

**MILLSTONE TOWNSHIP SCHOOL DISTRICT  
ELECTIVE CURRICULUM  
GRADE: 7**

(Updated April 2022)

<b>Unit of Study: Introduction to Video Production</b>	
<p><b>Unit Overview:</b> Anchor Standards 1 and 2 for Media Arts:</p> <ul style="list-style-type: none"> <li>• Students will generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.</li> <li>• Students will generate and conceptualize different types of videos.</li> </ul>	
<b>PACING</b>	
<b>1 Marking Period - Approximately 45 days</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Students will understand the purpose and the key components of a video.</li> <li>• Students will understand the stages of creating a video (pre-production, production, and post- production).</li> <li>• Students will understand the components of script writing.</li> <li>• Students will understand options for editing a video to enhance the overall production.</li> <li>• Students will understand the various jobs and professionals needed to create a professional video.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the purposes/uses of creating a video?</li> <li>• What are the key elements of a video?</li> <li>• What are the elements of a script?</li> <li>• What tools can you use to edit a video?</li> <li>• What are the various jobs needed to complete a video?</li> <li>• What does each “job” entail?</li> <li>• How do you use the tools needed for video production (camera, lighting and microphone)?</li> </ul>
<b>Objectives/Teaching Points:</b>	<b>2020 NJSL Standards:</b>
<ul style="list-style-type: none"> <li>• Engage in the practice of saving images, sound, video clips in one folder for organization in video production.</li> <li>• Explore different video software to note key differences and factors available, and use time to determine which software to use.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</li> <li>• 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</li> <li>• 9.4.8.TL.3 Select appropriate tools to organize and present information digitally.</li> </ul>

- Focus on text, its location, font type, and color when creating a video.
- Explain the three stages of video production, pre-production, production, and post-production.
- Utilize key elements of a video to create and design a video about a common teenage problem or situation.
- Create and design a newscast video based on current events that demonstrates knowledge of pre-production, production, and post-production stages.
- Explain the elements of a script and a storyboard.
- Experiment with editing to enhance 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.

- 9.4.8.TL.4 Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6 Collaborate to develop and publish work that provides perspectives on a real-world problem.

### **2020 NJSLC Career Readiness, Life Literacies, & Key Skills:**

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.

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

- 9.4.8.DC.1 Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2 Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 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.TL.4 Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6 Collaborate to develop and publish work that provides perspectives on a real-world problem.

### 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:

**The following learning experiences will help students explore the big ideas and essential questions:**

**Video Production observation:**

- Demonstration of previously made videos.
- 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.

**Video Production exploration:**

- Working with effects and transitions.
- Exploring sound options for overall effect.
- Creating various types of videos using all production stages.
- Sharing new creative ideas for ways to edit a video.

**Formative:**

- Teacher observation
- Exit slips
- Checklists
- Student self-assessment

**Summative:**

**Skills for Assessment**

- Grading Rubrics which include sections for
  - Image Location
  - Effect/Transitions
  - Text formatting/location
  - Sound
  - Overall Information/Purpose

**Alternative:**

**Other Evidence and Student Self-Assessment**

- Follows directions, safety concerns, and classroom procedures
- Demonstrates creativity within videos
- Experiments with a variety of tools available in software.
- Seeks to explore options for teachers not required/demonstrated to enhance the overall project.
- Uses prior knowledge to add additional features/options to a video. (Use something old learned in a new way.)

**Benchmark:**

- Unit Assessment/Portfolio

**Ideas for Differentiation:**

- Create videos based on personal experiences, needs or issues.
- Add voice over versus on screen.
- Use various software options depending on previous knowledge, and experience level.
- Provide detailed worksheets with step by step directions.
- Provide “checklists” for successfully completing all parts of video production.
- Pair peers based on learning styles and interests.

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:**

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

- Classroom cameras and tripods

**Teaching Materials:**

Worksheets/checklists

Direction worksheets

Google Classroom – Documents

**Teacher Resources:**