|  |  |
| --- | --- |
|  | Video Production - Grades 11-12 |
| Course Description: Video Production at DIS is an elective course designed to introduce students to professional media and video production. Numerous hands-on projects will be completed throughout the year, including broadcast journalism, interviews, news production, music videos, commercials, promotional films, PSAs, comedies, dramas, documentaries, etc. Students will be responsible for creating school-wide media. Students will design the same quality of professional video and media that we encounter in our real lives outside of school. There will be several opportunities for authentic assessment; students will be able to go out into the field to produce media for this class. Online discussion and group collaboration will play a large role in our learning process. Students will contribute to modern pop-culture and connect the media they make to our lives here in Korea. Through media production students will become “media literate” and critically think about global communications and media trends.  |
| Primary Textbooks and Other Major Content Sources:Students use technology such as laptops with video editing software, video cameras, microphones, tripods, teleprompters, lighting, green screens, camera sliders, camera stabilizers, and access to the broadcast studio. | Pdf Rubrics  |
| Major standards that are ongoing in each unit: (ISTE, MLR, Common Core, NGSC)Lessons are aligned with [The International Society for Technology in Education](http://www.iste.org/standards) (ISTE). |

|  |  |
| --- | --- |
| Unit 1 | Unit Name: Introduction to filmmaking / Experimental Film |
| Number of 80 minute classes: 5 | Essential Questions:1. What is video production and filmmaking?
2. How do media professionals create high quality film?
3. What forms of high quality media can high school students create?
4. What resources are required to create high quality film?
5. How important is content when creating media?
6. How is filmmaking related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Design story-boards
* Write scripts
* Develop plots, props, costumes, and settings
* Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into the video
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional film
* Analyze personal film productions
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to filmmaking equipment
* Experiment with filmmaking equipment
* Introduction to tips & techniques for creating high quality videos
* Analyze samples of professional and student-produced film
* Debate the strengths and weaknesses of sample videos
* Brainstorm new video ideas
* Storyboard new video ideas
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 2 | Unit Name: Broadcast Journalism |
| Number of 80 minute classes: 8 | Essential Questions:1. What is broadcast journalism?
2. How do media professionals create high quality news and broadcast journalism programs?
3. What forms of high quality news broadcasts can high school students create?
4. What resources are required to create high quality news broadcasts?
5. How important is content when creating news media?
6. How is broadcast journalism related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into news broadcasts
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional news
* Analyze personal news productions
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to broadcast journalism
* Interviewing tips and techniques
* Analyze samples of professional and student-produced news broadcasts
* Debate the strengths and weaknesses of sample news broadcasts
* Brainstorm new video ideas
* Design story-boards
* Write news scripts
* Write interview questions
* Plan news team attire
* Plan filming locations
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 3 | Unit Name: Promotional Videos |
| Number of 80 minute classes: 8 | Essential Questions:1. What is a promotional video?
2. How do media professionals create high quality promotional videos?
3. What forms of high quality promotional videos can high school students create?
4. What resources are required to create high quality promotional videos?
5. How important is content when creating promotional videos?
6. How are promotional videos related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into promotional videos
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional promotional videos
* Analyze personal promotional videos
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to promotional videos
* Promotional video production tips and techniques
* Analyze samples of professional and student-produced promotional videos
* Debate the strengths and weaknesses of sample promotional videos
* Brainstorm new video ideas
* Choose topic / event / activity to promote
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 4 | Documentaries |
| Number of 80 minute classes: 8 | Essential Questions:1. What is the purpose of a documentary?
2. How do media professionals create high quality documentaries?
3. What forms of high quality documentaries can high school students create?
4. What resources are required to create high quality documentaries?
5. How important is content when creating promotional videos?
6. How are promotional videos related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into documentaries
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional documentaries
* Analyze personal documentaries
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to documentaries
* Documentary production tips and techniques
* Analyze samples of professional and student-produced documentaries
* Debate the strengths and weaknesses of sample documentaries
* Brainstorm new documentary ideas
* Choose subject / theme of documentary
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 5 | Unit Name: Music Videos |
| Number of 80 minute classes: 8 | Essential Questions:1. What is the purpose of a music video?
2. How do media professionals create high quality music videos?
3. What forms of high quality music videos can high school students create?
4. What resources are required to create high quality music videos?
5. How important is content when creating music videos?
6. How are music videos related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into music videos
* Discover how to lip sync
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional music videos
* Analyze personal music videos
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to music videos
* Music video production tips and techniques
* Analyze samples of professional and student-produced music videos
* Debate the strengths and weaknesses of sample music videos
* Brainstorm new music video ideas
* Choose songs
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 6 | Unit Name: TV Commercials |
| Number of 80 minute classes: 8 | Essential Questions:1. What is the purpose of a TV commercial?
2. How do media professionals create high quality TV commercials?
3. What forms of high quality music videos can high school students create?
4. What resources are required to create high quality music videos?
5. How important is content when creating music videos?
6. How are music videos related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into music videos
* Discover how to write a persuasive TV Commercial
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional TV Commercials
* Analyze personal TV commercials
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to TV commercials
* TV commercials production tips and techniques
* Analyze samples of professional and student-produced TV commercials
* Debate the strengths and weaknesses of sample TV commercials
* Brainstorm new TV commercial ideas
* Choose TV commercial product
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 7 | Unit Name: Public Service Announcements |
| Number of 80 minute classes: 8 | Essential Questions:1. What is the purpose of a PSA?
2. How do media professionals create high quality PSAs?
3. What forms of high quality PSAs can high school students create?
4. What resources are required to create high quality PSAs?
5. How important is content when creating PSAs?
6. How are PSAs related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into PSAs
* Discover how to write a persuasive PSA
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional music videos
* Analyze personal music videos
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to PSAs
* PSA tips and techniques
* Analyze samples of professional and student-produced PSAs
* Debate the strengths and weaknesses of sample PSAs
* Brainstorm new PSA ideas
* Choose subject / theme of PSA
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 8 | Unit Name: Talk Show / Variety Show  |
| Number of 80 minute classes: 8 | Essential Questions:1. What is the goal of a talk show / variety show?
2. How do media professionals create high quality talk / variety shows?
3. What forms of high quality talk / variety shows can high school students create?
4. What resources are required to create high quality talk / variety shows?
5. How important is content when creating talk / variety shows?
6. How are talk / variety shows related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into music videos
* Discover how to host an entertainment show
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional entertainment shows
* Analyze personal entertainment shows
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to talk / variety shows
* Talk / variety show production tips and techniques
* Analyze samples of professional and student-produced shows
* Debate the strengths and weaknesses of sample shows
* Brainstorm new show ideas
* Choose subject / theme of shows
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 9 | Unit Name: Stop Motion Animation |
| Number of 80 minute classes: 8 | Essential Questions:1. What is a stop motion animation?
2. How do media professionals create high quality stop motion animations?
3. What forms of high quality stop motion animations can high school students create?
4. What resources are required to create high quality stop motion animations?
5. How important is content when creating stop motion animations?
6. How are animations related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into animations
* Discover how to design animation characters and backgrounds
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional music videos
* Analyze personal music videos
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to animation
* animation production tips and techniques
* Analyze samples of professional and student-produced animations
* Debate the strengths and weaknesses of sample animations
* Brainstorm new animation ideas
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, and plot
* Design characters and backgrounds
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 10 | Unit Name: Movie Trailers |
| Number of 80 minute classes: 8 | Essential Questions:1. What is the purpose of a movie trailer?
2. How do media professionals create high quality movie trailers?
3. What forms of high quality movie trailers can high school students create?
4. What resources are required to create high quality movie trailers?
5. How important is content when creating movie trailers?
6. How are movie trailers related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into movie trailers
* Discover how to persuade audiences and build suspense
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional movie trailers
* Analyze personal movie trailers
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to movie trailers
* Movie trailer production tips and techniques
* Analyze samples of professional and student-produced movie trailers
* Debate the strengths and weaknesses of sample movie trailers
* Brainstorm new movie trailer ideas
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |

|  |  |
| --- | --- |
| Unit 11 | Unit Name: Short Films |
| Number of 80 minute classes: 8 | Essential Questions:1. What is a short film?
2. How do media professionals create high quality short films?
3. What forms of high quality short films can high school students create?
4. What resources are required to create high quality short films?
5. How important is content when creating short films?
6. How are short films related to globalization, consumerism, consumption, mass media, and our lives?
 |
| MLR/CC/NGSCISTE 1. Creativity & Innovation 1a, 1b, 1c, 1d2. Communication & Collaboration2a, 2b, 2c, 2d3. Research & Information Fluency 3a, 3b, 3c, 3d4. Critical Thinking, Problem Solving, & Decision Making4a, 4b, 4c, 4d5. Digital Citizenship5a, 5b, 5c, 5d6. Technology Operations & Concepts6a, 6b, 6c, 6d | Objectives: Skills and Knowledge*The student will…** Investigate video recording, cinematography, and the filming process
* Discover how to choose the correct audio and visual media to incorporate into short films
* Discover how to develop plot and build suspense
* Master film editing
* Cooperatively work in a small group to achieve a common goal from start to finish
* Research professional short films
* Analyze personal short films
 | Major Content and Sources: * Storyboard templates
* Laptops with video editing software
* Video cameras
* Microphones
* Tripods
* Teleprompters
* Lighting
* Green screen
* Broadcast studio
 | Sample Lessons:* Introduction to short films
* Short film production tips and techniques
* Analyze samples of professional and student-produced short films
* Debate the strengths and weaknesses of sample short films
* Brainstorm new short film ideas
* Design story-boards
* Write scripts
* Plan filming locations, roles of all group members, props or costumes, and plot
* Film
* Edit
* Teacher feedback
* Finalize videos
* View finalized videos
* Reflect on finalized videos
 | Assessments:Formative:* Storyboards
* Scripts
* Group Updates
* Final rough drafts of videos
* Video reflection forum

Summative: * Finalized videos
 |