Digital Video Production 1
COURSE OUTLINE - UC

DESCRIPTION:

This comprehensive program introduces students to the exploration of the world of digital video and film production. Digital Video Production 1 students will learn the history and development of communication through film and have the opportunity through theory and hands-on training to produce their own films/videos by creating silent films, documentary films, music videos, Public Service Announcements (PSA) and news segments. Students will learn to use industry standard software to create these films and videos. This course is aligned to the Arts, Media and Entertainment sector of the Career Technical Education model curriculum standards which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE:	None
LENGTH:	One Year
SECTOR:	Arts, Media and Entertainment
PATHWAY:	Design, Visual and Media Arts
ARTICULATED:	Yes
UC A-G APPROVAL:	Yes: Visual & Performing Arts (F) – Visual Arts Requirement

O*NET SOC CODES:

27-2012.02	Producers/Directors
27-3099.00	Media and Communication Workers, All Other
27-4011.00	Audio and Video Equipment Technicians
27-4032.00	Film and Video Editors

Orientation

    A. Introduce the course and facilities.
    B. Discuss the syllabus and major objectives.
    C. Explain applicable classroom management procedures, and any operational guidelines.
    D. Review instructor/student expectations.
    E. Explain attendance requirements and procedures.
    F. Review grading and student evaluation procedures.
    G. Discuss the work-based learning aspect of the program, if applicable.
    H. Discuss the "next steps" related to additional education, training, and employment.
    I. Review classroom safety, emergency and disaster procedures.

1. Communication Skills

    A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.
    B. Read and interpret written information and directions.
    C. Practice various forms of written communication appropriate to the occupation.
    D. Practice positive body language skills.
    E. Practice professional verbal skills for resolving a conflict.
    F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.

2. Interpersonal Skills

    A. Demonstrate positive teamwork skills by contributing to a group effort.
    B. Practice the importance of diversity awareness and sensitivity in the workplace.
    C. Define sexual harassment in the workplace and identify the employee's role and responsibility.
    D. Practice participation skills.
    E. Identify different personality types and demonstrate flexibility and adaptability working with diverse individuals.
    F. Practice business and social etiquette skills appropriate to the occupation.
    G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios.
    H. Demonstrate the use of time management skills.

3. Employability Skills

    A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable).
    B. Prepare a resume, cover letter, and job application.

C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and grooming standards.
D. Identify strategies for employment retention.
E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability.
F. Identify the need for continuing education, professional development, and professional growth in chosen field.
G. Identify appropriate procedures for leaving a job.
H. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
B. Work with peers to promote divergent and creative perspectives.
C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
E. Employ ethical behaviors and actions that positively influence others.
F. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

A. Demonstrate procedures to be followed in case of emergencies.
B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including ways to report a potential safety hazard to a supervisor.
C. Identify and discuss cyber ethics, cyber safety, and cyber security.
D. Apply personal safety practices to and from the job.
E. Recognize the effects of substance abuse in the workplace.
F. Explain the importance of CAL-OSHA in the industry.
G. Define and discuss ergonomics in relationship to a working environment.
H. Discuss the electrical hazards of working with electronic equipment.

6. Careers in Digital Video Production

A. Compare and contrast the roles and responsibilities of Digital Video Production and Arts, Media and Entertainment professionals.
B. List personal interests and abilities required for success in Digital Video Production.
C. Research career pathways, career trends, jobs, and entry-level wages in Digital Video Production.
D. Identify paid and unpaid experiences for career building.
E. Describe the education, training, and certification requirements for professionals in this field.
F. Recognize the use of social media for background checks.
G. Recognize the importance of professional associations and continuing education for professional development.
H. Develop career/education plan.

7. Introduction to Video Production

A. Research and analyze the history of the moving image and how its used to influence and inform the public.
B. Analyze works of film on the following: style, technical skill, and conveyed meaning.
C. Describe the various duties in digital video production.
D. Research and describe the legal aspects of copyrights and public domain.

8. Script Writing

A. Demonstrate the script writing process in the creation of a motion picture.
B. Create a story in which the message can be conveyed without dialogue.
C. Script a funny or dramatic life learning experience (real or imagined) without dialogue.
D. Create a story utilizing the lyrics, theme, conveyed feeling, or perceived meaning of a popular song.
E. Research and script a community based or informational Public Service Announcement (PSA).

9. Pre-Production

A. Build and manage a budget for a short film.
B. Perform the story boarding process in the creation of a motion picture.
C. Demonstrate a camera setup for a scene in the creation of a motion picture.
D. Effectively operate audio equipment.
E. Effectively operate lighting equipment.

10. Production

A.   Direct and produce a motion picture.
B.   Manage the lighting in the creation of a motion picture.
C.   Manage the sound in the creation of a motion picture.
D.   Manage the camera angles in the creation of a motion picture.

11. Post-Production

A.   Perform the editing process.
B.   Utilize all pertinent industry standard Post-Production software.
C.   Perform sound effects and mixing.
D.   Manage and edit graphics, color correction, color grading and titles.

12. Creating News Segments

A.   Identify ideas for news segments related to school events and/or the community.
B.   Research the procedures and job roles related to a 3-camera studio newscast production.
C.   Setup studio cameras and related studio equipment.
D.   Research and script news stories and activities that are pertinent to the school and/or community.
E.   Describe the role of reporter, interviewee, and videographer.
F.   Produce news stringers, B-roll, and interviews in the field.
G.   Produce a 3-camera studio shoot (directing, talent, green screen, graphics, technical directing, and studio camera operation).
H.   Discuss and analyze the outcome of each completed news segment.

13. Portfolio

A.   Create a professional digital portfolio reflecting employability skills in the relevant industry to include an "About Me" page.
B.   Collect original works and documents that demonstrate technical skills and knowledge in the industry.
C.   Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
D.   Write a brief resume and cover letter to be included in portfolio.
E.   Develop interviewing techniques using portfolio materials.
F.   Display portfolio materials for critique by a professional panel (industry partners and classmates).
G.   Gather feedback and update portfolio.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J 6, 13	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
2. Students will research, create and present a budget (equipment and talent) for a short film.	1A – F 2A, E, F, I, J 3A 7E **9**A	9 11	4 5	A8.0	LS 11-12.6 RSIT 11-12.7 PE 12.1 WS 11-12.4
3. In pairs, write conveying a message without dialogue, storyboard and create a silent film utilizing the effective use of camera angles and editing techniques. In groups, screen and discuss each silent film.	1A – F 2A, D, F, I, J 3A 5D, G, J **7**A, B 8A-C 9B-E 10A-D 11A-D	2 9 10	2 4 9 10	A1.0 A2.0 A4.0 A7.0	LS 11-12.6 SLS 11-12.1 WS 11-12.4
4. In pairs, write, storyboard and create a 60 second "Slice of Life" video utilizing the effective use of camera techniques, editing techniques, sound, graphics, color correction and titles to convey meaning. In groups, screen and discuss each "Slice of Life" film.	1A – F 2A, D, F, I, J 3A 5D, G, J 7C, E **8**A, C 9B-E 10A-D 11A-D	2 9 10	2 4 9 10	A1.0 A2.0 A7.0	LS 11-12.6 SLS 11-12.1 WS 11-12.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
5. In pairs, write, storyboard and create a music video utilizing effective camera, lighting, audio, editing, graphics, color correction and titles. In groups, screen and discuss each music video.	1A – F 2A, D, F, I, J 3A 5D, G, J 7C, E 8A, C 9B-E **10**A-D 11A-D	2 9 10	2 4 9 10	A1.0 A2.0 A3.0 A8.0	LS 11-12.6 SLS 11-12.1 WS 11-12.4
6. In pairs, research, write with attention to dialogue, storyboard and create a 60 second PSA utilizing effective camera, lighting, audio, editing, graphics, color correction and titles. In groups, screen and discuss each PSA for effective use of conveyed meaning.	1A – F 2A, D, F, I, J 3A 4E 5D, G, J 8A, E 9B-E **10**A-D 11A-D	2 9 10 11	2 4 9 10	A1.0 A2.0 A7.0	LS 11-12.6 RSIT 11-12.7 SLS 11-12.1 SLS 11-12.2 WS 11-12.4 WS 11-12.7
7. In groups, write, and produce a news segment utilizing effective 3 camera studio technique, encompassing lighting, directing, technical directing, talent, audio, editing, graphics, and titles. In groups, screen and discuss each news segment.	1A – F 2A, D, F, I, J 3A 5D, G, J **12**A-F	2 9 10 11	2 4 9 10	A1.0 A2.0 A7.0	LS 11-12.6 RHSS 11-12.2 RSIT 11-12.7 SLS11-12.1 SLS 11-12.2 WS 11-12.4 WS 11-12.7 WS 11-12.10

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
8. In pairs, research, write with attention to dialogue, storyboard and create a 60 second "Community Service Project" video utilizing effective camera, lighting, audio, editing, graphics, color correction and titles, including invoicing and Photoshop logo creation. In groups, screen and discuss each film.	1A – F 2A, D, F, I, J 3A 4E 5D, G, J 7A 8A-C 9B-E 10A-D **11**A-D	2 9 10 11	2 4 9 10	A2.0 A3.0 A7.0	LS 11-12.6 RSIT 11-12.7 SLS 11-12.1 SLS 11-12.2 WS 11-12.4
9. Each student will create a professional digital portfolio of their work created throughout the year utilizing editing, color correction, audio and graphics. They will also create a website, cloud based storage account and business card for presenting their digital portfolio.	1B, C 2D, F, G, J 3F, G 5D, G, J 7D 8A-C 9B-E 10-12 **13**	9 10	5 8 10	A2.0 A4.0 A5.0 A8.0	LS 11-12.1-6 RSIT 11-12.7 WS 11-12.4 WS 11-12.6

Standards Assessed in this Program

Career Ready Practices

1. **Apply appropriate technical skills and academic knowledge.**
2. **Communicate clearly, effectively, and with reason.**
3. **Develop an education and career plan aligned to personal goals.**
4. **Apply technology to enhance productivity.**
5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
6. **Practice personal health and understand financial well-being.**
7. **Act as a responsible citizen in the workplace and the community.**
8. **Model integrity, ethical leadership, and effective management.**
9. **Work productively in teams while integrating cultural/global competence.**
10. **Demonstrate creativity and innovation.**
11. **Employ valid and reliable research strategies.**
12. **Understand the environmental, social, and economic impacts of decisions.**

Anchor Standards

2.0 Communications
- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking
- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility
- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Arts, Media, and Entertainment - Design, Visual, and Media Arts Pathway

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.0 Apply artistic skills and processes to solve a variety of industry relevant problems in a variety of traditional and electronic media.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A4.0 Analyze, assess and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

Common Core State Standards

ENGLISH LANGUAGE ARTS
Language Standards

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Principles of Economics

PE 12.1: Students understand common economic terms and concepts and economic reasoning.

Reading Standards for Information

RSIT 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in

words in order to address a question or solve a problem.

Reading Standards for Literacy in History/Social Studies

RHSS 11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Speaking and Listening Standards

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Writing Standards

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.'