

Orange Public Schools Office of Innovation

Digital Media



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“GOOD TO GREAT”

Revised: 8/17/21

Digital Media Grades 10-11

Course Description: The second course of the Audio-Visual Technology and Film Program, students will build upon the essential skills and techniques they were introduced to in Introduction to Digital Media with a heavy emphasis on 21st Century Skills and project-based learning. Students enrolled in the course will be provided with projects where they will be able to videotape school events, learn pre-production techniques, enhance their screenwriting skills, acquire producing skills, and promote their own film projects.

Scope and Sequence

Timeline	Concepts
Marking Period 3	<p>Unit 1: Animation, Special Effects and Composition Design (52 class periods, 45 minutes each)</p> <p>Unit 2: Stop Motion Animation and Directing Actors (53 class periods, 45 minutes each)</p>
Marking Period 4	<p>Unit 3: 2D Animation in After Effects and Digital Movie Poster (40 class periods, 45 minutes each)</p>

Unit 1	Animation, Special Effects, Composition Design II	Grade(s)	10-11
Overview/Rationale			
Students will engage in the visual exploration of the importance of Animation, Special Effects, and Composition Design in Filmmaking as well as specific reasoning in the use of special effects. Students will also utilize computer imagery and Stop Motion Animation.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. ● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways ● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 			

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and financial well-being
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"> ● 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 		<ul style="list-style-type: none"> ● NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. 	
<p>21st Century Themes: Check all that apply</p>		<p>21st Century Themes: Check all that apply <i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p>	
X	Civic Literacy	E, T, A	Communication
X	Global Awareness	E, T, A	Critical Thinking and Problem Solving

X	Health Literacy	E, A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	E, T, A	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How is 2D Animation and 3D Animation used in the production of digital media?
- How can visual effects be used to improve digital production?
- How can special effects be created in videos without using computer software?
- How is perspective created in videos?

Enduring Understandings

- Special effects can be added to videos without the use of computer software.
- Math is a necessary component of editing.
- Visuals are an important aspect of digital media.

Student Learning Targets/Objectives

- Record and edit sound clips
- Adjust volume levels within a sound clip
- Evaluate the quality of a soundtrack
- Combine video clips to create a finished product
- Navigate a video editing program to create a high-quality video presentation
- Import and manage files using a video editing program
- Add titles, sounds, and effects to video projects
- Insert keyframes into a video timeline
- Manipulate frame rates and use advanced cutting tools to cut video.

Assessments

- **Pre and Formative** – Exit Ticket
- **Summative** – Vocabulary Test on Editing/SFX Techniques, and CGI.
- **Authentic Assessment**– Each student will be required to create 1-minute Animated Reel - combining each project learned in the Unit to present to the class.

Teaching and Learning Actions

<p><i>Universal Instructional Strategies for ELL, SE and Gifted/Talented used in all units</i></p>	<p>Teaching and Learning Actions:</p> <p><u>Whole Group</u> (Circle/Demonstration)</p> <p>Instructor will demonstrate various special effect techniques in Adobe After Effects.</p> <p>Pairing – students will be working in pairs of 2 and take turns completing computer generated special effects in Adobe After Effects.</p>
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Classroom Management – Post behavioral expectations for working in groups.

Homework – Study for – Test on special effects and editing techniques in Adobe After Effects.

Video Clips (Listed in Resources)

Note taking – Students will be required to complete a film assessment in class for every film demonstration.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP
- Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) students:

- Use the Britannica launch pack software; give students the option to change the language of the articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified instructional strategies, Reading out louds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction

At risk of failure students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.

	<ul style="list-style-type: none"> ● Modified instructional strategies, Reading out louds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction ● Constant parental contact along with mandatory tutoring appointments. ● Academic Contacts <p>Gifted and talented students:</p> <ul style="list-style-type: none"> ● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share ● Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies . ● Student led classroom instruction also Project Based Learning. <p>Students with a 504:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
<p><i>Instructional Activities</i></p>	<p>Classroom Activity:</p> <p>1-2 Weeks:</p> <ul style="list-style-type: none"> ● <i><u>LGBTQ+ Black History Doc Series Pre-Production</u></i> - <i>Black LGBTQ+ History Documentary follows 8-10 guest speakers discussing the importance of LGBTQ+ Black representation through Black History and Education. The film will showcase 10 influential LGBTQ+ Black Leaders through history who have made an influential impact in the Civil Rights Movement, Gay Rights, Literature, Film, Dance, Arts, and Culture.</i> ● <i><u>Stop Motion Animation Phase 1:</u></i> Students will brainstorm on an idea for their Stop Motion Short Film (2-minute movie). . Students will create a story concept. Free Choice in terms of theme (Drama, Comedy, Horror, etc). ● <i><u>Stop Motion Animation Phase 2:</u></i> Students will begin production and take photos / record a sequence in motion using Stop Motion Studio App. For example, it could be a person walking in the hallway.

	<p>3-4 Weeks:</p> <ul style="list-style-type: none"> ● <u>Stop Motion Animation Phase 3:</u> Students will export the video and import it into Adobe premiere. Record Voice Over using Voice memo app or from the shock mount mic, from the camera, and import it into Adobe Premiere. ● <u>LGBTQ+ Black History Doc Series - Production</u> - Students will begin recording their interviews during the weekend as a H.W. Assignment. <p>5-6 Weeks:</p> <ul style="list-style-type: none"> ● <u>Stop Motion Animation - Phase 4:</u> Students will add opening credits, and end credits for the animation. ● <u>Stop Motion Animation - Phase 5:</u> Students will export the final video <p>7-8 Weeks:</p> <ul style="list-style-type: none"> ● <u>Stop Motion Animation - Phase 6:</u> Students will be ready to present their film to the class. We will assign 3 judges for the Classroom Film Screening and rate the films. The winner will receive a certificate for Best Short Film. ● <u>LGBTQ+ Black History Doc Series - Production</u> - Students will begin post-production and begin editing the interviews in Adobe Premiere.
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom/In Person Q&A:</p> <ul style="list-style-type: none"> ● Brian Dives - Actor ● Natalia Bougadelis - Producer ● K.L. Martin - Screenwriter, WGAE Union ● Cheryl Davis - General Hospital - Staff Writer ● Christopher Albert - Radio Host/Talk Show Host - Junk and Jam Show - Brooklyn, NY <p>Field Trips:</p> <ul style="list-style-type: none"> ● BronxNet T.V. Studio - Tour - Lehman College Bronx, NY ● William Paterson - Communications Department - Radio Station
<p>Resources</p>	
<p>Video Clips:</p> <p>Week 1:</p> <ul style="list-style-type: none"> ● Introduction to Adobe After Effects – https://www.youtube.com/watch?v=MA2kVwJPBkg ● Introduction to Adobe Premiere - https://www.youtube.com/watch?v=HIs3Tp7JS8E ● Bring a self portrait to life - https://www.youtube.com/watch?v=JzJohgzY4S0 	

- Simple animation Tutorial - <https://www.youtube.com/watch?v=XLPchE7DPQE>
- How to build a Mouth Rig for Lip Syncing - <https://www.youtube.com/watch?v=lanbndDl1lg>

Week 2:

- Creating an facial animation - <https://www.youtube.com/watch?v=W6KnuyMNoos>
- Creating a logo of your self portrait in Adobe Photoshop - <https://www.youtube.com/watch?v=azJijVcSrFs>
- Special Effects – Terminator 2 - <https://www.youtube.com/watch?v=uqUF0Vij8lg>
- Terminator 2 - <https://www.youtube.com/watch?v=qaUihgvqPNk>
- 28 Days Later (2001) Trailer - <https://www.youtube.com/watch?v=FcDhdb6J3rM>
- Red Eye (2005) Trailer - https://www.youtube.com/watch?v=XPODdJ6_5xU

Week 3:

- Creating a bouncing ball in Adobe After Effects - <https://www.youtube.com/watch?v=JlLcMa2fQ4U>
- Behind the Scenes of Finding Nemo - <https://www.youtube.com/watch?v=UvpUDwIWpXy>
- Twilight (2008) Trailer - <https://www.youtube.com/watch?v=fFLrRIPBg0A>
- The Matrix (Lobby Scene) - <https://www.youtube.com/watch?v=iuslUzbJEaw>
- The Matrix –Trinity Scene - <https://www.youtube.com/watch?v=VxNiEetYe4Q>

Week 4:

- I Am Legend Trailer – https://www.youtube.com/watch?v=sFNPNT_4Qww
- Men in Black (1997) Trailer - https://www.youtube.com/watch?v=HYUd7AOW_lk
- Moving Car Tutorial in Adobe After Effects - https://www.youtube.com/watch?v=llOXf_eu2So
- 7 Movies before and after special effects – <https://www.youtube.com/watch?v=QbLMom6Qt0c>
- Blade (1998) Trailer - " <https://www.youtube.com/watch?v=kaU2A7KyOu4>
- The Amazing Spider-Man 2 SFX - https://www.youtube.com/watch?v=8_1ZFZielZU
- Rise of the Planet of the Apes (2011) Trailer - <https://www.youtube.com/watch?v=T3tidwW1gGM>

Week 5:

- Superman Returns (2006) Trailer – <https://www.youtube.com/watch?v=bRqAUqAFhNw>
- Logan Trailer – <https://www.youtube.com/watch?v=Div0iP65aZo>
- Text Animation Tutorial Adobe After Effects - <https://www.youtube.com/watch?v=PtU0QHrUZko>
- The Matrix (2000) Trailer - <https://www.youtube.com/watch?v=nbNcULQFojo>
- The Lord of the Rings – The Fellowship of the Ring - <https://www.youtube.com/watch?v=V75dMMIW2B4>
- Alexander (2004) Trailer - <https://www.youtube.com/watch?v=Bh6LKIdxqCU>
- Snow White and the Huntsman – <https://www.youtube.com/watch?v=F9cBVm9gtKU>

Week 6:

- Suicide Squad Trailer – https://www.youtube.com/watch?v=CmRih_VtVAs

- The Dark Knight (2008) Trailer – <https://www.youtube.com/watch?v=EXeTwQWrcwY>
- Hollow Man Trailer – <https://www.youtube.com/watch?v=NMbybSfJmng>
- Harry Potter and the Sorcerer’s Stone (2001) Trailer - <https://www.youtube.com/watch?v=VyHV0BRtdxo>
- Inception (2010) Trailer - <https://www.youtube.com/watch?v=YoHD9XEInc0>
- Disturbia Trailer - https://www.youtube.com/watch?v=0XDdo6a_UZA
- Troy (2004) Trailer - <https://www.youtube.com/watch?v=znTLzRJimeY>
- Mr and Mrs. Smith (2005) Trailer - <https://www.youtube.com/watch?v=CZ0B22z22pl>
- Pirates of the Caribbean – The Curse of the Black Pearl Trailer - <https://www.youtube.com/watch?v=xTjnVFQBPvw>

Week 7:

- Sleepy Hollow (1999) Trailer – https://www.youtube.com/watch?v=6RsKwn_Je1k
- The Mummy (1999) Trailer – <https://www.youtube.com/watch?v=h3ptPtxWJR5>
- The Mummy (1999) Trailer Clip - <https://www.youtube.com/watch?v=UKpNfOR9vF4>
- The Bone Collector Trailer - <https://www.youtube.com/watch?v=w4z4Xsp-bos>
- SALT Trailer - <https://www.youtube.com/watch?v=QZ40WlshNwU>
- Lara Croft Tomb Raider (2001) - <https://www.youtube.com/watch?v=VICylyAKpGA>
- Clip from Tomb Raider - <https://www.youtube.com/watch?v=5Gc9pviBIJA&list=PLZbXA4lyCtqqejcpTKw3xNKhS0gCcPrDD>
- <https://www.youtube.com/watch?v=nzjEYhUtRGc&list=PLZbXA4lyCtqqejcpTKw3xNKhS0gCcPrDD&index=4>

Week 8:

- Alien (1979) Trailer – <https://www.youtube.com/watch?v=jQ5lPt9edzQ>
- Alien Clip - <https://www.youtube.com/watch?v=CRXyWtv-huc>
- Alien Clip - <https://www.youtube.com/watch?v=U-mmbStFrAA>
- Alien clip - <https://www.youtube.com/watch?v=3YTIMGmZUr4>
- Jurassic Park (1993) Trailer - <https://www.youtube.com/watch?v=v5Co3A3fLBo>
- Crouching Tiger, Hidden Dragon (2000) Trailer – https://www.youtube.com/watch?v=gLpZ_5bHmo8
- Crouching Tiger, Hidden Dragon (2000) Clip - <https://www.youtube.com/watch?v=rxJiE5EKnD0>
- <https://www.youtube.com/watch?v=ltY3ZLA6dA8>
- Mimic (1997) Trailer - <https://www.youtube.com/watch?v=NxWajKTZQBQ>

Articles for Vocabulary:

- https://acatestprep.com/wp-content/uploads/Brainbuffet_Premiere_Vocab.pdf
- <https://www.pluralsight.com/blog/creative-professional/mastering-motion-graphics-terminology>
- <https://quizlet.com/212891187/after-effects-vocabulary-terms-flash-cards/>
- https://acatestprep.com/wp-content/uploads/Brainbuffet_Premiere_Vocab.pdf
- The Animation Survival Kit by Richard Williams -
- Pgs 80 - 129 (Examples of 2D Animation)

- Careers in Animation and Visual Effects Review - <https://www.animationcareerreview.com/careers-animation/types-jobs>
- Walt Disney Animation Studio Career Review: <https://www.animationcareerreview.com/articles/walt-disney-animation-studios-career-profile>

Pacing/ Time Frame:

52 class periods: 45 minutes per class period

Unit 2	Stop Motion Animation and Directing Actors	Grade(s)	10-11
Overview/Rationale			
<p>Students will be introduced to various elements of proper speech. They will be able to identify and name the parts of the vocal apparatus. The students will articulate words based on phonetic symbols, create stop motion animation characters, set, build a 2D dimensional character by clay or paper, create and export a stop motion movie. Students will also add audio effects to a stop motion movie.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. ● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways ● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 			
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Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"> ● 8.2.12.F.1 evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. 		<ul style="list-style-type: none"> ● NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	
<p>21st Century Skills: Check all that apply</p>		<p>21st Century Themes: Check all that apply <i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p>	
X	Civic Literacy	T,A	Communication
	Global Awareness	T,A	Critical Thinking and Problem Solving

X	Health Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do actors and directors communicate on set?
- How can you communicate politely on set?
- How would you describe the goals of filming a movie?
- How would you explain stop motions?

Enduring Understandings

- The ability to communicate effectively is a skill transferable to all aspects of one’s life.
- Goals are essential to determining outcomes.
- Planning allows individuals to monitor their progress.

Student Learning Targets/Objectives

- Demonstrate the ability to understand the qualities of voice and diction needed to articulate for an audience.
- Demonstrate the ability to incorporate projection in speaking.
- Demonstrate the ability to control voice based off of the mood in writing
- Identify/label the proper use of the vocal apparatus.
- Understand the importance of voice and diction in character development.

Assessments

- **Pre and Formative** – Exit Ticket
- **Summative** – Vocabulary Test on Stop Motion
- **Authentic Assessment**– Each student will be required to create a 30 second Stop Motion Short Film. Students must include a Title Sequence, music, and voice over.

Teaching and Learning Actions

<p><i>Instructional Strategies</i></p> <ul style="list-style-type: none"> ● Guided notes to help in research assignments (s). ● Teach, practice, and implement procedures using modeling and role playing. Incorporate pictures/visuals related to camera movements and techniques. 	<p>Whole Group (Circle/Demonstration)</p> <p>Instructor will demonstrate how to direct actors, practice blocking techniques, using a monologue.</p> <p>Instructor will demonstrate stop motion animation technique and how to edit your footage in iMovie.</p> <p>Pairing – students will be working in pairs of 2 to create a stop motion movie.</p> <p>Homework – Study for – Test on directing actors and stop motion techniques.</p> <p>Video Clips (Listed in Resources)</p>
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	<p>Note taking – Students will be required to complete a film assessment in class for every film demonstration.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Week 1 - 2:</p> <p><u>Create a 30 Second Stop Motion Animation</u></p> <ul style="list-style-type: none"> ● Phase 1: Create a story outline in Google Slides ● Phase 2: Create / Design your characters using clay or paper cut outs ● Phase 3: Design the set in the T.V. Studio for your stop motion animation <p>Week 3 - 4:</p> <p><u>Create a 30 Second Stop Motion Animation (Continued)</u></p> <ul style="list-style-type: none"> ● Phase 4: Light the Scene in the T.V. Studio ● Phase 5: Begin taking photos (moving images) using Stop Motion Studio App for your animation ● Phase 6: Save the pictures and import them in Adobe Premiere ● Phase 7: Edit the animated sequence ● Phase 8: Add Title and End Credits in Adobe Premiere
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom Q&A:</p> <ul style="list-style-type: none"> ● Andrew Froening - Cinematographer, Producer, Director ● Jay Palmieri - Filmmaker, Writer, Director - Horror
<p>Resources</p>	
<p>Video Clips:</p> <p>Week 1:</p> <ul style="list-style-type: none"> ● What not to say to an Actor Part 1 – https://www.youtube.com/watch?v=-pUaq4zbJI ● What not to say to an Actor Part 2 - https://www.youtube.com/watch?v=ydzMytIBo6g ● Directing Techniques and Tips – https://www.youtube.com/watch?v=ujpeA3dYbls ● How to Have a better Speaking Voice – Fun Public Speaking Tips - https://www.youtube.com/watch?v=fKVFCicPfSc ● Celeste Headlee - Ted Talk - https://www.youtube.com/watch?v=R1vskiVDwl4 ● How to properly greet someone for a meeting or an interview - https://www.youtube.com/watch?v=PS99p84hXio ● How to Hold an Audition - https://www.youtube.com/watch?v=4PoCjSF-QBU ● Richard Linklater - On The Collaborative Relationship Between Directors - https://www.youtube.com/watch?v=qhpzZRm5rnQ 	

Week 2:

- What is Stop Motion Animation and How Does it Work? <https://www.youtube.com/watch?v=wVjMFU11hVA>
- Going Fishing – https://www.youtube.com/watch?v=4yG_k2Zlw7Y
- How to do stop motion - <https://www.youtube.com/watch?v=knLaovT6LOE>
- Lighting for Stop Motion - <https://www.youtube.com/watch?v=KtQtO6cVMKE>
- Steve Jobs Trailer - <https://www.youtube.com/watch?v=aEr6K1bwIVs>
- Eternal Sunshine of the Spotless Mind Trailer - <https://www.youtube.com/watch?v=yE-f1alkq9I>
- The Edge of Seventeen Trailer (2016) - <https://www.youtube.com/watch?v=vswj96INhmo>
- The Hunger Games (2012) Trailer - <https://www.youtube.com/watch?v=mfmrPu43DF8>

Week 3:

- How to create a Clay Character for Stop Motion - <https://www.youtube.com/watch?v=S0LoYOuC51M>
- How to Make a Wire Puppet - <https://www.youtube.com/watch?v=tsBH9na2xNo&list=PLLALQuK1NDriZ7JgmfxOc40hRTnYSt6Gx&index=15>
- Puppet Animation Basics – <https://www.youtube.com/watch?v=-4qjMmLpX7g>
- How to Make a Head for your Puppet - https://www.youtube.com/watch?v=bLv_qvuK7PI
- What is Stop Motion Animation - <https://www.youtube.com/watch?v=JmVEwSQNrqu&list=PLLALQuK1NDriZ7JgmfxOc40hRTnYSt6Gx&index=2>
- Multi-Plane Animation Basics - <https://www.youtube.com/watch?v=sgboLhI4D3g&index=5&list=PLLALQuK1NDriZ7JgmfxOc40hRTnYSt6Gx>
- How to Create Scenery – Stop Motion - <https://www.youtube.com/watch?v=ybNQ16A7uke&list=PLLALQuK1NDriZ7JgmfxOc40hRTnYSt6Gx&index=9>

Week 4:

- How to Animate an Explosion – Stop Motion - <https://www.youtube.com/watch?v=iulRznSyOE&list=PLLALQuK1NDriZ7JgmfxOc40hRTnYSt6Gx&index=19>
- Color Correction Techniques - <https://www.youtube.com/watch?v=ZJfcw006Svl>
- Shots vs. Set Up - https://www.youtube.com/watch?v=Q3yppt_h6bl
- Top 25 Films Every Aspiring Filmmaker should see - <https://www.youtube.com/watch?v=VvgIYtTFT0c>
- Films by Martin Scorsese - <https://www.youtube.com/watch?v=7pdOdByEnDU>
- Lego Bowling (Stop Motion Animation) - <https://www.youtube.com/watch?v=u8rKDRs2lc>

Articles:

- https://acatestprep.com/wp-content/uploads/Brainbuffet_Premiere_Vocab.pdf
- <https://www.lomography.com/magazine/127612-a-short-history-of-stop-motion-animation>
- <https://www.quora.com/What-are-some-good-questions-to-ask-a-film-director-about-his-her-film>
- <https://www.scienceofpeople.com/body-language-actors/>
- Careers in Visual Effects: <https://www.screenskills.com/starting-your-career/job-profiles/visual-effects-vfx/>

- Careers in Post Production - Visual Effects - <https://careertrend.com/about-6619271-job-description-creative-producer.html>

Pacing/ Time Frame:

53 class periods: 45 minutes per class period

Unit 3	2D Animation in After Effects & Digital Movie Poster	Grade(s)	10-11
Overview/Rationale			
<ul style="list-style-type: none"> Students will engage in an exploration of mathematics, specifically reasoning and sense making, to solve real world problems and learn how special effects designers use math in their work. They will utilize computer and non-computer special effects properly. 			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols CRP1: Act as a responsible and contributing citizen and employee CRP2: Apply appropriate academic and technical skills CRP3: Attend to personal health and financial well-being CRP4: Communicate clearly and effectively and with reason CRP5: Consider the environmental social and economic impacts of decisions CRP6: Demonstrate creativity and innovation CRP7: Employ valid and reliable research strategies 			

- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"> ● 8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games). ● 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). 		<ul style="list-style-type: none"> ● NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	
21st Century Skills: Check all that apply		21st Century Themes: Check all that apply <i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill</i>	
X	Civic Literacy	T,A	Communication
X	Global Awareness	T,A	Critical Thinking and Problem Solving
X	Health Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"> ● How would you describe the different types of animation? 			

- How does the length and speed of an animation affect the look and feel of the final product?
- How would you describe the 12 basic principles of animation?
- How would you identify the importance of animation in our daily life?
- How are motion graphics used visually to sell a product?
- How would you describe the responsibilities of an animator?

Enduring Understandings

- The basic principles of animation are: Squash and Stretch, Anticipation, Staging, Straight Ahead and Pose to Pose, Follow Through and Overlapping Action, Slow-In and Slow-Out, Arc, Secondary Action, Timing, Exaggeration, Solid Drawings, and Appeal.
- Graphics can be used to appeal to the viewer and sell products.
- Video editing software can enhance video presentations.

Student Learning Targets/Objectives

- Design a movie poster
- Drawing Fundamentals 2D Animation
- Drawing Fundamentals 3D Animation
- Record and edit sound clips
- Adjust volume levels within a sound clip
- Evaluate the quality of a soundtrack
- Combine video clips to create a finished product
- Navigate a video editing program to create a high quality video presentation
- Import and manage files using a video editing program
- Add titles, sounds, and effects to video projects

Assessments

- **Pre and Formative** – Exit Ticket
- **Summative** – Vocabulary Test on Editing Techniques in Adobe Illustrator
- **Authentic Assessment**– Each student will be able to design their own movie poster using 3D Imagery and a 2-3D Animated Short

Teaching and Learning Actions

Instructional Strategies

- Reinforce skills of note taking using self-generated step-by-step guide and/or glossaries to completing editing tasks

Whole Group (Circle/Demonstration)

Instructor will demonstrate how to direct actors, practice blocking techniques, using a monologue.

Instructor will demonstrate 2D animation technique in Adobe After Effects

Instructor will demonstrate how to create a movie poster in Adobe Photoshop

Pairing – students will be working in pairs of 2 to 2-3D Animation (30 Seconds).

Homework – Study for – Test on directing actors and stop motion techniques.

<ul style="list-style-type: none"> ● Use Post it notes to jot down unfamiliar terminology 	<p>Video Clips (Listed in Resources)</p> <p>Note-taking – Students will be required to complete a film assessment in class for every film demonstration.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Classroom Activity:</p> <p>Week 1 - 2:</p> <p><u>Create a 30 Second Stop Motion Animation:</u></p> <ul style="list-style-type: none"> ● Phase 1: Create a story outline, using Google Slides, for your 2-3D Animated film. ● Phase 2: Create / Design your characters in Adobe Photoshop/Illustrator ● Phase 3: Important layers in Adobe After Effects. <p><u>LGBTQ+ Actors, Filmmakers, that have made impact in the Film Industry:</u></p> <p>Students will be learning about important public figures in the LGBTQ+ community that are in the film industry:</p> <ul style="list-style-type: none"> ● Wilson Cruz - Actor ● Laverne Cox - Actor / Producer ● Lena Waithe - Producer/Director/Writer ● Dee Rees - Producer/Director/Writer ● Janet Mock - Producer/Director/Writer ● Cheryl Dunye - ● Tarell Alvin McCraney ● Ryan Murphy ● Lilly Wachowski <p>Week 2 - 4:</p> <p><u>Create a 30 Second Stop Motion Animation:</u></p> <ul style="list-style-type: none"> ● Phase 4: create the animation in Adobe After Effects ● Phase 5: Edit, Add Title Sequence and End Credits <p>Export the film as a Quicktime MOV. File</p> <p>Special education students:</p> <ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in each IEP ● Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. ● Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level. ● Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines

	<ul style="list-style-type: none"> ● Utilize Snap-n-Read and Co-Writer <p>English Language Learners (ELL) students:</p> <ul style="list-style-type: none"> ● Use the Britannica launch pack software; give students the option to change the language of the articles. ● Snap and Read Google extension addition. Will read to the student in the language selected. ● Vocabulary Spelling City word banks ● Use visuals whenever possible to support classroom instruction and classroom activities. ● Teacher modeling and written instructions for every assignment <p>At risk of failure students:</p> <ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. ● Modified instructional strategies, Reading out louds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction.
<p>Experiences (virtual and live field trips)</p>	<p>Zoom Q&A with Industry Professionals:</p> <ul style="list-style-type: none"> ● Students will be paired with an Industry Professional 1 on 1. They will ask 10 questions related to their job role, responsibilities, problem solving strategies on a film set. Each video will be recorded and uploaded to Google Classroom as a Doc Series.
<p>Resources</p>	
<p>Video Clips:</p> <ul style="list-style-type: none"> ● Simple Animation in Adobe After Effects - https://www.youtube.com/watch?v=X3i3MtdmoEI ● Creating a Logo in Adobe Photoshop - https://www.youtube.com/watch?v=il_PCSQ-KME ● Designing a Movie Poster in Adobe Photoshop - https://www.youtube.com/watch?v=L7nTDS9eUZc ● Designing a Movie Poster in Adobe Photoshop - https://www.youtube.com/watch?v=PmxLqQcmG2A 	
<p>Pacing/ Time Frame:</p>	<p>40 class periods: 45 minutes per class period</p>