

# Orange Public Schools Office of Innovation

## Introduction to Digital Media



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**"GOOD TO GREAT"**

Revised: 8/17/21

**Introduction to Digital Media Grade: 10-11**

**Course Description:** This course is designed for students who are interested in digital photography and video production. Students in the course will be provided with opportunities to learn the fundamental conceptual and technical tools to succeed in the world of digital media. In addition to digital photography and video production, students will learn the basics of screenwriting, creating short films and music, and editing videos.

**Scope and Sequence**

Timeline	Concepts
<b>Marking Period 1</b>	<p><b>Unit 1: Warm-Up, Safety, Film Roles, Camera Activity, Ethics and Career Goals</b> (35 - 40 class periods, 45 minutes each)</p> <p><b>Unit 2: Basic Camera Operations, Pre-Production &amp; Composition Design</b> (35 - 40 class periods, 45 minutes each)</p>
<b>Marking Period 2</b>	<p><b>Unit 3: Basic Audio, Lighting &amp; Editing Techniques</b> (20 - 25 class periods, 45 minutes each)</p>

<b>Unit 1</b>	<b>Warm Up, Safety Responsibilities, Film Roles, Camera Activity, Ethics and Career Goals</b>	Grade(s)	10-12
<b>Overview/Rationale</b>			
To introduce workplace etiquette, safety procedures within the classroom and establish students' goals, and aspirations related to what they would want to achieve, and learn in the program. Students will also investigate career paths, industries, plan a future and research opportunities for gaining experience in the field of choice.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</li> <li>● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</li> <li>● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology &amp; Communications Career Pathways</li> <li>● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</li> <li>● 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</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</li> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</li> <li>● 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</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</li> <li>● 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</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> </ul>			

- 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"> <li>● 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</li> <li>● 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.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● 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.</li> <li>● 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.)</li> </ul>

**21<sup>st</sup> Century Skills: Check all that apply**

X	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How would you describe the importance of morals and ethics in the workplace?
- How would you describe proper pronouns when being introduced in a job interview or to a film crew?
- How does camera placement impact the types of shots taking during filming?
- How can you determine if a career in filmmaking or digital media is for you?

**Enduring Understandings**

- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Workforce ethics are necessary to promote an ideal work environment to ensure successful production of television shows, films, and other forms or digital media.
- Employability skills and having the appropriate qualifications is important to having a successful career in digital media.

**Student Learning Targets/Objectives**

- Demonstrate an understanding of workplace injury prevention, risk management, and incident investigations
- Understand the role of safety in the business community
- Use the policies, procedures and equipment needed to deal with production equipment
- Practice the importance of maintaining a safe workplace
- Identify, analyze, and demonstrate various film industry positions and responsibilities.
- Construct a vision and timeline to execute job goals sufficiently
- Analyze and demonstrate camera functions and camera placement on a film set.

**Assessments**

- **Pre and Formative** – Quiz on workplace safety procedures, questionnaire on job placement (2<sup>nd</sup> week), quiz on job responsibilities in the film industry (3<sup>rd</sup> week)
- **Summative** –Tests on workplace etiquette, do’s and don’ts in an interview (4<sup>th</sup> week), test on job roles and responsibilities in the film industry (5<sup>th</sup> week)
- **Authentic Assessment** – Students will be creating a resume, cover letter, searching for a job online to apply for. Students will study qualifications industries are looking for in a resume and cover letter. Film review/assessment – students will watch a series of short films, commercials where they must identify who was responsible for which roles in the production.

**Teaching and Learning Actions**

*Instructional Strategies*

- Guided notes to help in research assignments (s).
- Teach, practice, and implement procedures using modeling, and role playing.

**Teaching and Learning Actions:**

- **Whole Group** (Circle) – Class introduction, expectations, job roles in the film industry, student job roles of the classroom, classroom rules, and read aloud of syllabus
- **Demonstration** – Instructor will demonstrate safety procedures, camera framing, job roles, proper etiquette when being interviewed for a job, tour of the T.V. Studio, proper format for a cover letter, and resume for the workforce, and industry standards in the field of digital media.
- **Video Clips** (Listed in Resources)
- **Homework** – Study for – Quiz on workplace safety procedures, questionnaire on job placement (2<sup>nd</sup> week), Quiz on job role responsibilities in the film industry (3<sup>rd</sup> week) Study for Test on workplace etiquette, do’s

	<p>and not's in an interview (4<sup>th</sup> week), Test on job roles and responsibilities in the film industry (5<sup>th</sup> week).</p> <ul style="list-style-type: none"> <li>● Note-taking – Notes will be taken during every video presentation. Students will have completed a film assessment for video presentations, commercials, film trailers, or short films.</li> <li>● Portfolio – This is accumulative however students will be updating their portfolio weekly in Google Sites.</li> <li>● <b>Whole Group</b> (Circle) – Class demonstration on camera angles, camera setup, and editing techniques used in iMovie.</li> <li>● <b>Demonstration</b> – Instructor will demonstrate camera angles, A.D. and Director duties, camera setup, proper verbal communication between the director, actors /crew, and editing techniques.</li> <li>● <b>Video Clips</b> (Listed in Resources)</li> <li>● <b>Homework</b> – Study for – Test on camera angles, camera setup, proper verbal communication between the director and actors/crew, and basic editing techniques in iMovie. Students will be given camera shots and angle packets. The packet shows a picture. Students will have to identify what camera angle is used for each picture.</li> <li>● Note-taking – Notes will be taken during every video presentation. Students will have completed a film assessment for video presentations, commercials, film trailers, or short films.</li> </ul>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Activities: Group or Individual:</p> <p>Week 1- 2:</p> <ul style="list-style-type: none"> <li>● <b><u>Pronouns Usage in the Workplace</u></b>: Each student will create a PSA video based on pronouns usage and why it is important in the workplace for everyone to create inclusion for <u>LGBTQ+</u> and allies.</li> <li>● <b><u>"About Me - Project"</u></b> Each student will create a video and write a 1 page essay based on their interests, career goals and 5 year plan. This video presentation will not only be used for emotional learning, but also critical thinking skills.</li> <li>● <b><u>Green Screen/VFX</u></b>: Each student will be paired in groups of 4-5 to create a video using a Green Screen of 1 - 2 students of the following - 2 students will use visual effects to create a chase scene, and will create the image or video they would like to add for the background. This will help students with critical thinking skills, brainstorming, and story development as well as editing techniques used in Adobe Premiere.</li> <li>● <b><u>Commercial Advertisement</u></b>: Each Team (group of 4-5 students) will create a T.V. Commercials selling a product of their choice. They will add graphics and text using Adobe Premiere for post production)</li> <li>● Fligrip Testimonials - This activity will be used for Do Now Assignments and Exit Tickets.</li> </ul> <p>Week 3 - 4</p>

- **PSA - Safety Procedures Video** - Each team will write a list of 10 do's and don'ts in the workplace that are related to time management, on set etiquette on a film set.
- **Law and Order SVU - OHS** - Students will create a crime drama series, using Green Screen for visual effects. It will be a scripted interrogation scene. 1 student will play a detective, and the other student the victim or suspect.
- **News Segment** - Students will create a weather or News Report for OHS News. Students will use Green Screen and Edit using visual effects in Adobe Premiere.
- **T.V Commercial:** Students will produce a T.V. Commercial for a Sneaker brand or Clothing Brand.. All students must incorporate establishing shots, and at least 4-5 still camera angles.

Week 5 - 6:

- **Motion Graphics:** Students will create a motion graphics video of their name in 3 different visual effects options
- **Job Placement Assignment** – Students will have to create a cover letter, resume, and apply to 2-3 jobs. They will have to write about their experience.
- **Mock Interview** - Students will film commercials that showcase the do's and don'ts for an Interview.

Week 7 - 8:

- **Biography Video** - Students will create a video showcasing their favorite Filmmaker or choose one that has been influential in the Media.
- **Resume Writing:** Students will use an online template or word generated resume template and create a resume.
- Reflect and answer review questions
- Develop a logical argument for why "Mashing up and Remixing," can still violate copyright law.
- **Research 5 Job Roles** in the film industry and explain which role is your favorite. Pick someone who has achieved greatness in that role and explain why you admire them in the film industry.

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



	<p><b><u>English Language Learners (ELL) students:</u></b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and Read Google extension addition. Will read to the student in the language selected.</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b><u>At risk of failure students:</u></b></p> <ul style="list-style-type: none"> <li>● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.</li> <li>● Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study</li> <li>● 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</li> <li>● Constant parental contact along with mandatory tutoring appointments.</li> <li>● Academic Contracts</li> </ul> <p><b><u>Gifted and talented students:</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Student led classroom instruction also Project Based Learning.</li> </ul> <p><b><u>Students with a 504:</u></b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan.</li> <li>● Assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom/In Person Q&amp;A:</p> <ul style="list-style-type: none"> <li>● Barbie Leung - N.Y. Award Winning Cinematographer</li> <li>● Jenny Paul Rothschild - Film Producer/Director</li> <li>● Khaya Fraites - Actress</li> <li>● Kaz Karim - Film Director/Writer</li> <li>● Liz Grosinger Samuel - Film Producer - Montclair, NJ</li> <li>● Latavia Young - Producer, Youtuber, Tik Tok, Digital Video/Film storyteller/creator</li> <li>● Mattie Johnson - Film Director/Writer</li> <li>● Stephen Hill Magnum P.I. CBS</li> <li>● Daniela Zoe Croci – Owner of Zoe Map Films</li> <li>● Christina Raia – Seed and Spark Crowdfunding Campaign</li> <li>● Sadah Espii Proctor - Sound Designer</li> </ul> <p>Field Trip - FilmBoot 24 (Cinema Ed and Drew University)</p>

## Resources

### Week 1:

- Syllabus/ Classroom Rules
- Career readiness survey
- Google Classroom
- Google Sites – Students will create their own portfolio website.

### Textbooks:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part 1 - Visualizing the Process
- Workplace Safety and Proper Etiquette - <https://www.youtube.com/watch?v=-wyAHNTQ2U>
- Etiquette 101: How to Behave on a Film Set - <https://www.youtube.com/watch?v=V9INet83fhA>
- How to Walkie: Using Two Way Radios on a Film Set - [https://www.youtube.com/watch?v=7QiofJq\\_S5E](https://www.youtube.com/watch?v=7QiofJq_S5E)
- 10 Things Every P.A. Show Know - <https://www.youtube.com/watch?v=rEtMhE-5Qkg>
- A Day in the Life of a P.A. - <https://www.youtube.com/watch?v=UPBfoEFgR28>
- The Crew – Grip Department - <https://www.youtube.com/watch?v=A7gVbtjQy5M>
- The Crew – Lighting Department - <https://www.youtube.com/watch?v=JJRDntoL1HE>
- Grip Hardware Essentials - <https://www.youtube.com/watch?v=B2HwQdv4EvQ>
- How to Rent and Load a Grip Truck - <https://www.youtube.com/watch?v=5HTBOhXswC4>
- How to setup a C-Stand  
<https://www.youtube.com/watch?v=aGeQ3cadzbY&list=RDCMUC3KpzBeoM8IDvn85m4szzfA&index=3>
- What is Gaff Tape? Filmmaking Tips - <https://www.youtube.com/watch?v=tvYzjDjBUkg&t=26s>
- 20 Film Terms You Should Know Before Stepping on Set - <https://www.youtube.com/watch?v=mCm-mSYtf6Y>
- A Day in the Life of A.D. /Script Supervisor/Director/UPM BTS footage -  
[https://www.youtube.com/watch?v=Wa\\_07NvLoxE](https://www.youtube.com/watch?v=Wa_07NvLoxE)
- The Last Black Man in San Francisco Trailer - <https://www.youtube.com/watch?v=C0FnJDhY9-0>
- Concrete Cowboy Trailer - <https://www.youtube.com/watch?v=WZ3dgHqaw8U>
- Power Book III – Raising Kanan Trailer - <https://www.youtube.com/watch?v=ADzSyRvZuI0>
- Mudbound Trailer -  
<https://www.youtube.com/watch?v=vAZWhFI9ILQ>  
<https://www.youtube.com/watch?v=vAZWhFI9ILQ>
- Sleight Trailer - <https://www.youtube.com/watch?v=ORL1d7GwoBc>
- Uncorked trailer - <https://www.youtube.com/watch?v=s0sZtjE2MXg>
- Do The Right Thing Trailer - <https://www.youtube.com/watch?v=5Ny631yQ-DM>
- Tenent Trailer - [https://www.youtube.com/watch?v=L3pk\\_TBkihU](https://www.youtube.com/watch?v=L3pk_TBkihU)
- Those Who Wish Me Dead Trailer - <https://www.youtube.com/watch?v=sV6VNNjBkcE>
- Blackklausman Trailer - <https://www.youtube.com/watch?v=pFc6l0rgmgY>
- 40 Year Old Version (Netflix) - <https://www.indiewire.com/2020/10/the-forty-year-old-version-netflix-fact-fiction-1202205828/>
- Judas and the Messiah Trailer - <https://www.youtube.com/watch?v=sSjtGqRXQ9Y>
- Godzilla vs Kong - [https://www.youtube.com/watch?v=odM92ap8\\_c0](https://www.youtube.com/watch?v=odM92ap8_c0)
- Jungle Cruise - <https://www.youtube.com/watch?v=hJZ82pwwJqA>

- Marvel Studios' Shang-Chi and the Legend of Ten Rings - <https://www.youtube.com/watch?v=giWlr7U1deA&t=11s>
- Superfly's Director X Breaks Down the Movie's Gambling Scene - Notes on a Scene - <https://www.youtube.com/watch?v=EVbnGPjXAo4&list=PLZ2IDrDpOLruuSiLCJFdoEdGrdy4mySZt&index=69>
- Fast and the Furious 9 - <https://www.youtube.com/watch?v=FUK2kdPsBws>
- Waves Trailer - <https://www.youtube.com/watch?v=V5z3cr8AB5g>
- Spiderman Trailer - <https://www.youtube.com/watch?v=g4Hbz2jLxvQ>
- Loki Trailer - <https://www.youtube.com/watch?v=bn33WXgEm64>
- The Batman Trailer - [https://www.youtube.com/watch?v=ewDSeyWve8M&feature=emb\\_title](https://www.youtube.com/watch?v=ewDSeyWve8M&feature=emb_title)
- Chaos Walking Trailer - <https://www.youtube.com/watch?v=nRf4ZgzHoVw>

Week 2:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part 1 Visualization: The Process - 3 - Production Design
- The Director: Crash Course Film Production #7 - <https://www.youtube.com/watch?v=7lIpcJVbbSA>
- Vanity Fair – Black Panther Director Notes on a Scene - <https://www.youtube.com/watch?v=SNHc2PxY8IY>
- The Cinematographer: Crash Course Film Production #8 - [https://www.youtube.com/watch?v=vR\\_l1vTfaNk](https://www.youtube.com/watch?v=vR_l1vTfaNk)
- Design the World of Film: Crash Course Film Production #9 - <https://www.youtube.com/watch?v=Q3BcS8Uwl9U>
- Grip and Electric: Crash Course Film Production #10 - <https://www.youtube.com/watch?v=jBoOpXpJhro>
- The Editor – Crash Course Film Production #11 - <https://www.youtube.com/watch?v=esa0NeQI8oc>
- Traditional Framing Your Shot – <https://www.youtube.com/watch?v=NuhWNJr89u8>
- 15 Essential Camera Shots, Angles and Movement - <https://www.youtube.com/watch?v=7y0ouVBcogU>
- Camera Angles - <https://www.youtube.com/watch?v=lrB7Ce0J0UM>
- Slate - <https://www.youtube.com/watch?v=bd7BPX8oEeE>
- Digital Media Campaign/Ad - <https://www.youtube.com/watch?v=DWsUrMfDaG4>
- <https://www.youtube.com/watch?v=WLSaPpGQHll>
- Establishing the Shot - <https://www.youtube.com/watch?v=OxZZb95Tk0s>
- <https://www.youtube.com/watch?v=O3EnnBDgMww>
- Motion Graphics Through Text - <https://www.youtube.com/watch?v=IStWfrMagHU>

Week 3:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part 1 - Visualizing the Process - 3 - Storyboards
- Vanity Fair – Anthony Mackie Breaks down his career - [https://www.youtube.com/watch?v=2tQcx8P0\\_Ug](https://www.youtube.com/watch?v=2tQcx8P0_Ug)
- How to Direct a Scene: <https://www.youtube.com/watch?v=hQ3YNy1Sgh8>
- Life of a 1<sup>st</sup> AD on a Film Set - <https://www.youtube.com/watch?v=lyauhijkCwc>
- What happens when there is no script supervisor? <https://www.youtube.com/watch?v=NAvn7CNpdB8>
- Sound Person - <https://www.youtube.com/watch?v=sgizb8jJgF8>
- Camera Angles – Finding the best camera angles - <https://www.youtube.com/watch?v=PGl0Bhz2vkc>
- Ludacris Recaps Every Fast and the Furious Movie - <https://www.youtube.com/watch?v=1im1Q5iJ5i4>

Week 4:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part 1 - Visualizing the Process - 4 - Visualization: Tools and Techniques
- Kerry Washington Breaks down her Career - <https://www.youtube.com/watch?v=pbd2NvdOLGc>
- Job Interview Tips for Teens - <https://www.youtube.com/watch?v=88Mwb2bnOMk>
- How to Dress for a Job Interview - [https://www.youtube.com/watch?v=DM8Stzk\\_jxs](https://www.youtube.com/watch?v=DM8Stzk_jxs)
- Ethics and Morals - <https://www.youtube.com/watch?v=FOoffXFpALU>

Week 5:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part 1 - Visualizing the Process - 5 - The Production Cycle
- Copyright and Fair Use Animation - <https://www.youtube.com/watch?v=suMza6Q8J08>
- Example on how plagiarism can be harmful – Movie Trailer – Shattered Glass - [https://www.youtube.com/watch?v=LTeK1v6Qx\\_I](https://www.youtube.com/watch?v=LTeK1v6Qx_I)
- Students will watch the film – Shattered Glass (2003)
- Interview Clip – 60 Minutes – Stephen Glass - <https://vimeo.com/30824692>
- Sound Person - <https://www.youtube.com/watch?v=sgiZb8jJgF8>
- Production Assistant – <https://www.youtube.com/watch?v=UPBfoEFgR28>
- Gaffer/Grip - <https://www.youtube.com/watch?v=jBoOpXpJhro>
- Director of Photography - [https://www.youtube.com/watch?v=vR\\_l1vTfaNk](https://www.youtube.com/watch?v=vR_l1vTfaNk)
- [https://www.youtube.com/watch?v=ivCBfJ1v\\_Qw](https://www.youtube.com/watch?v=ivCBfJ1v_Qw)
- Camera Angles – Finding the best camera angles - <https://www.youtube.com/watch?v=PGI0Bhz2vkc>

Week 6:

- Making Media and Entertainment Personal and Predictive - <https://www.youtube.com/watch?v=9qrK93JFHTc>
- Media and Entertainment Industry Outlook 2018 - <https://www.youtube.com/watch?v=mZNcuZqdI94>

Week 7:

- How is social media Changing Journalism - <https://www.youtube.com/watch?v=-7esKJDZqzQ>
- How does social media change the election - <https://www.youtube.com/watch?v=ftjJfUfE4Xc>

Week 8

- PSA Ad “My Heroes” <https://www.youtube.com/watch?v=NjFBzeeeeE>
- PSA Ad “The Unseen – It Can Wait” AT&T - [https://www.youtube.com/watch?v=hVEBJxS2J\\_Y](https://www.youtube.com/watch?v=hVEBJxS2J_Y)
- PSA Ad Gillette’s “We Believe the best men can be’ - [https://www.youtube.com/watch?v=UYaY2Kb\\_PKI](https://www.youtube.com/watch?v=UYaY2Kb_PKI)
- PSA Ad – Sandy Hook Promise: Gun Violence Warning Signs - <https://www.youtube.com/watch?v=9qyD7vjVfLI>
- Iphone Commercial - <https://www.youtube.com/watch?v=65JrtwtTOdc>

Additional Resources

- Rules and Etiquette on a Film Set - <https://yamdu.com/en/blog/the-nine-things-filmmakers-need-to-know-about-etiquette-on-set/>
- 5 Workplace Etiquette Tips - <https://www.careereducation.columbia.edu/resources/5-workplace-etiquette-tips-every-professional-should-know>

- Proper Pronouns in the Workplace - <https://www.adp.com/spark/articles/2021/06/best-practices-for-using-pronouns-in-the-workplace-and-everyplace.aspx>

**Pacing/ Time Frame:**

35-40 class periods: 45 minutes per period

Unit 2	Basic Camera Operations, Pre-production, and Composition Design	Grade(s)	10-12
<b>Overview/Rationale</b>			
<p>Students will demonstrate the basic rudiments of camera setup, and operation and learn to identify and implement a variety of camera shots, and angles, perspectives, and movements for video production. Students will also learn the processes of pre-production planning from script to set and of the specific responsibilities of the crew positions in production from camera operations to sound, grip, and other digital art departments. They will also analyze and apply concepts creatively. Lessons in this unit will provide students with knowledge of camera perspectives needed to enhance the vision and overall outcome of their production pieces.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</li> <li>● 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.</li> <li>● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</li> <li>● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</li> <li>● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology &amp; Communications Career Pathways</li> <li>● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</li> <li>● 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</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</li> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</li> <li>● 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</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> </ul>			

- 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"> <li>● 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic</li> <li>● 8.1.12.A.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. Interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Clusters/</li> <li>● 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</li> </ul>		<ul style="list-style-type: none"> <li>● NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● 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.</li> <li>● 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.)</li> </ul>	
<b>21<sup>st</sup> Century Skills: Check all that apply</b>			
X	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration

X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

### Essential Question(s)

- How does camera movements impact the way a film is being shot?
- How would you describe the importance for directors to block out a scene with actors?
- How does a tripod play a key role in camera setup?
- How can camera techniques help influence the viewer?
- How would you describe the stages of film production?

### Enduring Understandings

- There are specific terms for camera moves, framing heights, camera perspectives, and shot names to utilize said skills to help tell a visual story.
- Planning and organizing video angles creatively result in a better presentation.
- Technology is constantly changing to improve output.

### Student Learning Targets/Objectives

- Students will learn the terminology of various camera moves, framing heights, camera perspectives, and shot names to demonstrate the ability to produce videos utilizing a combination of specific camera shots, perspectives, and movements to help tell a story
- Students will understand and identify what these basic camera shots look like. When and why it would be used in a film or video, by understanding how to use a video camera to shoot high quality, creative, and well composed shots each student will be able to make all their videos projects more meaningful and professional.
- The student will be able to identify the significant events and people involved in the development of production.
- Students will be able to create a chart (storyboard) mapping out various positions and showing how each position is dependent on the others.

### Assessments

- **Pre and Formative** – Parts of a Camera, Camera Angles - Scavenger Hunt. Students will have to film camera movement / angles from a shot list and use areas in the school to successful film everything
- **Summative** - importing sound and adjusting volume levels in iMovie Test
- **Authentic Assessment** – Students will create a portfolio of shots using different camera angles; physically demonstrate parts of the boom pole and how to position or to record sound on a film set



<b>Teaching and Learning Actions</b>	
<p><i>Instructional Strategies</i></p> <ul style="list-style-type: none"> <li>● Guided notes to help in research assignments (s).</li> <li>● Teach, practice, and implement procedures using modeling and role playing. Incorporate pictures/visuals related to camera movements and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Whole Group</b> (Circle) – Class demonstration on camera angles, camera setup, and editing techniques used in iMovie.</li> <li>● <b>Demonstration</b> – Instructor will demonstrate camera angles, A.D. and Director duties, camera setup, proper verbal communication between the director, actors /crew, and editing techniques.</li> <li>● <b>Video Clips</b> (Listed in Resources)</li> <li>● <b>Homework</b> – Study for – Test on camera angles, camera setup, proper verbal communication between the director and actors/crew, and basic editing techniques in iMovie. Students will be given camera shots and angle packets. The packet shows a picture. Students will have to identify what camera angle is used for each picture.</li> <li>● Note-taking – Notes will be taken during every video presentation. Students will have completed a film assessment for video presentations, commercials, film trailers, or short films.</li> </ul>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Week 1 - 4:</p> <ul style="list-style-type: none"> <li>● <b>Camera Angles Video Presentation:</b> Students will create a video display featuring camera angles and defining each camera angle using Voiceover in iMovie or Adobe Premiere.</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>● <b>Flash Cards</b> - Each group will be practicing Film Terms, and practice studying for their Test.</li> <li>● <b>Short Film - Free Choice Theme:</b> Each Team will create a short film with their group. They will first create a storyboard and outline of the script and practice using 10 camera angles to incorporate in their short film. Each student will be given a prop to use in the film to help them brainstorm on an idea.</li> </ul> <p><u>Special education students:</u></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.</li> <li>● Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.</li> <li>● 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</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul>

	<ul style="list-style-type: none"> <li>● English Language Learners (ELL) students:</li> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and Read Google extension addition. Will read to the student in the language selected.</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><u>At risk of failure students:</u></p> <ul style="list-style-type: none"> <li>● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.</li> <li>● Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study</li> <li>● 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</li> <li>● Constant parental contact along with mandatory tutoring appointments.</li> <li>● Academic Contracts</li> </ul> <p><u>Gifted and talented students:</u></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Student led classroom instruction also Project Based Learning.</li> </ul> <p><u>Students with a 504:</u></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan.</li> <li>● Assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom Q&amp;A:</p> <ul style="list-style-type: none"> <li>● Stephen Hill Magnum P.I. CBS</li> <li>● Daniela Zoe Croci – Owner of Zoe Map Films</li> <li>● Christina Raia – Seed and Spark Crowdfunding Campaign</li> <li>● Sadah Espii Proctor - Sound Designer</li> <li>● Julius D C Bryant - Film Producer/Director</li> <li>● Full Sail University</li> <li>● Stuart Cinemas (Field Trip)</li> </ul> <p>Field Trips</p> <ul style="list-style-type: none"> <li>● Montclair University</li> <li>● Drew University</li> </ul>

## Resources

### Video Clips:

#### Week 1:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part II - Elements of the Continuity Style - 6 - Compositing Shots - Spatial Connections
- How to attach a camera to a Tripod - <https://www.youtube.com/watch?v=k6IKDiTPH-4>
- Parts of a Camera - <https://www.youtube.com/watch?v=ot-jlSGRCUw>
- Camera Angles - <https://www.studiobinder.com/blog/types-of-camera-shot-angles-in-film/>
- Low Angle Shots - <https://www.nfi.edu/low-angle-shot/>
- Close Up Shots that Pop - <https://www.youtube.com/watch?v=O5ZCsw22JRK>
- Lenses - <https://www.youtube.com/watch?v=nMdb70Shnkl>
- Blocking for Actors and Camera Placement - <https://www.youtube.com/watch?v=9AGaECt9j4g>
- 180 Degree Rule - <https://www.youtube.com/watch?v=iW0bKUfvH2c>
- Beyond the Lights Trailer - [https://www.youtube.com/watch?v=sfcfZn8nq3w&feature=emb\\_title](https://www.youtube.com/watch?v=sfcfZn8nq3w&feature=emb_title)
- Office Space (1999) Trailer - <https://www.youtube.com/watch?v=dMlrIP61Z9s>
- A Guide to Recognizing Your Saints Trailer - [https://www.youtube.com/watch?v=TVT\\_rJ0bRC8](https://www.youtube.com/watch?v=TVT_rJ0bRC8)
- Drumline Trailer - <https://www.youtube.com/watch?v=PSki9bBcQh4>
- Vampires vs the Bronx Trailer - <https://www.youtube.com/watch?v=k2yfp6oj2hw>
- Attack the Block Trailer - [https://www.youtube.com/watch?v=m0ntk1o4V3k&feature=emb\\_title](https://www.youtube.com/watch?v=m0ntk1o4V3k&feature=emb_title)
- I Know What You Did Last Summer Trailer - <https://www.youtube.com/watch?v=yiAlcLLjPQE>
- Strange Days (1995) Trailer - <https://www.youtube.com/watch?v=DnLmuCcKRk>
- Boyhood Trailer - <https://www.youtube.com/watch?v=Y0oX0xiwOv8>
- John Wick Chapter 2 Trailer - <https://www.youtube.com/watch?v=ChpLV9AMqm4>
- Nick and Norah's Infinite Playlist Trailer - <https://www.youtube.com/watch?v=2ApNfaukwVo>

#### Week 2:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part III - The Workshop - 14 Camera Angles
- Shot Composition - [https://www.youtube.com/watch?v=Jc\\_uf43wU3s](https://www.youtube.com/watch?v=Jc_uf43wU3s)
- 12 Camera Angles to Enhance your Film - <https://www.youtube.com/watch?v=SINviMsi0KO>
- 6 Mistakes that Beginner Filmmakers make - <https://www.youtube.com/watch?v=XXwwn-palUQ>
- Film Studies 101 - <https://www.empireonline.com/movies/features/film-studies-101-camera-shots-styles/>
- Pre-production - <https://www.youtube.com/watch?v=JE53JL60ihc>
- Without Remorse Trailer - <https://www.youtube.com/watch?v=PqjEEVYElmo>
- Native Son Trailer - <https://www.youtube.com/watch?v=ghfwH5jWTbc>
- The Banker Trailer - [https://www.youtube.com/watch?v=J\\_-nk9-sMus](https://www.youtube.com/watch?v=J_-nk9-sMus)
- Radha Blank On Creating A Fresh Character at Forty (Forty Year old Version - Netflix Film) <https://www.youtube.com/watch?v=Nw5g3I9EZIM>
- The Great Debaters Trailer - <https://www.youtube.com/watch?v=DQEMMKCz7jM>
- Straight Outta Compton Trailer - <https://www.youtube.com/watch?v=19nVm-C-jPI>
- The Crow Trailer (1994) <https://www.youtube.com/watch?v=N5uPZ7ocsqA>

- Reality Bites (Trailer) 1994 - <https://www.youtube.com/watch?v=ZTlyNhT2fbM>
- Reality Bites – Clip - [https://www.youtube.com/watch?v=HvhH6\\_TMxWw](https://www.youtube.com/watch?v=HvhH6_TMxWw)
- Scream (1996) Trailer – <https://www.youtube.com/watch?v=6dC6OourHO0>
- Jerry Maguire (1996) Trailer – <https://www.youtube.com/watch?v=gJlcBm02wbU>
- Pulp Fiction (1994) Trailer – <https://www.youtube.com/watch?v=s7EdQ4FqbhY>
- Ghost World (2001) Trailer - <https://www.youtube.com/watch?v=4WmCBRkWJ54>

Week 3:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part III - 13 - Depth of the Frame
- Project Power Trailer - <https://www.youtube.com/watch?v=xw1vQgVaYnQ>
- The Craft Trailer (1996) <https://www.youtube.com/watch?v=kWin2LZkvrA>
- Clueless Trailer (1995) <https://www.youtube.com/watch?v=RS0KyTZ3le4>

Week 4:

- Sons of Anarchy Season 1 Trailer - <https://www.youtube.com/watch?v=ia4cggzpqYQ>
- The Matrix Trailer (1999) <https://www.youtube.com/watch?v=vKQI3bBA1y8>
- Higher Learning Trailer (1995) <https://www.youtube.com/watch?v=4KVCVX1MrQ>
- Higher Learning Clip - <https://www.youtube.com/watch?v=K5Hlw9MUJ9Y>
- Interview with the Vampire (1997) <https://www.youtube.com/watch?v=MtfuoqqwQcY>

Additional Resources:

- 40 Film Production Jobs: 40 Essential Job Roles and Responsibilities  
<https://www.masterclass.com/articles/film-industry-jobs#6-essential-preproduction-jobs>
- 20 Film Set Terms You Need to Know - <https://indiefilmhustle.com/20-set-film-terms-need-know/>
- 5 Stages of Indie Film Production - <https://indiefilmhustle.com/5-stages-indie-film-production/>
- Pre-Production - <https://www.studiobinder.com/blog/what-is-pre-production-definition/>

**Pacing/ Time Frame:**

35-40 class periods: 45 minutes per period

Unit 3	Basic Audio, Lighting, Editing Techniques	Grade(s)	10-12
<b>Overview/Rationale</b>			
<p>Students will demonstrate the basic fundamentals of on-set production audio recording, as well as in-studio voice-over recording, using a variety of microphones, within various recording settings. Students will also learn the principles, theory, and techniques for using grip and electric equipment to achieve the creative and practical execution of lighting for video, both on the field and in the studio. Instructors will demonstrate the basic principles of non-linear/linear video editing and to practice skills learned using non-linear editing software. Students will learn the principles of editing video and will aid the student with the ability to work multiple software no matter the job placement.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</li> <li>● 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.</li> <li>● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</li> <li>● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</li> <li>● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology &amp; Communications Career Pathways</li> <li>● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</li> <li>● 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</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</li> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</li> <li>● 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</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> </ul>			

- 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
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- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"> <li>● 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).</li> <li>● 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).</li> </ul>		<ul style="list-style-type: none"> <li>● NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● 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.</li> <li>● 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.)</li> </ul>	
<b>21<sup>st</sup> Century Skills: Check all that apply</b>			
X	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration

X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:
<b>Essential Question(s)</b>			
<ul style="list-style-type: none"> <li>• How do electrical equipment and technique support on-set production?</li> <li>• How does communication affect a message and its intended audience?</li> <li>• How can you create successful digital media?</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• Combining various types of media into a single presentation improves the communication of the message.</li> <li>• Effectively integrating sound into a presentation can enhance the communication of a message.</li> <li>• Sound can be manipulated from its original source using special editing software.</li> <li>• Careful selection of video editing techniques is important to the creation of successful digital media presentations.</li> </ul>			
<b>Student Learning Targets/Objectives</b>			
<ul style="list-style-type: none"> <li>• Record and edit sound clips</li> <li>• Adjust volume levels within a sound clip</li> <li>• Evaluate the quality of a soundtrack</li> <li>• Combine video clips to create a finished product</li> <li>• Navigate a video editing program to create a high-quality video presentation</li> <li>• Import and manage files using a video editing program</li> <li>• Add titles, sounds, and effects to video projects</li> <li>• Insert keyframes into a video timeline</li> <li>• Manipulate frame rates and use advanced cutting tools to cut video.</li> </ul>			
<b>Assessments</b>			
<ul style="list-style-type: none"> <li>• <u>Pre and Formative</u> – Exit Ticket</li> <li>• <u>Summative</u> - importing sound and adjusting volume levels in iMovie Test</li> <li>• <u>Authentic</u>: Students will create a short film or one podcast episode</li> <li>• <u>Other assessment measures</u> – Students will create a presentation that will effectively communicate a message</li> </ul>			
<b>Teaching and Learning Actions</b>			
<p><i>Instructional Strategies</i></p> <ul style="list-style-type: none"> <li>• Reinforce skills of note taking using self-generated step-by-step guide and/or glossaries to completing editing tasks</li> <li>• Use Post it notes to jot down unfamiliar terminology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Whole Group</b> (Circle/Demonstration)</li> <li>• Students will observe instructor demonstrating the parts of a boom pole, how to position a boom pole on set</li> <li>• Students will observe instructor demonstrating how to setup 3 point lighting for a scene and where to position the camera on set, and how to use gels</li> <li>• Students will observe instructor demonstrating how to use a reflector</li> <li>• Students will observe instructor demonstrating how to record audio on the field and edit audio in iMovie</li> <li>• <b>Homework</b> – Study for – Test on lighting stimulation, and Audio. Students will be given a diagram/image of a boom pole outline, with a word bank. Students will have to match the words to where each part of the boom pole is placed on the diagram. Students will also be given a homework film review packet. They will be required to watch a film, and answer review questions based on the film.</li> </ul>		

	<ul style="list-style-type: none"> <li>● <b>Note taking</b> – Students will be required to complete a film assessment in class for every film demonstration.</li> <li>● <b>Video Clips</b> (Listed in Resources)</li> </ul>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Activity:</p> <p>Week 1 - 2:</p> <ul style="list-style-type: none"> <li>● Introduce the parts of a boom pole, and how to position the pole for a scene.</li> <li>● Demonstrate different scenarios on how to position the boom pole for the best sound</li> <li>● Demonstrate how to record audio</li> </ul> <p>Classroom Activity:</p> <ul style="list-style-type: none"> <li>● <b><u>Short Film - Free Choice Theme</u></b>: Each Team will start production this week. If they are finished filming their scenes, they can begin editing their footage in Adobe Premiere.</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>● Demonstrate how to use 3 point lighting, and how to set up and position lights.</li> <li>● Demonstrate how to use a reflector on the field</li> <li>● Lighting Vocabulary Assignment</li> <li>● Lighting Simulation Demonstration</li> </ul> <p>Classroom Activity:</p> <ul style="list-style-type: none"> <li>● <b><u>Assignment 1 - Phase 1</u></b> - Students will begin pre-production for their short film / Anti Bullying Campaign Video - LGBTQ Inclusion - It can be scripted or unscripted. They will write Google Slides of the Pre-Production Stage including the Title, Crew List, Cast List, Synopsis, and Shot List.</li> </ul> <p>Classroom Activity:</p> <ul style="list-style-type: none"> <li>● <b><u>Assignment 1 - Phase 2</u></b> - Production: Each team will begin filming their production in the classroom. Each student will be assigned roles - Producer, Director, Sound Person, AD, or Talent</li> </ul> <p>Week 3 - 4:</p> <p>Classroom Activity:</p> <ul style="list-style-type: none"> <li>● <b><u>Assignment 1 - Phase 3</u></b> -Students will begin editing their short film in Adobe Premiere with their group. Each Team must be ready to present to the class next week.</li> <li>● Next week students will judge BEST SHORT FILM. The winning team will win a prize.</li> </ul> <p><u>Special education students:</u></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.</li> <li>● Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.</li> <li>● 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</li> </ul>



	<ul style="list-style-type: none"> <li>● Utilize Snap-n-Read and Co-Writer</li> <li>● English Language Learners (ELL) students:</li> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and Read Google extension addition. Will read to the student in the language selected.</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment.</li> </ul> <p><u>At risk of failure students:</u></p> <ul style="list-style-type: none"> <li>● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.</li> <li>● Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study</li> <li>● 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</li> <li>● Constant parental contact along with mandatory tutoring appointments.</li> <li>● Academic Contracts</li> <li>●</li> </ul> <p><u>Gifted and talented students:</u></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Student led classroom instruction also Project Based Learning.</li> </ul> <p><u>Students with a 504:</u></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan.</li> <li>● Assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom Q&amp;A:</p> <ul style="list-style-type: none"> <li>● Damion Lee - Actor/Producer</li> <li>● Tamala Boldwin Producer</li> <li>● Amanda Jones - Music Producer</li> <li>● Shirley Bernan Williams - Director/Producer/Writer</li> <li>● Antoinette Tomblinson - Sound Person</li> <li>● Cortney Gift - Actress</li> <li>● Carmilla Tysheka - HMU</li> <li>● Natalie A Palumno - VFX Artist</li> <li>● AJ Mattioli - Film Producer/ Director</li> </ul>

## Resources

### Unit 3:

#### Video Clips:

#### Week 1:

#### Textbooks:

- Film Directing Shot by Shot: Visualizing from Concept to Screen (Michael Wiese Productions) 1st Edition - Part III - 9 - Staging Dialogue Sequences
- Recording Audio using a Boom Pole / Positioning - <https://www.youtube.com/watch?v=hi4MKL1mzLU>
- How to setup a Boom Pole - <https://www.youtube.com/watch?v=EQ8wPj14WQQ>
- H4N Reader - [https://www.youtube.com/watch?v=5\\_uGfj2hJN8](https://www.youtube.com/watch?v=5_uGfj2hJN8)
- What you Need to be a Boom Operator - <https://www.youtube.com/watch?v=JwPPqwQXBTI>
- Better Interview Audio using a Boom - <https://www.youtube.com/watch?v=eQFMnN0kCM4>
- What is a Boom Mic and When Should I Use it - <https://www.linkedin.com/learning/video-production-and-post-tips-of-the-week/what-is-a-boom-mic-and-when-should-i-use-it>
- Shotgun Mic - <https://fstoppers.com/bts/audio-recording-basics-using-shotgun-microphones-documentary-video-production-165094>
- Behind the Scenes of “The Social Network” <https://www.youtube.com/watch?v=45dJRr-ULpY>
- Behind the Scenes of “Creed” - <https://www.youtube.com/watch?v=3BTFCZiYe2M>
- A Few Good Men (1992) Trailer - <https://www.youtube.com/watch?v=S8lelFxrOGO>
- Chicago (2002) Trailer - <https://www.youtube.com/watch?v=9EpaMmF9WVU>
- Pieces of April (2003) Trailer - <https://www.youtube.com/watch?v=qt3ejDqHyxc>
- Gangs of New York (2002) Trailer - <https://www.youtube.com/watch?v=qHVUPri5tjA>
- Million Dollar Baby (2004) Trailer - [https://www.youtube.com/watch?v=5\\_RsHRmIRBY](https://www.youtube.com/watch?v=5_RsHRmIRBY)
- Talented Mr. Ripley (1999) Trailer - <https://www.youtube.com/watch?v=h4e-Si4oGEw>
- The Departed (2005) Trailer - <https://www.youtube.com/watch?v=iojqm0JTW4>
- Dream Girls Trailer - <https://www.youtube.com/watch?v=yK4AEkzYDIE>
- Scene from DreamGirls - <https://www.youtube.com/watch?v=QsiSRSgqE4E>

#### Week 2:

- Frame forest Film School: 3 Point Lighting – <https://www.youtube.com/watch?v=pBt8qdO03-k>
- Filmmaking 101 – Three Point Lighting Tutorial – [https://www.youtube.com/watch?v=j\\_Sov3xmgwg](https://www.youtube.com/watch?v=j_Sov3xmgwg)
- Strangers on a Train (1951) Trailer – <https://www.youtube.com/watch?v=J1iSS5r0OVE>
- Shadow of a Doubt (1943) Trailer – <https://www.youtube.com/watch?v=QAdjnumtmXs>
- The Sixth Sense Trailer (1999) – [https://www.youtube.com/watch?v=18x9f4\\_Ou8A](https://www.youtube.com/watch?v=18x9f4_Ou8A)
- Pleasantville (1998) Trailer - <https://www.youtube.com/watch?v=dSDm62Hmbf4>
- Terminator 2 (1991) Trailer - [https://www.youtube.com/watch?v=-W8CegO\\_lxw](https://www.youtube.com/watch?v=-W8CegO_lxw)
- American Hustle (2013) Trailer - [https://www.youtube.com/watch?v=ST7a1aK\\_IG0](https://www.youtube.com/watch?v=ST7a1aK_IG0)
- Crooklyn (1994) Trailer - [https://www.youtube.com/watch?v=2Cn3kty\\_M58](https://www.youtube.com/watch?v=2Cn3kty_M58)
- White Men Can't Jump (1994) Trailer - <https://www.youtube.com/watch?v=NHRvNAENaxk>
- Clerks (1994) <https://www.youtube.com/watch?v=BGT3n1Emi8U>
- Crash (2004) Trailer - <https://www.youtube.com/watch?v=DEJH0hEoHc4>
- 12 Monkeys (1996) Trailer - [https://www.youtube.com/watch?v=15s4Y9ffW\\_o](https://www.youtube.com/watch?v=15s4Y9ffW_o)
- Gattaca Trailer (1997) - <https://www.youtube.com/watch?v=BpzVFdDeWyo>
- Bad Boys (1995) Trailer - <https://www.youtube.com/watch?v=ZYxO2ODedhA>

Week 3:

- Election (1999) Trailer – [https://www.youtube.com/watch?v=tBgM\\_Kw6PSM](https://www.youtube.com/watch?v=tBgM_Kw6PSM)
- 2001: A Space Odyssey – [https://www.youtube.com/watch?v=oR\\_e9y-bka0](https://www.youtube.com/watch?v=oR_e9y-bka0)
- <https://www.youtube.com/watch?v=Z2UWOeBcsJI>
- Silver Lining Playbook (2012) Trailer - [https://www.youtube.com/watch?v=EI\\_3ywJLQio](https://www.youtube.com/watch?v=EI_3ywJLQio)
- Citizen Kane – [https://www.youtube.com/watch?v=\\_1A\\_WUNQIKY](https://www.youtube.com/watch?v=_1A_WUNQIKY)
- Pulp Fiction Opening Scene – <https://www.youtube.com/watch?v=Jomr9SAjcyw>
- Kill Bill – <https://www.youtube.com/watch?v=3r3Va6LxFS0>
- Before Sunrise (1995) Trailer - <https://www.youtube.com/watch?v=9v6X-Dytlko>
- Bourne Identity (2002) Trailer - <https://www.youtube.com/watch?v=FpKaB5dvQ4g>
- Goodfellas (1990) Trailer - <https://www.youtube.com/watch?v=h3QpxNI-PtE>
- Casino (1995) Trailer - <https://www.youtube.com/watch?v=EJXDMwGWhoA>
- The Shining Trailer - <https://www.youtube.com/watch?v=5Cb3ik6zP2I>
- E.T. The Extra Terrestrial (1982) Trailer - <https://www.youtube.com/watch?v=qYAETtIIClk>

Week 4:

- The Beach (2000) Trailer – [https://www.youtube.com/watch?v=t99\\_nC\\_tYVM](https://www.youtube.com/watch?v=t99_nC_tYVM)
- Ray (2004) Trailer - <https://www.youtube.com/watch?v=jVHCQfcugdw>
- The Curious Case of Benjamin Button (2008) Trailer - <https://www.youtube.com/watch?v=iH6FdW39Hag>
- Walk the Line (2005) Trailer - <https://www.youtube.com/watch?v=-AFO0rUjXIA>
- Se7en (1995) Trailer - <https://www.youtube.com/watch?v=znmZoVkcjpl>
- Fight Club (1999) Trailer - <https://www.youtube.com/watch?v=D3Yw9Yc1YmY>
- Girl, Interrupted (1999) Trailer - <https://www.youtube.com/watch?v=5BHHUBZf7y4>
- Mulholland Drive (2001) Trailer - <https://www.youtube.com/watch?v=jbZJ487oJlY>
- Boyz N The Hood Trailer <https://www.youtube.com/watch?v=J4sKiGkzKJo>
- Training Day (2001) Trailer - <https://www.youtube.com/watch?v=DXPJqRtkDPO>

Additional Resources:

- Camera Settings - <https://www.howtogeek.com/363369/10-camera-settings-you-should-master-on-your-canon-camera/>
- Listing of Digital DSLR Cameras, Pros, Cons - <https://www.adorama.com/alc/what-are-the-different-types-of-cameras-used-for-photography/>

**Pacing/ Time Frame:**

20 - 25 class periods: 45 minutes per period