Greenwich Public Schools Curriculum Overview
Introduction to Video Production

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

Learning to become a filmmaker is not done by reading about it, but by actually creating films. Through many hands-on experiences using digital video cameras and digital editing software, students will have the opportunity to explore the creative art of filmmaking. Students will learn how to use a tripod, take basic camera shots, storyboard, direct, shoot and edit films based on creative imagination. The fun, exciting and rewarding world of filmmaking begins with this class.

Content Outline
- I. Unit 1- Using Video Equipment & Manual Functions to Tell a Visual Story
- II. Unit 2- Editing: Using Digital editing software to Create a Short Film
- III. Unit 3- Pre-Production: Story Development, Storyboarding & Production Planning
- IV. Unit 4- Production: Shooting
- V. Unit 5- Post-Production: Editing, Screening & Critiquing

Enduring Understanding for the course:

- **Unit 1 –Using Video Equipment & Manual Functions to Tell a Visual Story**
  - identify parts and the various functions of a digital video camera.
  - demonstrate various compositional techniques, angles and camera movement using a   digital video camcorder.
  - identify and complete the necessary steps in each of the 3 stages of production.
  - develop an idea for a short film and theme film which fits a three act story structure
  - create a detailed shot list of necessary shots to tell a visual suspense story.
  - use a digital video camcorder to capture desired footage.
  - use the basic functions of editing software to create a 2-5 minute short.
- **Unit 2 Editing: Using Digital editing software to Create a Short Film**
  - utilize the basic functions of Digital editing software Express editing software.
  - utilize appropriate transitions for desired effect (wipes, cuts, and fades).

- ○ demonstrate the differences between insert and assemble editing and know when to use each.
  - ○ log footage and generate an edit decision list based on previewed footage.
  - ○ create titles, lower thirds, and credits for inclusion in video projects.
  - ○ export final projects to a compressed version for authoring.
  - ○ adjust audio levels for desired effect.

- **Unit 3: Pre-Production: Story Development, Storyboarding & Production Planning**
  - ○ brainstorm story ideas with group members and assess the feasibility of accomplishing various story ideas.
  - ○ develop story for a film short (2-5 minutes) which fits a three act story structure and includes a conflict and resolution.
  - ○ write a treatment for a final film.
  - ○ create a detailed shot list or storyboard of necessary shots to be captured.
  - ○ create a production calendar which included necessary talent, props and a shooting schedule.

- **Unit 4 – Production: Shooting**
  - ○ use recording equipment (video and audio) to capture desired footage.
  - ○ utilize and revise production calendar (as needed) to accomplish the filming of a short film within a given timeframe.

- **Unit 5 – Post-Production: Editing, Distribution, Screening & Critiquing**
  - ○ log footage for best film takes.
  - ○ import chosen footage into editing software.
  - ○ use Digital editing software to edit footage.
  - ○ import royalty free music and sound effects for the creation of a soundtrack.
  - ○ create title sequences and credits.
  - ○ choose and insert transitions for a desired effect.
  - ○ manually adjust audio levels.
  - ○ export final film into a compressed file.
  - ○ design the final film (complete with titles, buttons and still frame graphics).

Video Production Standards (2018)
Connecticut Core Standards
- DVP.01 Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.
- DVP.02.01 Demonstrate fire safety prevention and extinction, and trip hazards as it relates to lighting and electrical equipment.*(B4)
- DVP.02.03 Identify proper methods of transport and storage for appropriate production and personal equipment.*(B6)
- DVP.02.04 Describe and apply fundamentals of cable safety.*(B7)
- DVP.05.01 Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.*(E18)

- Describe dolly, truck, pan, and tilt as it relates to camera movements.*(E19)
- Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.*(E20)
- DVP.06.02 Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.*(F23)
- DVP.06.03 Describe and apply import, file, and asset management.*(F24)
- DVP.03 Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.
- DVP.03.01 Identify a target audience and design an appropriate message for the target market.*(C8)
- DVP.03.02 Describe the process used for concept development/treatment.*(C9)
- DVP.03.03 Identify and describe the script elements of storyboarding, two column, and screenplay format.*(C10)
- DVP.01.03 Identify various career paths in digital/video production.*(A3)
- DVP.03.04 Define and describe the legal concerns of copyrights, ethics, releases, and royalties.*(C11)
- DVP.03.05 Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.*(C12)
- DVP.03.06 Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.*(C13)
- DVP.06 Post-Production: Identify and describe the elements of post-production to effectively deliver a message.
- DVP.06.01 Create graphics and titles appropriate to the project.*(F22)
- DVP.06.02 Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.*(F23)
- DVP.06.03 Describe and apply import, file, and asset management.*(F24)
- DVP.06.04 Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.*(F25)

Assessments / Resources
- Student created hands-on demonstration of camera manual settings and tripod use
- Students learn how to edit with editing software
- Students plan, produce and edit video sequences
- Students plan and produce a short film
- Plan, produce and edit a 3-5 minute GHS theme music video with transitions, sound effects and royalty free music
- Plan, produce and edit a short with a three act structure, transitions, sound effects and royalty free music
- Written treatments of story ideas
- Presentation: Pitch idea for feedback and critique
- Develop shot list or storyboard
- Scout for locations and talent
- Create a detailed production calendar for shooting
- Capture planned footage
- Edit footage using digital editing software
- Create and utilize titles, credits transitions
- Create a sound track of royalty free music and sound effects (if needed)

- Upload a final sequence to Google Drive
- Critique and praise aspects of final films after screening

- Required Assured Experiences:
    - Plan, produce and edit a 3-5 minute GHS theme music video with transitions, sound effects and royalty free music
    - Plan, produce and edit a short with a three act structure, transitions, sound effects and royalty free music

- Course Essential Questions assessed in summative and formative assessments:
    - • What are the elements of film language?
    - • What are the most common elements of compelling stories?
    - • What is the traditional structure of compelling stories?
    - • How are production techniques used for a desired effect on the audience?
    - • How can we use the video camera to capture desired footage?
    - • How do we develop a story idea from concept to final film?
    - • What are the stages of film production?
    - • How do we work collaboratively as a film crew?
    - • How does editing shape meaning?

Greenwich Public Schools Vision of the Graduate

- Pose and pursue substantive questions
    - Students will develop and explore their own research questions during a variety of research assignments
- Critically interpret, evaluate, and synthesize information
    - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting research. This source evaluation and research will allow students to gain a variety of perspectives.
- Explore, define, and solve complex problems
    - Students will apply historical knowledge to critically analyze current problems and issues.
- Communicate effectively for a given purpose
    - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- Advocate for ideas, causes and actions
    - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action.
- Generate innovative, creative ideas and products

- ○ Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- Collaborate with others to produce a unified work and/or heightened understanding
  - ○ Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- Contribute to community through dialogue, service, and/or leadership
  - ○ Through the study of community outreach, students gain the skills they need to become active citizens. The community service project will give students the opportunity to contribute to the community.
- Conduct themselves in an ethical and responsible manner
  - ○ Current and historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- Recognize and respect other cultural contexts and points of view
  - ○ Through teaching about others' political ideologies, students will recognize and respect other cultural contexts and points of view. By developing an understanding of and empathy for others, students will appreciate differences and similarities between themselves and others.
- Pursue their unique interests, passions and curiosities
  - ○ Students will have choice in many assignments and will be able to pursue their interests, specifically through the Capstone Community Service Project.
- Respond to failures and successes with reflection and resilience
  - ○ Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to ensure continuous reflection and refinement.
- Be responsible for their own mental and physical health
  - ○ Social studies classes will help students develop study skills, and reduce stress through organization and planning.