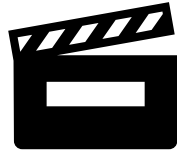# RIVER DELL REGIONAL SCHOOL DISTRICT

Content: Visual & Performance Arts
Course: Advance Media Production
Alignment: 2020 NJSLS
BOE Born Date: September 2022

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# Introduction

Advanced Media Production is a full year hands-on course designed to offer students experience in advanced media production. Students will work on assigned and independent projects. Drawing on their acquired knowledge, students will write, produce, and direct their own projects. Advanced Media Production will prepare students for a career in television, but also will give them skills they may use in other businesses or in an entrepreneurial context. Teamwork, Cooperative Learning, problem-solving, goal setting, evaluative research and time management are part of Television Production and are all 21st Century skills. Using state-of-the-art video and editing equipment, students will also work on creating projects that may be posted on the classes YouTube channel and may air on the town's public access channel.

Prerequisite: Students must have completed TV/Media III Production and recommended by course instructor.

## Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

## Vision

TV/Media courses provide the opportunity to develop knowledge and understanding on how Television and Media is created. TV/Media explores varies elements of television, film, media and video production and recognition of production vocabulary. TV/Media offers students the ability to work hands-on to create media while offering valuable life lessons that will be used beyond TV/Media class.

## Scope and Sequence
Overall:
Unit 1: Advance Equipment Use (4 weeks)
Unit 2: Advance Shot Composition (4 weeks)
Unit 3: Advance Story (8 weeks)
Unit 4: Pre-Production (8 months/2-6 weeks per project)
Unit 5: Production (8 months/2-6 weeks per project)
Unit 6: Post-Production (8 months/2-6 weeks per project)

TV/Media is offered in four levels: Introduction to TV Production, TV/Media II, TV/Media III and Advanced Media Production (AMP).  Each year's course expands and builds on the knowledge obtained in the previous year. This basic knowledge and appreciation of how media is produced has become elements of good citizenship in an era when informed evaluations of media productions through new technologies is critical. There is an additional TV/Media elective offered, Sports and News Broadcast Journalism, which can be taken any year after completing Introduction to TV Production. It can be taken at the same time as TV/Media II, TV/Media III, or Advance Media Production (AMP). It expands on knowledge learned in Introduction to TV Production as well as explores a different medium of video production which is Sports and News broadcasting.

# Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

# New Jersey Administrative Code Summary and Statues:

*The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.*

Integration of 21st Century Skills and Themes and Interdisciplinary Connections
District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.
1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first Century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):
- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*
Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

## Unit 1 – Advance Equipment Use

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| **Core Ideas** | TV/Media students have the opportunity to utilize varies types of equipment during production.<br>Understanding how to properly utilize and handle the equipment is essential.<br>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.<br>Developing and refining techniques and models or steps needed to create products. |
| **Essential Questions** | • What are the essential parts of a camera and how do they work?<br>• What different options do we have when shooting image?<br>• How do we troubleshoot minor problems with a camera?<br>• How does shot choice affect the production?<br>• How are creativity and innovation developed within and through media arts productions?<br>• How do media artists use various tools and techniques? |
| **Enduring Understanding** | Understanding the proper care and operation of a camera is integral to the creation of quality video productions. Media artists require a range of skills and abilities to creatively solve problems. |
| **Practice** | Integrate |
| **Performance Expectations** | Students will be able to:<br>• Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.<br>• Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.<br>• Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.<br>• Demonstrate the skillful adaptation and combination of tools, styles, and techniques to achieve specific expressive goals in the production of a variety of media artworks.<br>• Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.<br>• Demonstrate the use of basic tools and equipment used in audio, video, and film production.<br>• Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.<br>• Demonstrate technical support skills for audio, video and/or film productions.<br>• Design an audio, video and/or film production. |

| NJ Standards | Student Learning Objectives | Suggested Tasks/Activities | Resources/Materials |
|---|---|---|---|
| 1.2.12prof.Pr5.a<br>1.2.12prof.Pr5.c<br>1.2.12acc.Pr5.a<br>1.2.12acc.Pr5.c<br>1.2.12adv.Pr5.a<br>1.2.12adv.Pr5.c<br>9.3.12.AR-AV.3<br>9.3.12.AR-AV.4 | Students will be able to:<br>• Troubleshoot camera issues.<br>• Properly handle and care for camera.<br>• Identify situations where a tripod is needed.<br>• Successfully transfer clips from the camera to the computer. | • Practical Test<br>• Benchmark<br>• 6-Lines Project<br>• Tutorial Videos<br>• 3 or 5 Shot Project<br>• Highlight Video | • Camera<br>• Tripod<br>• SD Card<br>• SD Card Reader<br>• Sign-out sheet<br>• Batteries<br>• Chargers<br>• Tripod Plates<br>• Connection Cables<br>• Desktop Computers<br>• Microphones<br>• Lighting<br>• Camera Kit |
| **Key Vocabulary** | Camera, Tripod, Tripod Plates, SD Card, SD Card Reader, Battery, Charger, Camera Bag, Lens, White Balance, Focus, Menu, Settings, Leveling, Sign-Out Sheet/Protocol, Connection Cables, Desktop Computers, File Explorer, Computer Drives, Aperture, ISO, Shutter Speed, F-Stop, Removable Lens, Lighting, Color Temperature, Rack Focus, DSLR | | |

| Evidence of Learning | Proficient | Accomplished | Advanced |
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| | • Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.<br><br>• Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks. | • Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.<br><br>• Demonstrate the skillful adaptation and combination of tools, styles, and techniques to achieve specific expressive goals in the production of a variety of media artworks. | • Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.<br><br>• Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks |

| Interdisciplinary Connections | Art/Photography – Students will follow camera composition rules while filming their shots.<br>Theater – Students will use acting skills to perform during the filming of their project.<br>Technology – Students will use technology, cameras, and equipment to film the project. |
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| Diversity, Equity, & Inclusion | • Analyze the decision creators make to reveal information within media.<br>• Evaluate media sources for point of view, bias, and motivations.<br>• Compare embedded values and points of view in media.<br>• Use their media platform to portray messages with important meaning, diversity, equality, and inclusion. |
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| Career Readiness, Life Literacies, and Key Skills | 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.<br>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.<br>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.<br>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.<br>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and Media. |
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| Computer Science and Design Thinking | 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br>8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade‐offs and constraints, and document the process through drawings that include data and materials. |
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| Social Emotional Learning | • Learn about having empathy for classmates/groupmates.<br>• Practice self-awareness to assist in their ability to recognize one's emotions and values as well as one's strengths and challenges.<br>• Learn how to form and foster positive relationships and working teams.<br>• Participate in check-ins, team building, mindfulness, safe spaces, discussions, show-and-tell.<br>• Learn to establish and maintain healthy and rewarding relationships with diverse individuals and groups.<br>• Practice communicating clearly, listening well, and cooperating with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.<br>• Practice making constructive choices about personal behavior and social interactions. |
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| Differentiation | | | |
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| Resources/Materials | ELL (English Language Learners) | Special Education | At Risk | Enrichment |

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| | • Provide translated notes and key vocabulary terms<br>• Provide images of key vocabulary terms and concepts<br>• Word banks<br>• Bilingual dictionaries<br>• Assistive translator technology<br>• Sentence frames<br>• Simplified notes<br>• Reduced homework<br>• Simplified word problems<br>• Graphic organizers<br>• Matched sentences or procedures with pictures<br>• Alternative presentation options<br>• 1-2 sentence short responses<br>• Shortened written assignments<br>• Modified tests<br>• Provide notes when student request<br>• Reduce project workload<br>• Short summaries | • Display reminders<br>• Checklist of materials and tasks (printed out or digitally accessible)<br>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)<br>• Assistive technology (dictation, immersive reader, etc...)<br>• Flash cards<br>• Teacher notes<br>• Graphic organizer<br>• Clear parameters and student workspace<br>• Timer to monitor task and duration<br>• Study guides<br>• Guided notes<br>• Choices for alternative assignments<br>• Students are asked to come for extra help to review/retake assessment and homework assignments<br>• Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Visual cues or signs<br>• Rephrase of questions and directions<br>• Partner or group work on skill development Assistance by instructional videos or curated videos online | • Students are asked to come for extra help to review/retake assessment and homework assignments<br>• Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Scaffolding assignments<br>• Chunking of materials<br>• Allow for errors<br>• Pre-teach materials<br>• Supply teacher demo<br>• Rephrase of questions and directions<br>• Visual cues or signs<br>• Small group assistance or collaboration<br>• Partner or group work on skill development<br>• Assistance by instructional videos or curated videos online<br>• Guide with options for student goal setting<br>• Use of timer or a clock to monitor time of student activity<br>• Setting short term goals for long term projects into manageable units.<br>• Additional teacher-provided tutorials. | • Provide students with extra problem sets that challenge and involve higher level thinking<br>• Inquiry lead discussions and activities<br>• More complex tasks and projects<br>• Higher level questioning and techniques<br>• Student demoing and explanation<br>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress<br>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs<br>• Use multiple approaches to accelerate learning within and outside of the school setting<br>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting<br>• Use individualized learning options such as mentorships, internships, online courses, and independent study<br>• Additional activities will be given for the students to explore<br>• More advance camera settings |

## Unit 2 – Advance Shot Composition

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| **Core Ideas** | Fundamentally and artistically set-up a camera shot.<br>Create more visually appealing camera shots. |
| **Essential Questions** | • How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality?<br>• How do media artists improve/refine their work?<br>• How are complex media arts experiences constructed?<br>• At what point is a work considered "complete"?<br>• How are creativity and innovation developed within and through media arts productions?<br>• How do media artists use various tools and techniques? |
| **Enduring Understanding** | The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. Media artists require a range of skills and abilities to creatively solve problems. |
| **Practice** | Construct<br>Practice<br>Integrate |
| **Performance Expectations** | Students will be able to:<br>• Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.<br>• Demonstrate an understanding of media art principles through a selection of tools and production processes.<br>• Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.<br>• Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.<br>• Synthesize various arts, media arts forms and academic content into unified media arts.<br>• Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.<br>• Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.<br>• Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.<br>• Demonstrate the use of basic tools and equipment used in audio, video, and film production.<br>• Demonstrate technical support skills for audio, video and/or film productions. |

| NJ Standards | Student Learning Objectives | Suggested Tasks/Activities | Resources/Materials |
|---|---|---|---|
| 1.2.12prof.Cr3.b<br>1.2.12acc.Cr3.b<br>1.2.12adv.Cr3.b<br>1.2.12acc.Pr4.a<br>1.2.12adv.Pr4a<br>1.2.12prof.Pr5.b<br>1.2.12acc.Pr5.b<br>1.2.12adv.Pr5.b<br>9.3.12.AR-AV.2<br>9.3.12.AR-AV.3 | Students will be able to:<br>• Understand how to properly set-up a camera shot.<br>• What does each camera shot mean to the viewer?<br>• How and why putting two or more shots in an edit that matters to the viewer.<br>• Interact with the camera and its settings<br>• Begin the process of video production<br>• Compare and contrast filming in different locations and how it effects your audio and video<br>• Employ knowledge and skills learned | • Storyboard<br>• Shot List<br>• Video Tutorial<br>• Shot Scavenger Hunt<br>• 3 or 5 Shot<br>• Short Scene Assignment | • Camera<br>• Tripod<br>• SD Card<br>• SD Card Reader<br>• Sign-out sheet<br>• Batteries<br>• Chargers<br>• Tripod Plates<br>• Connection Cables<br>• Desktop Computers |

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| | • Time Management<br>• Producing a Video Project<br>• Problem Solving<br>• Employ knowledge and skills learned<br>• Demonstrate terminology<br>• Recognize and describe terminology |

| **Key Vocabulary** | Rule of Thirds, 180 Degree Rule, Lead Room, Head Room, Two-Shot, Over the Shoulder Shot, POV Shot (point of view), Extreme Close-Up, Close-Up, Medium Close-Up, Medium Shot, Medium-Wide Shot, Wide Shot, Extreme Wide Shot, Establishing Shot, Pan, Tilt, Zoom, Dolly, Track |

| **Evidence of Learning** | Proficient | Accomplished | Advanced |
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| | • Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.<br><br>• Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.<br><br>• Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions. | • Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.<br><br>• Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.<br><br>• Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions. | • Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.<br><br>• Synthesize various arts, media arts forms and academic content into unified media arts.<br><br>• Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. |

| **Interdisciplinary Connections** | Art/Photography – Students will follow camera composition rules while filming their shots.<br>Theater – Students will use acting skills to perform during the filming of their project.<br>Technology – Students will use technology, cameras, and equipment to film the project. |
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| **Diversity, Equity, & Inclusion** | • Analyze the decision creators make to reveal information within media.<br>• Evaluate media sources for point of view, bias, and motivations.<br>• Compare embedded values and points of view in media.<br>• Use their media platform to portray messages with important meaning, diversity, equality, and inclusion. |
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| **Career Readiness, Life Literacies, and Key Skills** | 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.<br>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.<br>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.<br>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.<br>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and Media. |
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| **Computer Science and Design Thinking** | 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br>8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade‐offs and constraints, and document the process through drawings that include data and materials. |
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| **Social Emotional Learning** | • Learn about having empathy for classmates/groupmates.<br>• Practice self-awareness to assist in their ability to recognize one's emotions and values as well as one's strengths and challenges.<br>• Learn how to form and foster positive relationships and working teams.<br>• Participate in check-ins, team building, mindfulness, safe spaces, discussions, show-and-tell.<br>• Learn to establish and maintain healthy and rewarding relationships with diverse individuals and groups.<br>• Practice communicating clearly, listening well, and cooperating with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.<br>• Practice making constructive choices about personal behavior and social interactions. |
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| Resources/Materials | Differentiation | | | |
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| | **ELL (English Language Learners)** | **Special Education** | **At Risk** | **Enrichment** |
| | • Provide translated notes and key vocabulary terms<br>• Provide images of key vocabulary terms and concepts<br>• Word banks<br>• Bilingual dictionaries<br>• Assistive translator technology<br>• Sentence frames<br>• Simplified notes<br>• Reduced homework<br>• Simplified word problems<br>• Graphic organizers<br>• Matched sentences or procedures with pictures<br>• Alternative presentation options<br>• 1-2 sentence short responses<br>• Shortened written assignments<br>• Modified tests<br>• Provide notes when student request<br>• Reduce project workload<br>• Short summaries | • Display reminders<br>• Checklist of materials and tasks (printed out or digitally accessible)<br>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)<br>• Assistive technology (dictation, immersive reader, etc...)<br>• Flash cards<br>• Teacher notes<br>• Graphic organizer<br>• Clear parameters and student workspace<br>• Timer to monitor task and duration<br>• Study guides<br>• Guided notes<br>• Choices for alternative assignments<br>• Students are asked to come for extra help to review/retake assessment and homework assignments<br>• Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Visual cues or signs<br>• Rephrase of questions and directions<br>• Partner or group work on skill development Assistance by instructional videos or curated videos online | • Students are asked to come for extra help to review/retake assessment and homework assignments<br>• Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Scaffolding assignments<br>• Chunking of materials<br>• Allow for errors<br>• Pre-teach materials<br>• Supply teacher demo<br>• Rephrase of questions and directions<br>• Visual cues or signs<br>• Small group assistance or collaboration<br>• Partner or group work on skill development<br>• Assistance by instructional videos or curated videos online<br>• Guide with options for student goal setting<br>• Use of timer or a clock to monitor time of student activity<br>• Setting short term goals for long term projects into manageable units.<br>• Additional teacher-provided tutorials. | • Provide students with extra problem sets that challenge and involve higher level thinking<br>• Inquiry lead discussions and activities<br>• More complex tasks and projects<br>• Higher level questioning and techniques<br>• Student demoing and explanation<br>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress<br>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs<br>• Use multiple approaches to accelerate learning within and outside of the school setting<br>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting<br>• Use individualized learning options such as mentorships, internships, online courses, and independent study<br>• Additional activities will be given for the students to explore<br>• More advance camera settings |

## Unit 3 – Advance Story

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| **Core Ideas** | Develop and understand the intermediate structure of creating a story idea. Redefining the three acts of a story structure. |
| **Essential Questions** | <ul><li>What is a story?</li><li>What are the parts of a story?</li><li>How do we begin developing a story?</li><li>How does the targeted audience effect how we choose the story?</li><li>What are the types of stories? (Fiction, non-fiction)</li><li>How do we choose which type is appropriate for our story?</li><li>What camera, lighting, and audio elements best help us convey a message?</li><li>How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality?</li><li>How do media artists improve/refine their work?</li></ul> |
| **Enduring Understanding** | Effectively building a story requires preparation and planning. The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. |
| **Practice** | Construct |
| **Performance Expectations** | Students will be able to:<ul><li>Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.</li><li>Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.</li><li>Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.</li><li>Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.</li><li>Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.</li><li>Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.</li><li>Demonstrate technical support skills for audio, video and/or film productions.</li><li>Design an audio, video and/or film production.</li><li>Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field.</li></ul> |

| NJ Standards | Student Learning Objectives | Suggested Tasks/Activities | Resources/Materials |
|---|---|---|---|
| 1.2.12prof.Cr3.a<br>1.2.12acc.Cr3.a<br>1.2.12adv.Cr3.a<br>1.2.12prof.Cr1.a<br>1.2.12acc.Cr1.a<br>1.2.12adv.Cr1.a<br>9.3.12.AR-AV.3<br>9.3.12.AR-AV.4<br>9.4.12.C.(2).2 | Students will be able to:<ul><li>Collaboration</li><li>Planning</li><li>Employ knowledge and skills learned.</li><li>Demonstrate terminology.</li><li>Recognize and describe vocabulary.</li><li>Time management</li><li>Problem solving</li></ul> | <ul><li>Treatment Plan</li><li>Storyboard</li><li>Shot List</li><li>Story Analysis</li><li>Film Review</li><li>Short Review</li><li>Beat Sheets</li><li>Story Pitch</li><li>Short Film</li><li>Silent Film</li><li>Scene Project Breakdown</li><li>One Shot</li><li>Scriptwriting</li><li>RDTV Video Project</li></ul> | Writing Worksheets and Examples<ul><li>Desktop Computers</li><li>Movie Examples</li><li>Short Examples</li><li>Scripts</li><li>Storyboards</li><li>Treatments Plans</li><li>Camera</li><li>Microphone</li><li>Lighting</li><li>SD Card and SD Card Reader</li><li>Green Screen</li><li>Non-Linear Editing Software</li><li>Streaming Subscriptions</li><li>Script and Story Rubric</li></ul> |

| Key Vocabulary | Beat Sheet, Protagonist, Antagonist, Storyline, Story Arch, Character Wants, Character Needs, Plot, Tone, Inciting Incident, Theme, Goal, Urgency, Stakes, Acts, Setting, Genre, False Victory, Conflict, Midpoint, Opening Image, Set-Up, Theme Stated, Catalyst, Debate, Break Into Two, B Story, The Promise of the Premise, Bad Guys Close In, All is Lost, Dark Night of the Soul, Break Into Three, Finale, Final Image | | |
|---|---|---|---|
| **Evidence of Learning** | Proficient | Accomplished | Advanced |
| | • Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. <br><br> • Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes | • Apply ideas with deliberate choices in organization, integrating content and stylistic conventions. <br><br> • Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth. | • Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization. <br><br> • Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions. |

| **Interdisciplinary Connections** | English – Students will use their writing skills to create scripts and dialogue. Students will also do peer review and editing. <br> Art/Photography – Students will follow camera composition rules when picking what shots they will use during the planning of project. <br> Theater – Students will use acting skills to perform during the filming of their project. <br> Technology – Students will use technology, cameras, and equipment to film the project. Students will use technology to complete the editing of their projects. Students will use computers and editing software to complete their projects. They will use digital content and websites to download additional resources needed. |
|---|---|
| **Diversity, Equity, & Inclusion** | • Analyze the decision creators make to reveal information within media. <br> • Evaluate media sources for point of view, bias, and motivations. <br> • Compare embedded values and points of view in media. <br> • Use their media platform to portray messages with important meaning, diversity, equality, and inclusion. |
| **Career Readiness, Life Literacies, and Key Skills** | 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. <br> 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. <br> 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience. <br> 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations. <br> 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and Media. |
| **Computer Science and Design Thinking** | 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. <br> 8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials. |
| **Social Emotional Learning** | • Learn about having empathy for classmates/groupmates. <br> • Practice self-awareness to assist in their ability to recognize one's emotions and values as well as one's strengths and challenges. <br> • Learn how to form and foster positive relationships and working teams. <br> • Participate in check-ins, team building, mindfulness, safe spaces, discussions, show-and-tell. <br> • Learn to establish and maintain healthy and rewarding relationships with diverse individuals and groups. <br> • Practice communicating clearly, listening well, and cooperating with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed. <br> • Practice making constructive choices about personal behavior and social interactions. |

| **Differentiation** | | | |
|---|---|---|---|
| **Resources/Materials** | **ELL (English Language Learners)** | **Special Education** | **At Risk** | **Enrichment** |

| | | | |
|---|---|---|---|
| • Provide translated notes and key vocabulary terms<br>• Provide images of key vocabulary terms and concepts<br>• Word banks<br>• Bilingual dictionaries<br>• Assistive translator technology<br>• Sentence frames<br>• Simplified notes<br>• Reduced homework<br>• Simplified word problems<br>• Graphic organizers<br>• Matched sentences or procedures with pictures<br>• Alternative presentation options<br>• 1-2 sentence short responses<br>• Shortened written assignments<br>• Modified tests<br>• Provide notes when student request<br>• Reduce project workload<br>• Short summaries | • Display reminders<br>• Checklist of materials and tasks (printed out or digitally accessible)<br>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)<br>• Assistive technology (dictation, immersive reader, etc...)<br>• Flash cards<br>• Teacher notes<br>• Graphic organizer<br>• Clear parameters and student workspace<br>• Timer to monitor task and duration<br>• Study guides<br>• Guided notes<br>• Choices for alternative assignments<br>• Students are asked to come for extra help to review/retake assessment and homework assignments<br>• Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Visual cues or signs<br>• Rephrase of questions and directions<br>• Partner or group work on skill development Assistance by instructional videos or curated videos online | • Students are asked to come for extra help to review/retake assessment and homework assignments<br>• Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Scaffolding assignments<br>• Chunking of materials<br>• Allow for errors<br>• Pre-teach materials<br>• Supply teacher demo<br>• Rephrase of questions and directions<br>• Visual cues or signs<br>• Small group assistance or collaboration<br>• Partner or group work on skill development<br>• Assistance by instructional videos or curated videos online<br>• Guide with options for student goal setting<br>• Use of timer or a clock to monitor time of student activity<br>• Setting short term goals for long term projects into manageable units.<br>• Additional teacher-provided tutorials. | • Provide students with extra problem sets that challenge and involve higher level thinking<br>• Inquiry lead discussions and activities<br>• More complex tasks and projects<br>• Higher level questioning and techniques<br>• Student demoing and explanation<br>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress<br>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs<br>• Use multiple approaches to accelerate learning within and outside of the school setting<br>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting<br>• Use individualized learning options such as mentorships, internships, online courses, and independent study<br>• Additional activities will be given for the students to explore<br>• More advance camera settings |

The foundation of all productions will follow the three stages of production: pre-production, production, and post-production. Each production that students complete will require the following of these next three units to be utilized.

## Unit 4 – Pre-Production

| Core Ideas | Generating and conceptualizing ideas.<br>Organizing and developing ideas |
|---|---|
| Essential Questions | • How do media artists generate ideas and formulate artistic intent?<br>• How does collaboration expand and affect the creative process?<br>• How do media artists work?<br>• How do media artists and designers determine whether a particular direction in their work would be effective?<br>• How do media artists learn from trial and error? |
| Enduring Understanding | Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How can creative risks be encouraged? Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning. |
| Practice | Conceive<br>Develop |
| Performance Expectations | Students will be able to:<br>• Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.<br>• Organize and design artistic ideas for media arts productions.<br>• Critique plans, prototypes and production processes considering purposeful and expressive intent.<br>• Organize and design artistic ideas for media arts productions.<br>• Critique plans, prototypes and production processes considering purposeful and expressive intent.<br>• Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.<br>• Demonstrate technical support skills for audio, video and/or film productions.<br>• Design an audio, video and/or film production.<br>• Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field. |

| NJ Standards | Student Learning Objectives | Suggested Tasks/Activities | Resources/Materials |
|---|---|---|---|
| 1.2.12prof.Cr1.a<br>1.2.12prof.Cr1.b<br>1.2.12prof.Cr1.c<br>1.2.12prof.Cr2.a<br>1.2.12prof.Cr2.b<br>1.2.12acc.Cr1.a<br>1.2.12acc.Cr1.b<br>1.2.12acc.Cr1.c<br>1.2.12acc.Cr2.a<br>1.2.12acc.Cr2.b<br>1.2.12acc.Pr4<br>1.2.12adv.Cr1.a<br>1.2.12adv.Cr1.b<br>1.2.12adv.Cr1.c<br>1.2.12adv.Cr2.a<br>1.2.12adv.Cr2.b<br>1.2.12adv.Pr4<br>9.3.12.AR-AV.2<br>9.3.12.AR-AV.3<br>9.3.12.AR-AV.4 | Students will be able to:<br>• Collaborate with classmates.<br>• Write a script.<br>• Create a shot list.<br>• Draw a storyboard.<br>• Employ knowledge and skills learned.<br>• Demonstrate terminology.<br>• Recognize and describe vocabulary.<br>• Time management.<br>• Problem solving. | • Pitching<br>• Treatment Plan<br>• Storyboard<br>• Scriptwriting<br>• Shot List<br>• Scheduling<br>• PSA<br>• Commercial<br>• Music Video<br>• Silent Film<br>• Movie Trailer<br>• Family Tree<br>• Cooking Show<br>• About Me<br>• Short Film<br>• Yesterday Project<br>• Open Project<br>• Short Scene | • StudioBinder.com/Storyboard Worksheet<br>• Treatment Plan Worksheet<br>• Shot List Template<br>• Script Template<br>• Various Online Video Tutorial Libraries<br>• Various Stock Media Websites<br>• Pre-Production Rubric |

| 9.4.12.C.(2).2 | | | | |
|---|---|---|---|---|
| | | • RDTV Video Project<br>• 3 or 5 Shot Assignment<br>• This is my School<br>• Soundtrack Interpretation<br>• TV Studio Segment<br>• Stock Footage<br>• A Day in the Life<br>• Box Project<br>• Open Project<br>• Podcast<br>• Short Film<br>• RD in 3<br>• Interviews | | |

| Key Vocabulary | Treatment, Script, Storyboard, Shot List, Shooting Schedule, Pan, Tilt, Zoom, Dolly, Extreme Close-Up, Close-Up, Medium Close-Up, Medium Shot, Medium Wide Shot, Wide Shot, Extreme Wide Shot, Establishing Shot, 180 Degree Rule, Rule of Thirds, Shot Composition, Headroom, Over the Shoulder, Point of View, Low Angle Shot, High Angle Shot, Inferior Shot, Superior Shot, Bird's Eye Shot |
|---|---|

| Evidence of Learning | Proficient | Accomplished | Advanced |
|---|---|---|---|
| | • Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.<br><br>• Organize and design artistic ideas for media arts productions.<br><br>• Critique plans, prototypes and production processes considering purposeful and expressive intent.<br><br>• Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.<br><br>• Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.<br><br>• Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design. | • Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.<br><br>• Organize and design artistic ideas for media arts productions.<br><br>• Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.<br><br>• Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.<br><br>• Demonstrate an understanding of media art principles through a selection of tools and production processes.<br><br>• Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions. | • Fluently integrate generative methods, aesthetic principles, and innovative thinking to form original ideas and solutions.<br><br>• Fluently integrate a sophisticated personal aesthetic for media arts productions.<br><br>• Knowledge of systems, prototypes, and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.<br><br>• Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.<br><br>• Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.<br><br>• Synthesize various arts, media arts forms and academic content into unified media arts. |

| Interdisciplinary Connections | English – Students will use their writing skills to create scripts and dialogue. Students will also do peer review and editing.<br>Art/Photography – Students will follow camera composition rules when picking what shots they will use during the planning of project.<br>Art/Fine Art/Drawing – Students will use their drawing and design skills to complete the storyboards and artistically draw and plan their shots. |
|---|---|

| Diversity, Equity, & Inclusion | • Analyze the decision creators make to reveal information within media.<br>• Evaluate media sources for point of view, bias, and motivations.<br>• Compare embedded values and points of view in media.<br>• Use their media platform to portray messages with important meaning, diversity, equality, and inclusion. |
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|---|---|
| **Career Readiness, Life Literacies, and Key Skills** | 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.<br>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.<br>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.<br>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.<br>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and Media. |
| **Computer Science and Design Thinking** | 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br>8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade‐offs and constraints, and document the process through drawings that include data and materials. |
| **Social Emotional Learning** | • Learn about having empathy for classmates/groupmates.<br>• Practice self-awareness to assist in their ability to recognize one's emotions and values as well as one's strengths and challenges.<br>• Learn how to form and foster positive relationships and working teams.<br>• Participate in check-ins, team building, mindfulness, safe spaces, discussions, show-and-tell.<br>• Learn to establish and maintain healthy and rewarding relationships with diverse individuals and groups.<br>• Practice communicating clearly, listening well, and cooperating with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.<br>• Practice making constructive choices about personal behavior and social interactions. |

## Differentiation

| Resources/Materials | ELL<br>(English Language Learners) | Special Education | At Risk | Enrichment |
|---|---|---|---|---|
| | • Provide translated notes and key vocabulary terms<br>• Provide images of key vocabulary terms and concepts<br>• Word banks<br>• Bilingual dictionaries<br>• Assistive translator technology<br>• Sentence frames<br>• Simplified notes<br>• Reduced homework<br>• Simplified word problems<br>• Graphic organizers<br>• Matched sentences or procedures with pictures<br>• Alternative presentation options<br>• 1-2 sentence short responses<br>• Shortened written assignments<br>• Modified tests<br>• Provide notes when student request<br>• Reduce project workload<br>• Short summaries | • Display reminders<br>• Checklist of materials and tasks (printed out or digitally accessible)<br>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)<br>• Assistive technology (dictation, immersive reader, etc...)<br>• Flash cards<br>• Teacher notes<br>• Graphic organizer<br>• Clear parameters and student workspace<br>• Timer to monitor task and duration<br>• Study guides<br>• Guided notes<br>• Choices for alternative assignments<br>• Students are asked to come for extra help to review/retake assessment and homework assignments | • Students are asked to come for extra help to review/retake assessment and homework assignments<br>• Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Scaffolding assignments<br>• Chunking of materials<br>• Allow for errors<br>• Pre-teach materials<br>• Supply teacher demo<br>• Rephrase of questions and directions<br>• Visual cues or signs<br>• Small group assistance or collaboration<br>• Partner or group work on skill development<br>• Assistance by instructional videos or curated videos online | • Provide students with extra problem sets that challenge and involve higher level thinking<br>• Inquiry lead discussions and activities<br>• More complex tasks and projects<br>• Higher level questioning and techniques<br>• Student demoing and explanation<br>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress<br>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs<br>• Use multiple approaches to accelerate learning within and outside of the school setting<br>• Use enrichment options to extend and deepen learning |

| | | | | |
|---|---|---|---|---|
| | | • Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Visual cues or signs<br>• Rephrase of questions and directions<br>• Partner or group work on skill development Assistance by instructional videos or curated videos online | • Guide with options for student goal setting<br>• Use of timer or a clock to monitor time of student activity<br>• Setting short term goals for long term projects into manageable units.<br>• Additional teacher-provided tutorials. | opportunities within and outside of the school setting<br>• Use individualized learning options such as mentorships, internships, online courses, and independent study<br>• Additional activities will be given for the students to explore<br>• More advance camera settings |

# Unit 5 – Production

| | |
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| **Core Ideas** | Refining and completing work. Developing and refining techniques and models or steps needed to create products.<br>Perceiving and analyzing products.<br>Applying criteria to evaluate artistic products. |
| **Essential Questions** | How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality?<br>How do media artists improve/refine their work?<br>How are creativity and innovation developed within and through media arts productions?<br>How do media artists use various tools and techniques? |
| **Enduring Understanding** | The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. Media artists require a range of skills and abilities to creatively solve problems. |
| **Practice** | Construct<br>Integrate |
| **Performance Expectations** | Students will be able to:<br>• Organize and design artistic ideas for media arts productions.<br>• Critique plans, prototypes and production processes considering purposeful and expressive intent.<br>• Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.<br>• Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.<br>• Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.<br>• Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.<br>• Demonstrate the use of basic tools and equipment used in audio, video, and film production.<br>• Demonstrate technical support skills for audio, video and/or film productions.<br>• Design an audio, video and/or film production.<br>• Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway. |

| NJ Standards | Student Learning Objectives | Suggested Tasks/Activities | Resources/Materials |
|---|---|---|---|
| 1.2.12prof.Cr2.a<br>1.2.12prof.Cr2.b<br>1.2.12prof.Cr3.a<br>1.2.12prof.Cr3.b<br>1.2.12prof.Pr5.a<br>1.2.12prof.Pr5.b.<br>1.2.12prof.Pr5.c<br>1.2.12acc.Cr2.a<br>1.2.12acc.Cr2.b<br>1.2.12acc.Cr3.a<br>1.2.12acc.Cr3.b<br>1.2.12acc.Pr5.a<br>1.2.12acc.Pr5.b.<br>1.2.12acc.Pr5.c<br>1.2.12adv.Cr2.a<br>1.2.12adv.Cr2.b<br>1.2.12adv.Cr3.a<br>1.2.12adv.Cr3.b<br>1.2.12adv.Pr5.a<br>1.2.12adv.Pr5.b. | Students will be able to:<br>• Properly frame and film their shots.<br>• Follow your shot list and storyboard to film your scene.<br>• Utilize pre-production planning.<br>• Employ knowledge and skills learned.<br>• Demonstrate terminology.<br>• Recognize and describe vocabulary.<br>• Time management.<br>• Problem solving. | • Filming<br>• Gathering elements<br>• Creating Audio files<br>• File organization<br>• PSA<br>• Commercial<br>• Music Video<br>• Silent Film<br>• Movie Trailer<br>• Family Tree<br>• Cooking Show<br>• About Me<br>• Short Film<br>• Yesterday Project<br>• Open Project<br>• Short Scene<br>• RDTV Video Project<br>• 3 or 5 Shot Assignment | • Camera<br>• Tripod<br>• Microphone<br>• Lighting Kit<br>• Green Screen<br>• SD Card and SD Card Reader<br>• Props/Costumes<br>• Headphones<br>• Various Online Video Tutorial Libraries<br>• Various Stock Media Websites<br>• Production Rubric |

| | | | |
|---|---|---|---|
| 1.2.12adv.Pr5.c<br>9.3.12.AR-AV.2<br>9.3.12.AR-AV.3<br>9.3.12.AR-AV.4<br>9.4.12.C.(1).3<br>9.4.12.C.(1).4 | | • This is my School<br>• Soundtrack Interpretation<br>• TV Studio Segment<br>• Stock Footage<br>• A Day in the Life<br>• Box Project<br>• Open Project<br>• Podcast<br>• Short Film<br>• RD in 3<br>• Interviews | |

| **Key Vocabulary** | Action, Team marker, Set, Studio, Treatment, Script, Storyboard, Shot List, Shooting Schedule, Pan, Tilt, Zoom, Dolly, Extreme Close-Up, Close-Up, Medium Close-Up, Medium Shot, Medium Wide Shot, Wide Shot, Extreme Wide Shot, Establishing Shot, 180 Degree Rule, Rule of Thirds, Shot Composition, Headroom, Over the Shoulder, Point of View, Low Angle Shot, High Angle Shot, Inferior Shot, Superior Shot, Bird's Eye Shot |
|---|---|

| **Evidence of Learning** | Proficient | Accomplished | Advanced |
|---|---|---|---|
| | • Organize and design artistic ideas for media arts productions.<br><br>• Critique plans, prototypes and production processes considering purposeful and expressive intent.<br><br>• Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.<br><br>• Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.<br><br>• Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artwork<br><br>• Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.<br><br>• Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks. | • Organize and design artistic ideas for media arts productions.<br><br>• Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.<br><br>• Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.<br><br>• Demonstrate an understanding of media art principles through a selection of tools and production processes.<br><br>• Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.<br><br>• Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.<br><br>• Demonstrate the skillful adaptation and combination of tools, styles, and techniques to achieve specific expressive goals in the production of a variety of media artworks. | • Fluently integrate a sophisticated personal aesthetic for media arts productions.<br><br>• Knowledge of systems, prototypes, and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.<br><br>• Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.<br><br>• Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.<br><br>• Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.<br><br>• Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.<br><br>• Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. |

| **Interdisciplinary Connections** | English – Students will use their writing skills to create scripts and dialogue. Students will read their scripts and interpret their lines.<br>Art/Photography – Students will follow camera composition rules while filming their shots.<br>Theater – Students will use acting skills to perform during the filming of their project. |
|---|---|

| | Technology – Students will use technology, cameras, and equipment to film the project. | | | |
|---|---|---|---|---|
| **Diversity, Equity, & Inclusion** | • Analyze the decision creators make to reveal information within media.<br>• Evaluate media sources for point of view, bias, and motivations.<br>• Compare embedded values and points of view in media.<br>• Use their media platform to portray messages with important meaning, diversity, equality, and inclusion. | | | |
| **Career Readiness, Life Literacies, and Key Skills** | 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.<br>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.<br>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.<br>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.<br>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and Media. | | | |
| **Computer Science and Design Thinking** | 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br>8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade‑offs and constraints, and document the process through drawings that include data and materials. | | | |
| **Social Emotional Learning** | • Learn about having empathy for classmates/groupmates.<br>• Practice self-awareness to assist in their ability to recognize one's emotions and values as well as one's strengths and challenges.<br>• Learn how to form and foster positive relationships and working teams.<br>• Participate in check-ins, team building, mindfulness, safe spaces, discussions, show-and-tell.<br>• Learn to establish and maintain healthy and rewarding relationships with diverse individuals and groups.<br>• Practice communicating clearly, listening well, and cooperating with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.<br>• Practice making constructive choices about personal behavior and social interactions. | | | |

## Differentiation

| **Resources/Materials** | **ELL (English Language Learners)** | **Special Education** | **At Risk** | **Enrichment** |
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| | • Provide translated notes and key vocabulary terms<br>• Provide images of key vocabulary terms and concepts<br>• Word banks<br>• Bilingual dictionaries<br>• Assistive translator technology<br>• Sentence frames<br>• Simplified notes<br>• Reduced homework<br>• Simplified word problems<br>• Graphic organizers<br>• Matched sentences or procedures with pictures<br>• Alternative presentation options<br>• 1-2 sentence short responses<br>• Shortened written assignments<br>• Modified tests<br>• Provide notes when student request<br>• Reduce project workload | • Display reminders<br>• Checklist of materials and tasks (printed out or digitally accessible)<br>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)<br>• Assistive technology (dictation, immersive reader, etc...)<br>• Flash cards<br>• Teacher notes<br>• Graphic organizer<br>• Clear parameters and student workspace<br>• Timer to monitor task and duration<br>• Study guides<br>• Guided notes<br>• Choices for alternative assignments<br>• Students are asked to come for extra help to review/retake assessment and homework assignments | • Students are asked to come for extra help to review/retake assessment and homework assignments<br>• Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Scaffolding assignments<br>• Chunking of materials<br>• Allow for errors<br>• Pre-teach materials<br>• Supply teacher demo<br>• Rephrase of questions and directions<br>• Visual cues or signs<br>• Small group assistance or collaboration<br>• Partner or group work on skill development | • Provide students with extra problem sets that challenge and involve higher level thinking<br>• Inquiry lead discussions and activities<br>• More complex tasks and projects<br>• Higher level questioning and techniques<br>• Student demoing and explanation<br>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress<br>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs |

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| | • Short summaries | • Students are allowed time and a half on assessments<br>• Provide the student with frequent check-ins during class-time work<br>• Visual cues or signs<br>• Rephrase of questions and directions<br>• Partner or group work on skill development Assistance by instructional videos or curated videos online | • Assistance by instructional videos or curated videos online<br>• Guide with options for student goal setting<br>• Use of timer or a clock to monitor time of student activity<br>• Setting short term goals for long term projects into manageable units.<br>• Additional teacher-provided tutorials. | • Use multiple approaches to accelerate learning within and outside of the school setting<br>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting<br>• Use individualized learning options such as mentorships, internships, online courses, and independent study<br>• Additional activities will be given for the students to explore |

## Unit 6 – Post-Production

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| **Core Ideas** | Developing and refining techniques and models or steps needed to create products.<br>Conveying meaning through art. |
| **Essential Questions** | • How are creativity and innovation developed within and through media arts productions?<br>• How do media artists use various tools and techniques?<br>• How does time, place, audience, and context affect presenting or performing choices for media artworks?<br>• How can presenting or sharing media artworks in a public format help a media artist learn and grow?<br>• Why do various venues exist for presenting, sharing, or distributing media artworks?<br>• How do we analyze and react to media artworks?<br>• How do media artworks function to convey meaning and influence audience experience?<br>• How and why do we value and judge media artworks?<br>• When and how should we evaluate and critique media artworks to improve them?<br>• How is a personal preference different from an evaluation? |
| **Enduring Understanding** | Media artists require a range of skills and abilities to creatively solve problems. Media artists present, share, and distribute media artworks through various social, cultural, and political contexts. Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks. |
| **Practice** | Integrate<br>Present<br>Perceive<br>Evaluate<br>Relate |
| **Performance Expectations** | Students will be able to:<br>• Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.<br>• Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.<br>• Demonstrate adaptation and innovation through the combination of tools, techniques, and content to communicate intent in the production of media artworks.<br>• Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.<br>• Evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, such as benefits to self and others.<br>• Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.<br>• Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.<br>• Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., such as social trends, power, equality, personal/cultural identity).<br>• 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.<br>• Demonstrate the use of basic tools and equipment used in audio, video, and film production.<br>• Demonstrate technical support skills for audio, video and/or film productions.<br>• Design an audio, video and/or film production.<br>• Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.<br>• Edit audio and video productions to demonstrate basic production system skills.<br>• Design an audio-video production to acquire an understanding of the entire production process. |

| NJ Standards | Student Learning Objectives | Suggested Tasks/Activities | Resources/Materials |
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| | Students will be able to: | | |
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| 1.2.12prof.Pr5.a<br>1.2.12prof.Pr5.b<br>1.2.12prof.Pr5.c<br>1.2.12prof.Pr6.a.<br>1.2.12prof.Pr6.b<br>1.2.12prof.Re7.a<br>1.2.12prof.Re9.a<br>1.2.12prof.Cn11.a<br>1.2.12prof.Cn11.b<br>1.2.12acc.Pr5.a<br>1.2.12acc.Pr5.b<br>1.2.12acc.Pr5.c<br>1.2.12acc.Pr6.a.<br>1.2.12acc.Pr6.b<br>1.2.12acc.Re7.a<br>1.2.12acc.Re9.a<br>1.2.12acc.Cn11.a<br>1.2.12acc.Cn11.b<br>1.2.12adv.Pr5.a<br>1.2.12adv.Pr5.b<br>1.2.12adv.Pr5.c<br>1.2.12adv.Pr6.a.<br>1.2.12adv.Pr6.b<br>1.2.12adv.Re7.a<br>1.2.12adv.Re9.a<br>1.2.12adv.Cn11.a<br>1.2.12adv.Cn11.b<br>9.3.12.AR-AV.2<br>9.3.12.AR-AV.3<br>9.3.12.AR-AV.4.<br>9.4.12.C.(1).3<br>9.4.12.C.(1).4<br>9.4.12.C.(1).5<br>9.4.12.C.(1).6 | • Showcase editing skills.<br>• Utilize pre-production planning.<br>• Employ knowledge and skills learned.<br>• Create graphics and effects, if needed<br>• Demonstrate terminology.<br>• Recognize and describe vocabulary.<br>• Time management.<br>• Problem solving. | • Editing<br>• Special Effects<br>• Titles/Graphics<br>• Finalization:<br>• PSA<br>• Commercial<br>• Music Video<br>• Silent Film<br>• Movie Trailer<br>• Family Tree<br>• Cooking Show<br>• About Me<br>• Short Film<br>• Yesterday Project<br>• Open Project<br>• Short Scene<br>• RDTV Video Project<br>• 3 or 5 Shot Assignment<br>• This is my School<br>• Soundtrack Interpretation<br>• TV Studio Segment<br>• Stock Footage<br>• A Day in the Life<br>• Box Project<br>• Open Project<br>• Podcast<br>• Short Film<br>• RD in 3<br>• Interviews | • Computer<br>• Editing Software<br>• Headphones<br>• Various Online Video Tutorial Libraries<br>• Various Stock Media Websites<br>• Post-Production Rubric<br>• Reflection Rubric |

| Key Vocabulary | Jump-Cut, Edit, Title, Key Frame, Graphics, Audio Gain, Timeline, Effects, J-Cut, L-Cut, Dissolve, Fade, Export, Import, Format, Sequence, Non-Linear Editing, Treatment, Script, Storyboard, Shot List, Shooting Schedule, Pan, Tilt, Zoom, Dolly, Extreme Close-Up, Close-Up, Medium Close-Up, Medium Shot, Medium Wide Shot, Wide Shot, Extreme Wide, Shot, Establishing Shot, 180 Degree Rule, Rule of Thirds, Shot Composition, Headroom, Over the Shoulder, Point of View, Low Angle Shot, High Angle Shot, Inferior Shot, Superior Shot, Bird's Eye Shot |
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| Evidence of Learning | Proficient | Accomplished | Advanced |
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| | • Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artwork<br><br>• Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.<br><br>• Demonstrate adaptation and innovation through the combination of tools, techniques, and content | • Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.<br><br>• Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.<br><br>• Demonstrate the skillful adaptation and combination of tools, styles, and techniques to achieve specific expressive goals in the production of a variety of media artworks. | • Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.<br><br>• Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.<br><br>• Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. |

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| | to communicate intent in the production of media artworks.<br><br>• Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.<br><br>• Evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, such as benefits to self and others.<br><br>• Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.<br><br>• Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.<br><br>• Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., such as social trends, power, equality, personal/cultural identity).<br><br>• 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. | • Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.<br><br>• Evaluate the benefits and impacts at the personal, local, and social level from presenting media artworks, such as benefits to people or to a situation.<br><br>• Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.<br><br>• Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.<br><br>• Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, truth.<br><br>• Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. | • Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts.<br><br>• Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.<br><br>• Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artwork.<br><br>• Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes as well as considering complex goals and factors.<br><br>• Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.<br><br>• Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values.<br><br>• Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. |
| **Interdisciplinary Connections** | English – Students will use their writing skills to create scripts and dialogue. Students will read and follow their scripts and pre-production planning to complete the editing of the project.<br>Art/Photography – Students will follow camera composition rules while editing their shots together.<br>Technology – Students will use technology to complete the editing of their projects. Students will use computers and editing software to complete their projects. They will use digital content and websites to download additional resources needed.<br>Math – Students will use basic math skills of addition and subtraction to adjust audio during the projects. They will also use these skills to move along the time throughout the project. | | |
| **Diversity, Equity, & Inclusion** | • Analyze the decision creators make to reveal information within media.<br>• Evaluate media sources for point of view, bias, and motivations.<br>• Compare embedded values and points of view in media.<br>• Use their media platform to portray messages with important meaning, diversity, equality, and inclusion. | | |
| **Career Readiness, Life Literacies, and Key Skills** | 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.<br>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.<br>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.<br>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.<br>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and Media. | | |

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| | | • Partner or group work on skill development Assistance by instructional videos or curated videos online | • Additional teacher-provided tutorials. | |