

**MILLSTONE TOWNSHIP SCHOOL DISTRICT
ELECTIVE CURRICULUM**

GRADE: 8
(Updated May 2022)

Unit of Study: Media Production	
Unit Overview: Anchor Standards 1 and 2 for Media Arts: <ul style="list-style-type: none">• Students will generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.• Students will generate and conceptualize different types of videos.	
Pacing:	
1 Marking Period - approximately 45 days.	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none">• Students will understand the purpose and the keys components of a video.• Students will understand the stages of creating a video (pre-production, production, and post- production).• Students will understand the components of script writing.• Students will understand options for editing a video to enhance the overall production.• Students will understand the various jobs and professionals needed to create a professional video.• Students will understand the components of a weekly talk show.• There are many types of camera angles, each with their own use.	<ul style="list-style-type: none">• What are the purposes of creating a video?• What are the key elements of a talk show?• What are the elements of a script?• What tools can you use to edit a video?• What are the various jobs/ roles needed to complete a talk show?• What does each “job” / role entail?• What camera angles are needed to roving reporters vs. video anchors?

Objectives/Teaching Points:	2020 NJSLs Grade Level Standards:
<ul style="list-style-type: none"> • Engage in the practice of saving images, sound, video clips in one folder for organization in video production. • Review the three stages of video: production, pre-production, production, and post-production and what each stage entails. • Utilize key elements of a video to create and design a talk show for a specific audience. • Create and design a talk show video based on current events that demonstrates knowledge of the three stages of video production. • Explain the elements of a script and storyboard. • Experiment with editing to enhance or change a video. • Utilize different types of sound to add to the overall effect of a video. • Explain jobs needed to create/design a video – camera, sound, script writers, actors, video editors, and director. • Work together in groups as well as individually to demonstrate video editing knowledge. 	<ul style="list-style-type: none"> • 8.2.8.ED.5: Explain the need for optimization in a design process. • 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
<p>2020 NJSLs Career Readiness, Life Literacies & Key Skills:</p>	
<p>CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions. CRP6- Demonstrate creativity and innovation. CRP7- Employ valid and reliable research strategies. CRP8- Utilize critical thinking to make sense of problems and persevere in solving them. CRP9- Model integrity, ethical leadership and effective management. CRP11- Use technology to enhance productivity.</p>	

CRP12- Work productively in teams while using cultural global competence.

9.2.8.CAP.4 Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.4.8.CI.2 Repurpose an existing resource in an innovative way (e.g. 8.2.8.NT.3).

9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS 1-4, 6.1.8.CivicsDP.1).

9.4.8.DC.3 Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5 Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussion to achieve a group goal.

9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.9 Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10 Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Interdisciplinary Connections:

Language Arts: Students will read complex information text in order to follow directions for assignments.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

VPA-Media Arts:

- 1.2.8.Cr1a: Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions
- 1.2.8.Cr.1c: Critique plans, prototypes, and production processes considering purposeful and expressive intent.
- 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.8.Cr2b: Critique plans, prototypes, and production processes considering purposeful and expressive intent.
- 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

- 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce, and implement media artworks that convey purpose and meaning (ex: narratives, video games, interdisciplinary projects, multimedia theatre).
- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (ex: Self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks
- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.
- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.
- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

Learning Experiences:	Assessments:
<p>The following learning experiences will help students explore the big ideas and essential questions:</p> <p>Video Production observation:</p> <ul style="list-style-type: none"> ● Demonstration of previously made videos and talk shows. ● Demonstration of techniques for adding sound, text, organization of files. ● Interaction with other students editing in unique manners. ● View storyboards and scripts previously made prior to creating their own. <p>Video Production exploration:</p> <ul style="list-style-type: none"> ● Working with effects and transitions ● Exploring sound options for overall effect. ● Creating various types of videos using all production stages. ● Students sharing new creative ideas for editing. 	<p>Formative:</p> <ul style="list-style-type: none"> ● Teacher observation ● Exit slips ● Checklists ● Student self-assessment <p>Summative:</p> <p>Skills for Assessment</p> <ul style="list-style-type: none"> ● Grading Rubrics which include sections for <ul style="list-style-type: none"> ○ Storyboard writing ○ Script writing ○ Job responsibilities (Video Editor, Stage Manager, On Screen Talent) ○ Editing of video for flow. ○ Text/title and Credits. ○ Sound <p>Alternative:</p> <p>Other Evidence and Student Self-Assessment</p>

- Working with different 'jobs' during production/ taping of videos.
- Exploring various techniques when working with a green screen.
- Using camera angles to enhance the video and make it new.

- Follows directions, safety concerns, and classroom procedures.
- Demonstrates creativity within videos.
- Experiments with a variety of tools available in software.
- Explores new options teacher not required/demonstrated to enhance overall project.
- Experiments with camera angles to get a different point of view.

Benchmark:

- Unit Assessment/Portfolio

Ideas for Differentiation:

- Create video based on personal experiences, needs or issues.
- Add voice over versus on screen sound.
- Use various software options depending on previous knowledge, and experience level.
- Detailed worksheets and/or checklists when needed.
- Partnering students based on interests or learning styles.
- Peer teaching new skills learning through exploration.

Based on the needs of the students, there may be a need for additional teaching points, extending beyond or substituting in for those outlined in the curriculum map.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Word walls

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.

- Solidify and refine concepts through repetition.
- Change requirements to reduce activity time
- Chunk tasks into sections to assist with organization and work completion
- Provide graphic organizers and sentence starters as needed

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Chunk tasks into sections to make workload less overwhelming
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions left on the board/easel for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction
- Student choice selecting application(s) needed to complete tasks

Suggested Resources:

Student Materials:

Technology:

- Cyber Power Director 13
- Windows Movie Maker
- Google Drive Shared Documents / Google Classroom
- Green Room TV Studio recording center
- Internet for images/sounds
- Camera and tripods

Teaching Materials:

Worksheets/ Forms for Storyboard and Script writing

Direction worksheets

Google Classroom – Documents

Teacher Resources: