

# School District of Springfield Township

## Springfield Township High School Course Overview

### **Course: Digital Video Production**

#### Course Description

Digital Video Production provides opportunities for students to plan, write, direct, and edit authentic video productions to be aired on the district cable channel and website. In addition to using the studio equipment, the students will learn Final Cut Express, an advanced digital video editing program.

#### Course Prerequisite

A minimum final grade of “C” in TV Production or teacher recommendation.

#### Unit Titles

Unit 1: Filming for Editing

Unit 2: Instructional Video (or optional school related project)

Unit 3: Storytelling

#### Essential Questions

1. How are advanced editing programs different than consumer level programs?
  - a. Where is media stored when using advanced editing programs?
  - b. How is video imported into the computer?
  - c. How can video be manipulated in a non-linear way?
2. What are the positive aspects of Springfield Township High School and why are they positive?
3. How can we show these aspects to an audience?
4. Why is it important for a camera operator to understand the camera functions and shot types?
5. How can a director dictate the mood of a scene?
6. How do camera shots affect that mood?
7. How do microphones, lighting, and camera functions impact a video production?
8. How can a story be compressed to be visually appealing while maintaining content and continuity?

#### Big ideas/Enduring Understandings

Unit 1: Filming for Editing

- Importance of meeting the needs of a client
- Effective production is the result of teamwork and cooperation
- How to film for editing
- Editing using professional-grade editing software in Final Cut

- Camera shots and their influence on an audience

#### Unit 2: Instructional Video

- Importance of meeting the needs of a client
- Need to master a given topic in order to present the information in form of an entertaining video

#### Unit 3: Storytelling

- Arcing a story to make it more interesting for the audience

### **Key Competencies: Skills/Processes/Procedures**

#### Unit 1: Filming for Editing

- Write scripts
- Organize and direct a video.
- Use a critical approach to analyze professional and student examples of video
- Import footage into the computer and edit using Final Cut Express

#### Unit 2: Instructional Video

- Research a topic for an instructional video
- Apply knowledge of cameras, shots, and editing software to create an informational and entertaining video

#### Unit 3: Storytelling

- Analyze content and camera shots for effective storytelling
- Apply scripting, camera, and editing techniques to tell a visual story with a focus on variety, continuity, and emotion

### **Core Vocabulary**

#### Unit 1: Filming for Editing

*sequences, matched cuts, matched action, cutting on action, jump cuts, screen direction, 180, opposing forces, into / out of frame, marry picture and sound, high angle, low angle, Lead room, diagonal lines, toward or away, get close, white balance, exposure, iris, f-stop, backlight, focus, gimmicks, shutter, steady shot, spreader, claw, ball/plate, dolly, studio pedestal, body mount, Jib arm, crane, Steadicam*

#### Unit 2: Instructional Video

*aspect ratio, keystone, cropping margin, title safe area, super, DVE (digital video effect), 2D / 3D, Ccd, telephoto, wide angle, focal length, exaggerated movement, fish-eye, aperture, depth of field, hertz, omnidirectional, cardioid, supercardioid, dynamic mics, condenser, lavalier, handheld, fishpole, boom mic, wireless mic, parabolic mic, vu meter, automatic gain, fader, equalization, mixers, connectors, techniques*

### Unit 3: Storytelling

*resolution, standard definition, high definition, DV, mini dv, dv cam, dvc pro, betacam, disc, chips, sticks, drives, intensity, Fresnel, scoop, fluorescent, HMI, barn doors, scrim, umbrellas, gel, bounce card, three light setup, lighting problems*

### **Core Resources**

Video101course.com

Zettl, Herbert. Video Basics 4. Belmont: Wadsworth, 2004.

Final Cut Express video editing software

Final Cut Foundations

Digital Camcorders

### **Pennsylvania State Standards and/or Anchor Standards Guiding Course**

#### Unit 1: Filming for Editing

##### 1.1 Learning to Read Independently

D. Identify, describe, evaluate, and synthesize the essential ideas in text.

E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.

F. Understand the meaning of and apply key vocabulary across various subject areas.

G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

- Make extensions to related ideas, topics or information.

H. Demonstrate fluency and comprehension in reading.

- Demonstrate comprehension.

##### 1.2 Reading Critically in All Content Areas

A. Read and understand essential content of informational texts and documents.

C. Produce work in at least one literary genre that follows the conventions of the genre.

##### 1.4 Types of Writing

A. Write short stories, poems, and plays.

C. Write persuasive pieces.

##### 1.5 Quality of Writing

A. Write with a sharp, distinct focus.

B. Write using well-developed content appropriate for the topic.

C. Write with controlled and/or subtle organization.

D. Write with a command of the stylistic aspects of composition.

E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.

F. Edit writing using the conventions of language.

G. Present and/or defend written work for publication when appropriate.

##### 1.6 Speaking and Listening

A. Listen to others.

B. Listen to selections of literature.

C. Speak using skills appropriate to formal speech situations.

- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

## Unit 2: Instructional Video

### 1.1 Learning to Read Independently

- A. Locate various texts, media and traditional resources for assigned and independent projects.
- D. Identify, describe, evaluate, and synthesize the essential ideas in text.
- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.
- F. Understand the meaning of and apply key vocabulary across various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
  - Make extensions to related ideas, topics or information.
- H. Demonstrate fluency and comprehension in reading.
  - Demonstrate comprehension.

### 1.2 Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

### 1.4 Types of Writing

- A. Write short stories, poems, and plays.
- B. Write complex informational pieces.
- C. Write persuasive pieces.

### 1.5 Quality of Writing

- A. Write with a sharp, distinct focus.
- B. Write using well-developed content appropriate for the topic.
- C. Write with controlled and/or subtle organization.
- D. Write with a command of the stylistic aspects of composition.
- E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- F. Edit writing using the conventions of language.
- G. Present and/or defend written work for publication when appropriate.

### 1.6 Speaking and Listening

- A. Listen to others.
- B. Listen to selections of literature.
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

### 1.8 Research

- A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.

C. Organize, summarize and present the main ideas from research.

### Unit 3: Storytelling

#### 1.1 Learning to Read Independently

D. Identify, describe, evaluate, and synthesize the essential ideas in text.

E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.

F. Understand the meaning of and apply key vocabulary across various subject areas.

G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

- Make extensions to related ideas, topics or information.

H. Demonstrate fluency and comprehension in reading.

- Demonstrate comprehension.

#### 1.2 Reading Critically in All Content Areas

A. Read and understand essential content of informational texts and documents.

C. Produce work in at least one literary genre that follows the conventions of the genre.

#### 1.4 Types of Writing

A. Write short stories, poems, and plays.

C. Write persuasive pieces.

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F. Edit writing using the conventions of language.

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#### 1.6 Speaking and Listening

A. Listen to others.

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Prepared October 2010—DM

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