).4-5, 1.1.12.D.2, 1.3.12.D.2, 1.4.12.B.1-2, 9.1.12.A.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How do you properly manage files on a computer? How do you import and export different forms of media? How do you perform basic editing functions on Adobe Premiere Pro? How do you perform basic operating functions on Adobe Encore and Photoshop software?	Identify proper locations for saving files on the computer Identify which cable and port is used to import/capture footage into the computer Perform basic editing techniques using Adobe Premiere Pro software Create a video demonstrating knowledge of techniques learned using Adobe Premiere Pro software Create a basic DVD using Adobe Encore software	PowerPoint presentation Smart Board Teacher prepared handouts Video Cameras Editing/DVD software Internet Music Library	Lecture and class discussion PowerPoint presentations Compare and discuss student responses to different topics Hands-on technology demonstration on using Adobe Premiere Pro, Adobe Encore and Photoshop Assign individual editing project Critique and evaluation of student projects	Written tests and quizzes Handouts Notebook assessments Project assessments Equipment/Software operation assessment Basic editing skills assessment Responses to discussion questions

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
PA Honors Video Technology
Unit #3: Studio and Field Production

Enduring Understanding: There are many different forms of video/film productions.

Essential Questions: What are the different types of equipment used in studio and field productions?
 What is the difference between EFP and ENG productions?
 What are the four stages of production?
 How do you set up a live event production?
 Why are troubleshooting and problem solving skills important?

Unit Goal: Students will be able to understand the difference between studio, field and live productions.

Duration of Unit: 4 weeks

NJCCCS: 9.4.12.C (1).1-2, 9.4.12.C (1).4, 9.4.12.C (1).6, 1.1.12.D.2, 1.3.12.D.2, 1.4.12.B.1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the two main areas of a TV Studio? What are the advantages/disadvantages to a studio production? When would you produce an ENG vs an EFP production? What are the 3 main ideas for an EFP and ENG production? What tasks are performed during each stage of production? What are the different types of studio productions that can be produced? What is a treatment? How do you provide technical support for a live event?	Identify equipment found in control room and studio Identify examples of an EFP and ENG production? Identify advantages and disadvantages of different types of productions Identify ways of troubleshooting technical problems during a production Create a treatment for a mock scenario production Provide technical support for a live dance performance	PowerPoint presentation Smart Board Teacher prepared handouts Video Cameras Studio and field equipment Word Processing	Lecture and class discussion PowerPoint presentations Compare and discuss student responses to different topics Hands-on technology demonstration on how to set up a live event production Hands on demonstration on how to solve technical problems during a production Assign group collaboration project Critique and evaluation of student projects	Written tests and quizzes Handouts Notebook assessments Project assessments Collaborative work assessment Responses to discussion questions

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
PA Honors Video Technology
Unit #4: Scripts and Storyboards

Enduring Understandings: Scripts and storyboards are essential tools used in conveying your ideas to others.

- Essential Questions:** What are the proper ways to write a video and film script?
 What is the proper layout and format for a storyboard?
 What are the steps to writing a script?
 What script writing software is available?

Unit Goal: Students will be able to create scripts in various formats.

Duration of Unit: 8 weeks

NJCCCS: 9.4.12.C (1).4, 1.1.12.D.2, 1.3.12.D.2, 1.4.12.B.1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What does a video script consist of? What are things to remember when writing a video script? What are the four main categories of video scripts? What is the benefit of script writing software? What is a visual motif? What is the benefit of using a storyboard? What is the difference between different types of scripts?	Identify the 13 steps to writing a script Identify examples of different types of scripts Demonstrate knowledge of using script writing software Create a treatment and pre-production book for a mock infomercial Create a video script and storyboard for a mock infomercial Create a mock infomercial	PowerPoint presentation Smart Board Teacher prepared handouts Video Cameras Studio and field equipment Word Processing Video script software Industry examples of pre-production books and storyboards	Lecture and class discussion PowerPoint presentations Compare and discuss student responses to different topics Demonstrate use of script writing software Demonstrate how to develop a pre-production book Assign group collaboration project Critique and evaluation of student projects	Written tests and quizzes Handouts Notebook assessments Project assessments Collaborative work assessment Responses to discussion questions

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
PA Honors Video Technology
Unit #5: Directing

Enduring Understanding: The role of a director is full of responsibilities and challenges.

Essential Questions: What are the responsibilities of a director?
 What are the appropriate commands used in directing?
 Why is it important to treat crew members and talent with respect?

Unit Goal: Students will be able to direct a live production.

Duration of Unit: 8 weeks

NJCCCS: 9.4.12.C (1).1-2, 9.4.12.C (1).4-6, 1.1.12.D.2, 1.3.12.D.2, 1.4.12.B.1-2, 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the job of a director during each stage of production? How does a director communicate to talent? How does a director communicate to crew? What kind of equipment can a director use to communicate to crew? What is the director's start-up sequence for a live production? What are some qualities of a good director?	Identify the proper commands used by a director during a live production Demonstrate knowledge of how to use director's communication equipment Demonstrate knowledge of how to perform the director's start up sequence Create a mock live news/talk show (collaborative group project) Demonstrate post-production skills by creating an edited version of their mock live news/talk show	PowerPoint presentation Smart Board Teacher prepared handouts Video Cameras Studio/field equipment Communication devices Editing software Word Processing	Lecture and class discussion PowerPoint presentations Compare and discuss student responses to different topics Demonstrate use of proper director commands and start up sequence Demonstrate how to use communication devices Assign group collaboration project Assign individual post production editing assignment Critique and evaluation of student projects	Written tests and quizzes Handouts Notebook assessments Project assessments Individual directing assessment Collaborative work assessment Responses to discussion questions

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
PA Honors Video Technology
Unit #6: Live Event Production

Enduring Understanding: There are many different forms of video/film productions.

Essential Questions: What are the different types of equipment used in studio and field productions?
 What is the difference between EFP and ENG productions?
 What are the four stages of production?
 How do you set up a live event production?
 Why are troubleshooting and problem solving skills important?

Unit Goal: Students will be able to set up and provide video support for a live event.

Duration of Unit: 4 weeks

NJCCCS: 9.4.12.C (1).1-2, 9.4.12.C (1).4, 9.4.12.C (1).6, 1.1.12.D.2, 1.3.12.D.2, 1.4.12.B.1-2, 9.1.12.A.1, 9.1.12.B.3, 9.1.12.C.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do you determine what type of equipment is needed for a particular live production?</p> <p>Why is having a pre-production meeting important?</p> <p>What is proper live production/shooting etiquette?</p> <p>Why is knowledge of equipment setup important?</p>	<p>Demonstrate knowledge of how to troubleshoot equipment/technical problems</p> <p>Identify equipment and crew members needed for a live production</p> <p>Demonstrate the ability to direct a live production</p> <p>Demonstrate post-production skills by creating a DVD copy of live production</p>	<p>PowerPoint presentation</p> <p>Smart Board</p> <p>Teacher prepared handouts</p> <p>Video Cameras</p> <p>Studio/field equipment</p> <p>Communication devices</p> <p>DVD software</p>	<p>Lecture and class discussion</p> <p>PowerPoint presentations</p> <p>Compare and discuss student responses to different topics</p> <p>Demonstrate proper setup of equipment</p> <p>Demonstrate troubleshooting techniques</p> <p>Assign individual live production responsibilities</p> <p>Critique and evaluation of student projects</p>	<p>Written tests and quizzes</p> <p>Handouts</p> <p>Notebook assessments</p> <p>Project assessments</p> <p>Individual live production responsibility assessment</p> <p>Collaborative work assessment</p> <p>Responses to discussion questions</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
PA Honors Video Technology
Unit #7: Film

Enduring Understanding: Analyzing and viewing other people’s works give one insight to different techniques they can use.

Essential Questions: How have film techniques changed over the years?
 How can new film techniques evoke different emotions from old techniques?
 What factors contribute to a films success?

Unit Goal: Students will be able to give constructive criticism and discuss various works of art.

Duration of Unit: Throughout

NJCCCS: 1.4.12.B.1, 1.4.12.A.2-3, 1.1.12.D.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the proper terminology used in film? How do you classify different genres of film? How has film evolved throughout the years? How did the history of film lead to future innovations in technology? What kinds of film techniques are used? How can I recreate some of the techniques used?	Describe the different genres of film. Identify the key terms used to describe film techniques Describe how film has evolved over the years. Demonstrate knowledge of different film techniques Identify ways in which film techniques can evoke certain emotions Identify and explain why a film is successful or not Demonstrate knowledge of how to critique elements of a film	Teacher prepared handouts DVDs of films Smart Board	Lecture and class discussion Watch DVDs of different film genres HSPA formatted writing assignments Comparison of original vs remake movies	Worksheets Notebook assessments Project assessments Responses to discussion questions

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.