



Radio/TV Broadcast Technology I

9-11, Career & Technical Education

Developed By: Mr. Andrew Conte & Mr. Vincent Vicchiariello

Effective Date: Fall 2022

Scope and Sequence

Month	Unit	Activities
September	<ul style="list-style-type: none"> • History Of Radio and Television • Camera Operations • Scavenger Hunt 	<ul style="list-style-type: none"> • Scavenger Hunt - Building shot composition and shooting skills.
October	<ul style="list-style-type: none"> • Camera Shots and Angles • Basic Editing • 	<ul style="list-style-type: none"> • "A Day In the Life Of" <ul style="list-style-type: none"> ◦ Student will be able to work on editing and storyboarding skills
November	<ul style="list-style-type: none"> • Camera Shots and Angles • Basic Editing • Script Writing and Editing 	<ul style="list-style-type: none"> • PSA/60 Second Commercial Students will write topical scripts and continue to build editing skills
December	<ul style="list-style-type: none"> • Script Writing and Editing 	<ul style="list-style-type: none"> • PSA/60 Second Commercial
January	<ul style="list-style-type: none"> • Script Writing and Editing 	<ul style="list-style-type: none"> • PSA/60 Second Commercial
February	<ul style="list-style-type: none"> • Editing • Interview Style and Techniques 	<ul style="list-style-type: none"> • Student-to-Student Interviews
March	<ul style="list-style-type: none"> • Editing • Interview Style and Techniques 	<ul style="list-style-type: none"> • Student-to-Student Interviews • Outside Interviews
April	<ul style="list-style-type: none"> • Editing • Interview Style and Techniques 	<ul style="list-style-type: none"> • Outside Interviews
May	<ul style="list-style-type: none"> • Music Video History, Business 	<ul style="list-style-type: none"> • Music Video Production • Capstone Projects
June	<ul style="list-style-type: none"> • Music Video Editing 	<ul style="list-style-type: none"> • Music Video Production • Capstone Projects

Unit 1

**History of Radio & Television: Milestones & Advances
Camera Operation & Technique – A Day In The Life Of**

Summary and Rationale

Radio/TV Broadcast Technology allows students to acquire knowledge and apply skills in the media pathway of radio and television production. This unit will cover the ever-changing history of audio and video production as well as explore the most important events, breakthroughs, trends, and developments in the radio and video production industries.

This course will enable the student to experience and learn team cooperation and individual responsibility for projects, with the realities and responsibilities of day-to-day television studio/field production. Students will develop production skills at each crew position through hands-on experience.

Students will work collaboratively on projects designed to introduce them to the camera and its accessories through a video scavenger hunt, and “A Day in the Life Video.”

Students will be introduced to scriptwriting, storyboarding and editing to help complete their mini-projects. In mini-production groups, students will develop storyboards and scripts while working together on editing as well as technical aspects to support the skills being taught.

Recommended Pacing

8 weeks

Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
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9.3 Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways

9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
Pathway: A/V Technology & Film (AR-AV)	
9.3.12.AR-AV.3	Demonstrate technical support skill for audio, video, and/or film productions.
9.3.12.AR-AV.4	Design an audio, video, and/or film production.
Pathway: Journalism & Broadcasting (AR-JB)	
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
Interdisciplinary Connections	
English Language Arts - Writing	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Camera composition and framing is important in conveying meaning. ● The physical placement of a camera will change the perspective of both the subject and the audience. ● The order of events in a film will affect the continuity of the film or video. ● Exposure and focus are elements that are important to meaning and need to be manipulated by the camera operator. ● Tripods are helpful in composing a shot, not just steadying a camera. ● Planning is essential in the form of a storyboard and script ● A series of shots can be edited to tell a story. 	<ul style="list-style-type: none"> ● How can you change a stories' meaning by changing only the placement of objects in a frame? ● How does the camera's placement affect your perception of an object? ● What is the Rule of thirds and how is it useful? ● How does lighting affect the composition of a shot? ● What functions of a camera are adjusted for every shot? ● What role do a script and storyboard play in the planning of video production? ● How can editing help tell a story?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Camera angles, shots, and movements ● Rule of thirds shot composition ● How are Storyboards used? ● How can Editing tell a story 	

- Putting together a coherent two column script with audio and video
- Production preparation- Storyboard, Script and shot selections
- Student-Produced Video demonstrating the skills of video production and editing.

Objectives (SLO)

Students will know:

- Camera shots, angles, and movements
- Putting together a storyboard that gives a visual representation of your story
- Using a Two-Column Script for articulating your story.
- Basics of editing, setting up a project, importing material, basic editing, and exporting final work.

Students will be able to:

- Set up, record, and upload content from their cameras.
- Put together a storyboard.
- Write a coherent script based on the storyboard
- Convert, upload, and edit content into a sequential story.
- Demonstrate proper studio camera techniques
- Troubleshoot technical problems during live production.

Suggested Resources/Technology Tools

- Studio and classroom cameras
- Tripods and accessories
- Premiere Pro Editing
- Adobe Suite (Photoshop, Audition, After Effects)
- Empire of the Air-Ken Burns
- YouTube tutorials
- Cybercollege.com

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 2	
Script Formation & Editing – PSA/60 Second Commercial	
Summary and Rationale	
<p>A Public Service Announcement or Public Service Ad (PSA), is a message in the public interest disseminated without charge, with the objective of raising awareness, changing public attitudes and behavior towards a social issue. Sixty-second commercials will introduce students to demographics, marketing and persuasion. The “How To Video” will have students following a step-by-step process demonstrating how to complete a task using video skills and directions. Topics include universal themes, fact-checking and organization. More advanced editing skills using titles as well as audio in Adobe Premiere Pro will be explored and implemented throughout the unit.</p>	
Recommended Pacing	
12 Weeks	
Standards	
9.2 Career Awareness, Exploration, and Preparation	
Strand C: Career Preparation	
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.3 Career and Technical Education	
Career Cluster: Arts, A/V Technology & Communications (AR)	
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
Pathway: A/V Technology & Film (AR-AV)	
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-AV.4	Design an audio, video and/or film production.
Pathway: Journalism & Broadcasting (AR-JB)	
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
Interdisciplinary Connections	
English Language Arts - Speaking & Listening	
SL.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
English Language Arts - Writing	
W.12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.
Instructional Focus	
Enduring Understandings:	
<ul style="list-style-type: none"> ● Collaboration with production team members will determine the effectiveness of the final outcome. ● Research and script planning during production ● People respond to messages in different ways. ● Humor, drama/conflict, and surprise/shock are universal experiences. ● An audience retains more information when it is short and concise. ● Text can be used effectively in brief presentations. ● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. 	Essential Questions:
	<ul style="list-style-type: none"> ● How does research enhance the PSA and commercial? ● How does age, gender, or socioeconomic class affect the way we perceive a message? ● How does one use common emotions to elicit a reaction from an audience? ● How can one effectively convey an important concept in a brief commercial? ● Does one better retain information by reading it or by hearing it? ● How can editing make your project appealing? ● At what point is a work considered "complete"?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Articulation of Message/ Script Writing Concepts/ Rubric ● Produce a PSA using Adobe Premiere Pro that addresses a social issue, which is important to a specific age group. 	

- Recognize and use images that provoke the desired emotion. Develop a commercial that evokes a “call to action”.
- Research factual information on a topic and analyze sources of information.
- Compose titles in Adobe Premiere Pro that fit the tone and message.
- Align titles using the safe title margins.

Objectives (SLO)

Students will know:

- How to articulate a Message through Script Writing Concepts
- How to produce a PSA using Premiere Pro that addresses a social issue, which is important to a specific age group.
- How to recognize and use images that provoke the desired emotion. Develop a commercial that evokes a “call to action”
- Research factual information on a topic and analyze sources of information.
- Compose titles in Premiere Pro that fit the tone and message.
- Align titles using the safe title margins.

Students will be able to:

- Exhibit interpersonal and decision-making skills
- Execute white balance camera operation
- Create lower-third graphics
- Demonstrate proper camera techniques in while shooting PSA’s and demonstration video
- Demonstrate script command, sequencing, and pacing expression in the editing process.

Suggested Resources/Technology Tools

- Internet
- Youtube tutorials
- Web-Based instruction using cybercollege.com and Social Issue research
- Studio and classroom cameras, tripods and accessories
- Premiere Pro Editing
- Adobe Suite (Photoshop, After Effects)

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance

- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

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- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
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Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 3

Editing the Interview

Summary and Rationale

Radio/TV Broadcast Technology allows students to acquire knowledge and apply skills in the media pathway with an emphasis on interviewing guests and subjects for the purpose of informing, engaging and gathering insight while digging deeper to tell someone’s story

In mini-production groups, students will develop questions and do research when interviewing a subject. They in turn will develop scripts and design technical aspects using one of several different interview styles to make interviewing a subject both interesting and entertaining.

This course will enable the student to experience and learn team cooperation and individual responsibility to a project, with the realities and responsibilities of day-to-day television studio / field production. Students will develop production skills at each crew position through the hands-on exercises.

Students will take a deeper dive into Adobe Premiere Pro and its features. Students will learn how to capture footage, manipulate shots, understand the timeline and tracks and learn how the editing process is an important part of storytelling. Topics include: The Workflow, organizing media, file formats, the timeline, audio and video tracks and sound enhancement and sweetening.

Recommended Pacing

12 weeks

Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace
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9.3 Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

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Pathway: A/V Technology & Film (AR-AV)	
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3A.12.AR-AV.4	Design an audio, video and/or film production.
Pathway: Journalism & Broadcasting (AR-JB)	
9.3.12.AR-JB. 2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
Pathway: Visual Arts (AR-VIS)	
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
Interdisciplinary Connections	
English Language Arts - Writing	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Interviewing is essential to creating a complete news story. ● An interview style news package can be used in a variety of productions. ● It is important that the interviewee elaborate on any answers given. ● Interviewing techniques can be used in a variety of news packages. ● Editing can change the scope of the entire interview. 	<ul style="list-style-type: none"> ● How will you incorporate best interview practices in your productions? ● Why is it important to avoid the yes, no response in interviews? ● How can the shooting style of an interview news package vary? ● How will interview techniques be used in future news packages?
Evidence of Learning (Assessments)	

- Summarize appropriate on-camera performance skills.
- Formulate a list of production techniques for an interview news package.
- Incorporate interview techniques in a traditional news package.
- Apply proper shot composition and styles for use in editing an interview news package.
- Select an appropriate microphone for use in various styles of interviews.
- Create an interview style news package.
- Articulation of Message
- Script Writing Concepts
- Produce 45-60 second interview segments which highlight different accomplishments within the school community.

Objectives (SLO)

Students will know:

- How to summarize appropriate on-camera performance skills.
- How to formulate a list of production techniques for an interview news package.
- How to incorporate interview techniques in a traditional news package.
- How to apply proper shot composition and styles for use in editing an interview news package.
- How to select an appropriate microphone for use in various styles of interviews.
- How to create an interview style news package.

Students will be able to:

- Summarize appropriate on-camera performance skills.
- Formulate a list of production techniques for an interview news package.
- Incorporate interview techniques in a traditional news package.
- Apply proper shot composition and styles for use in editing an interview news package.
- Select an appropriate microphone for use in various styles of interviews.
- Create an interview style news package.

Suggested Resources/Technology Tools

- Studio and classroom cameras
- Tripods and accessories
- Adobe Suite (Photoshop, Audition, After Effects)
- Empire of the Air-Ken Burns
- YouTube tutorials
- Cybercollege.com
- TV Interview 60 minute styles
- ESPN Talk Shows
- Field Camera
- Microphone style and type
- Lighting placement and design

Modifications

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- Behavior management support
- Assignments/resources in electronic and physical format

- Break down assignments with oral directions, written directions, and visuals.
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- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
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- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
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- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 4

Television Music Industry – Music Video Creation

Summary and Rationale

Radio/TV Broadcast Technology allows students to acquire knowledge and apply skills in the media pathway of the Music Entertainment Industry. In this unit, students will have a different viewpoint, interest and focus within the world of music videos. This course allows one to focus on the unique objectives while at the same time undergoing an improvement to the “core knowledge” within the subject. This unit will outline the details of each particular step using a series of teaching tools: Video tutorials, behind the scenes photographs, written lectures and hands-on assignments. This will be a step by step foundation course to help you become a better music video director and producer. In mini-production groups, students will research business theory and design technical aspects to support music video content.

This course will enable the student to experience and learn the team cooperation and individual responsibility to project, with the realities and responsibilities of day-to-day television studio / field production. Students will develop production skills at each crew position through the hands-on exercises.

The year-long course combines theory and application in the real world experience of production. Unit 4 will create the visual hooks, conceptual ideas and hands-on application with deadlines for hitting benchmarks and entertainment music production. Students will illustrate art of professional directing techniques along with the use of non-linear video editing techniques to deliver a creative music video.

Recommended Pacing

8 weeks

Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

9.3.12.AR.1

Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.5

Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
Pathway: A/V Technology & Film (AR-AV)	
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
Pathway: Journalism & Broadcasting (AR-JB)	
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
Pathway: Performing Arts (AR-PRF)	
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
Pathway: Visual Arts (AR-VIS)	
9.3.12.AR-VIS.1	Describe the history and evolution of the visual arts and its role in and impact on society.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
Interdisciplinary Connections	
Visual and Performing Arts	
1.2.12.prof.Cn11b	Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Demonstrate the ability to work in a studio and on location environments. 	<ul style="list-style-type: none"> Why are music videos essential to the media? How can a music video affect a generation?

<ul style="list-style-type: none"> ● Show the ability to work in a full production environment from the beginning planning stages to the end critique. ● Understand the history of the music video. ● Identify how the music video can have an effect on social and pop culture. ● Preproduction, production, and post-production of a full video production to music ● Understand the importance of working in a group or crew in a cohesive and organized manner. 	<ul style="list-style-type: none"> ● How did music videos start and how have they changed over time? ● How has the advancement in media changed the style and way videos are viewed?
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Evidence of Learning (Assessments)

<ul style="list-style-type: none"> ● Articulation of Message ● Production Planning ● Music Industry Assessment ● Identifying and displaying different lighting, movement and keyframing techniques ● Crew position: Execution meeting Criteria Corner/Application of Skills ● Camera Assessment Rubric- Utilization of multiple camera angles ● Demonstrate Continuity and Edit Workflow ● Student Produced and Directed Music Video (Criteria Rubric) ● Execution of pre-production, production, and post-production components (Rubric Based)
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Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● Career opportunities in the Music Industry ● Music Video Evolution(MTV, Michael Jackson, Madonna, TiK ToK, Instagram YouTube) ● Copyright Laws/Record Labels legalities ● How to find right collaborators in forming creative production group ● Natural Lighting and illumination techniques affecting storytelling ● Shooting Agenda composition ● Editing Style composition ● Multicam editing techniques 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Work in production groups ● Plan a full production ● Create Storyboards ● Create Shot Lists ● Demonstrate the safe use of studio and field equipment during a production ● Show proper use of Premiere Pro editing equipment ● Critique class music videos ● Further knowledge base on camera techniques ● Further knowledge base on editing techniques and function ● Make Color Corrections ● Render Final Output
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Suggested Resources/Technology Tools

<ul style="list-style-type: none"> ● Field Camera ● iPhones ● Adobe Premiere Pro ● Adobe Audition ● Online apps ● Internet/YouTube tutorials ● Tik Tok ● Instagram
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- Previous student produced music video
- MTV Archives
- Research different genres of music

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.