High School Media Production
HOBOKEN PUBLIC SCHOOLS

Course Description

This course is a workshop that allows young adults the opportunity to prepare and complete a series of digital video productions that would meet the criteria of the television and movie industry. This course also offers students knowledge of the television business through various art mediums, primarily, their own sense of creation. Through this course students will have a further understanding of the various techniques that one creates when trying to prepare a movie story, as well as the determination necessary and the technology available to complete their various project.

Course Resources

Bulleted/ Numbered List could be useful here

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Unit 1 - Commercial: Development and Pre-production
5-6 Weeks

Unit 1 Overview

LG1: How to organize their video angles.
LG2: How to think creatively.
LG3: Introduction to Frameforge 3D studio.

Essential Questions
1. “Why can’t we just shoot video from our head.”
2. “Is Frameforge 3D Studio teaching me the camera technology by hands on method.”
3.

**Essential Learning Outcomes**

1. **LG1:** How to organize their video angles.
2. **LG2:** How to think creatively.
3. **LG3:** Introduction to Frameforge 3D studio.

**Technology Infusion**

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.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.
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.
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

**Differentiation**

Sample Text

**Assessments**

Participation in review and reflection
1 page screenplay
at least 6 frames in a storyboard

**21st Century Learning Connection**

Sample Text

**Unit 2 Commercial Production**
6-8 Weeks

**Unit 2 Overview**

LG1: How to work as a team.
LG2: How to use the camera.
LG3: How to use the lighting equipment.
LG4: How to the sound equipment.
LG5: How to organize your production crew.

Essential Questions

1. “What is my new crew job?”

2. “What is the most effective way of getting more footage in 20 minutes?”

Essential Learning Outcomes

1. LG1: How to work as a team.
2. LG2: How to use the camera.
3. LG3: How to use the lighting equipment.
4. LG4: How to the sound equipment.
5. LG5: How to organize your production crew.

Technology Infusion

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.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.

Differentiation

Sample Text

Assessments

Participation as a crew member is graded based on: Students will read the definition of their job and how to perform their job in 40 minutes. Each job as a break down similar to the following grade list: Students are aware that the Do Now every day is to review the script (10 points); Set Up their equipment (25 points); Meet their production requirement during the 20 minutes of shooting (40 points) and Clean up their equipment (25 points) for a total test grade of 100 points.
Unit 3 – Commercial Post-Production
5-6 Weeks

Unit 3 Overview

LG1: How to edit a 30 second commercial.
LG2: How to use Final Cut Pro software.
LG3: How to use Motion software.
LG4: How to use Soundtrack.

Essential Questions

1. “How do I create a story by using various camera angles?
2. “What is classical editing vs contemporary editing?”

Essential Learning Outcomes

1. LG1: How to edit a 30 second commercial.
2. LG2: How to use Final Cut Pro software.
3. LG3: How to use Motion software.
4. LG4: How to use Soundtrack.

Technology Infusion

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

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.
9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Differentiation
Sample Text

Assessments

Daily Participation with editing team
Editing notes on project status (example: marking best clips; classic techniques; audio mixing; etc.)
Completed 30 second commercial.
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Sample Text

Unit 4 Screenplay Writing
5-6 Weeks

Unit 4 Overview

LG1: Creating a Paradigm (an outline of the 3 Act structure with plot points)

LG2: Students will create a two page Treatment that describes the key scenes that start each Act. Students will also describe the scene for each plot point.

LG3: Students will create a 10 page screenplay in motion picture industry standards.

Essential Questions

1. “Are my paradigm and treatment helping me create my screenplay?”

2. “What is the difference between a screenplay and a shooting script?”

Essential Learning Outcomes

LG1: Creating a Paradigm (an outline of the 3 Act structure with plot points)
LG2: Students will create a two page Treatment that describes the key scenes that start each Act. Students will also describe the scene for each plot point.
LG3: Students will create a 10 page screenplay in motion picture industry standards.

Technology Infusion

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic
8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

Differentiation

Sample Text

Assessments

Daily Participation on the following tasks:
Shawshank Redemption practise Paradigm
Original story Paradigm
Original story Treatment
First draft of a 10 page screenplay
Revised second draft of a 10 page screenplay
vote on a finished shooting script.

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Sample Text

Unit 5 Narrative Production
7-8 Weeks

Unit 5 Overview

LG1: A return to the 4th stage of the motion picture project where students will work together to produce a music video.
LG2: Students will be re-introduced to professional camera, lighting, sound and grip equipment.
LG3: Video/film acting and directing techniques.

Essential Questions

1. “How is this process different from when we shot our commercials?”
2. “What is an overlapping shot?”

Essential Learning Outcomes

1. LG1: A return to the 4th stage of the motion picture project where students will work together to produce a music video.
2. **LG2**: Students will be re-introduced to professional camera, lighting, sound and grip equipment.
3. **LG3**: Video/film acting and directing techniques.

**Technology Infusion**

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.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

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.
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

**Differentiation**

Sample Text

**Assessments**

Participation as a crew member is graded based on: Students will read the definition of their job and how to perform their job in 40 minutes. Each job as a break down similar to the following grade list: Students are aware that the Do Now every day is to review the script (10 points); Set Up their equipment (25 points); Meet their production requirement during the 20 minutes of shooting (40 points) and Clean up their equipment (25 points) for a total test grade of 100 points.

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**Unit 6 Narrative Post-Production**

5-6 Weeks

**Unit 6 Overview**

- **LG1**: How to edit a 10 minute Production.
- **LG2**: How to use Final Cut Pro software.
- **LG3**: How to use Motion software.
- **LG4**: How to use Soundtrack.
- **LG5**: How to use Adobe After Effects
- **LG6**: How to use Shake
Essential Questions

1. “Why didn’t we shoot this production in sequence?”

2. “Why is the opening scene so important?”

3. “What other scenes as equally as important?”

Essential Learning Outcomes

1. LG1: How to edit a 10 minute Production.
2. LG2: How to use Final Cut Pro software.
3. LG3: How to use Motion software.
4. LG4: How to use Soundtrack.
5. LG5: How to use Adobe After Effects
6. LG6: How to use Shake

Technology Infusion

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.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.

Differentiation

Sample Text

Assessments

Daily Participation with editing team
Editing notes on project status (example: marking best clips; classic techniques; audio mixing; etc.)
Completed 10 minutes Narrative production.

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