Digital Video Production 2
COURSE OUTLINE - UC

DESCRIPTION:

Digital Video Production 2 is a yearlong capstone course that applies the fundamental knowledge and skills in Digital Video Production 1. Students will collaborate to write, storyboard, shoot original video content, and edit projects using industry standard software. History of art and film, aesthetics, criticism, and related careers are important elements of the course. Students will develop their skills using the elements of art and the principles of design as they produce videos of different genres and purposes.

Students will be able to identify, understand, and use the elements of art and principles of design applied to video. They will develop and apply these skills as they create original videos. Students will analyze the historical role of film and video as an art form and a means of communication. Using the vocabulary of art and film, students will critically analyze, judge, and respond to their own videos as well as the work of various filmmakers. Students will research and analyze historical styles, techniques, influences, and roles of various films and filmmakers. Working in teams to problem solve, manage time and resources will assist students in strengthening skills that can be applied to future careers in digital video production. Activities in this course include work-based learning that connects students to industry and the local community. Throughout the year, students will develop a portfolio of original video pieces to self-evaluate and present to a panel of industry professionals at course culmination.

INFORMATION:

PRE-REQUISITE:	Digital Video Production 1
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:

27-2012.00	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. History of Film

A. Analyze the role and development of film in the visual arts in past and present cultures throughout the world.
B. Research how film has had an impact in our society over time.
C. Describe the role and development of the history of traditional and digital art.
D. Describe the influence of past cultures and traditions on contemporary designer artists and their art work.
E. Research the life and works of famous directors.

7. Critiques

A. Recognize the way in which personal beliefs, cultural perspectives, and traditions impact one's ability to judge artwork.
B. Make critical assessments of artworks through observation, analysis, interpretation, and informed judgments.
C. Review and critique published film criticisms.
D. Write critical review of film citing elements, principles, themes, and story structure.
E. Review and critique examples of video art.
F. Describe the nature of aesthetics when talking about art and the philosophical side of aesthetic questioning.
G. Participate in peer review of student products.

8. Artistic Elements

A. Review elements of art including visual components, contrast and affinity, space, line and shape, tone, color, movement, and rhythm.
B. View examples of videos and identify the elements and principles within the examples.
C. Investigate and describe an assigned element of art.
D. Use the elements of art and principles of design in the medium of film/video.
E. Plan, shoot and edit videos demonstrating the differences of contrast and affinity.

9. Public Service Announcements (PSA)

A. Compare and contrast the difference between a PSA and a commercial.
B. View and critique PSAs from the AdCouncil website.
C. Research a public concern for use in an original PSA.
D. Incorporate either deep space or shallow space into a PSA video.
E. Script and storyboard video ideas.
F. Produce a PSA.
G. Revise final PSA based on peer critiques.

10. Commercials

A. Compare and contrast commercials and infomercials.
B. Review examples of award-winning commercials and critique the use of various artistic elements.
C. Produce a commercial for a business or school group/organization.
D. Peer review commercials based on audience, intent, and use of artistic elements to support the message.

11. Television Broadcasting

A. Research the development of broadcast journalism.
B. Review the various careers in television production.
C. Analyze local broadcasts.
D. Critique and evaluate broadcasts, particularly as it relates to quality, creativity, and audience engagement.
E. Construct school-based news segments.
F. Form and participate in production teams.
G. Write copy for news broadcasts and construct AV scripts.
H. Create graphics to overlay news stories.
I. Create graphics for use with green screen.

12. Documentaries

A. Analyze films of the documentary genre.
B. View and critique the different styles of documentary filmmaking (direct cinema, cinema, verite, and advocacy).
C. Practice the various techniques of documentary construction such as interviews, narration, archival footage, etc.
D. View documentary excerpts, identify, and discuss the techniques used.
E. Compare and contrast multiple short documentaries using a rubric of story, style, and technique.
F. Choose a topic, develop a plan, and create a shooting guide for a 3-minute documentary.
G. Film, edit, and present an individual documentary.

13. Narrative Story Structure

A. Examine the differences between screenplays and shooting scripts.
B. Identify multiple screenwriting structures and techniques.
C. Deconstruct story structure of short films.
D. Create scenes of dialogue.
E. Practice alternative story strategies.
F. Analyze screenplays from several short films.
G. Write a screenplay for a short 3-minute narrative film.

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	2 3	2 3		LS 11-12.6 SLS 11-12.2
2. In pairs, students will produce a video self-portrait. In groups, students will write interview questions that are open ended and lead to more questions. The class will vote on the top five questions that will become the same five questions each student must ask and answer. Students will add variety to the interviews by asking specific follow-up questions that relate to the answers given. The interviews will form the basis of the self-portrait. Students will build on interview footage and plan, shoot, and edit a video to express their ideas about themselves.	1 A-F 2 A,B,D,F,I,J 7 G 8 D	2 5 9	9 10	A1.0 A7.0	SL 11-12.5 W 11-12.3
3. Students will create two different video stories with a persuasive goal. One will use a journalistic (more objective) style that uses a straight presentation of the facts and data, the other will use an artistic (more subjective) style to appeal to the audience's emotions. After viewing and responding to examples of persuasive images from history, students will choose an issue related to justice that they feel is important. Students will research their chosen social issue, write the script, storyboard the camera angles and shots, acquire the footage they need, and edit the two projects. Students will compare and contrast the two different styles in a class discussion and in writing.	1 A,C,D 2 A,B,D,F,I,J 6 C 7 G 8 D	2 5	5 10	A1.0 A3.0 A7.0	SL 11-12.4b SL 11-12.5 W 11-12.2 W 11-12.7
4. Students will research different social issues that they feel affect teens today. After choosing one topic, they will work in groups to write, storyboard, shoot, and edit a PSA. Students will use motion graphics and text to help make their point.	1 A,B,D-F 2 A,B,D,F,I,J 4E 7 G 8 D	2 5 9	5 9 10	A1.0 A7.0	SL 11-12.1 SL 11-12.5 W 11-12.1 W 11-12.2 W 11-12.7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	9 D-G				
5. Students will research different directors, DPs, and Production Designers who have been instrumental to the history of film. They will use their research to create an informational biopic or documentary highlighting the contributions of their selected person. A written paper will accompany the video summarizing their research findings. The video will be critiqued by the class.	1 A-F 2 A,B,D,F,I,J 4A 6 B,D,E 7 G 8 D 12 F,G	2 5	10	A1.0 A3.0	SL 11-12.5 W 11-12.2 W 11-12.7
6. Students will view and study films from (4) different genres. Using their notes, they will work in groups to critique, chart plot structure, and to ultimately create a short narrative film. Each group's film will be from a different genre, but will have a common prop, line of dialogue, and character. Students will write, storyboard, shoot, and edit their projects. Final projects will be screened by the class for a critique.	1 A-F 2 A,B,D,F,I,J 4C 7 G 8 D 13 D,G	2 5	10	A1.0 A4.0 A7.0	SL 11-12.5 W 11-12.2
7. Students will develop a rubric for successful broadcast. Students will write copy for a news broadcast and construct T-script samples. Students will write, storyboard, film and produce a campus based broadcast.	1 A-F 2 A,B,D,F,I,J 7 G 8 D 11 E-I	2 5 9	5 9 10	A1.0	SL 11-12.5 W 11-12.1 W 11-12.2
8. Students will create a digital portfolio of their work from the year. They will learn how to author a DVD, create a menu, and export files. In addition, students will be taking another critical look at their own work and re-editing it into a personal reel.	1 A,C 2 F,I,J 7 G 8 D	2 5	10	A1.0 A4.0 A5.0	SL 11-12.5

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
Speaking and Listening Standards

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

SL 11-12.4b: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SL 11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Standards

W 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W 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.