

Digital Production

Grade: 8

Unit: 1 Pre-Production

Summary and Rationale

Every day digital media becomes more important as a means for receiving, producing, sharing, and broadcasting information. Tools and resources that were once the exclusive property of a few are now available to many more people. Tomorrow's publishers, marketing people, and community leaders will need to know how to use digital media to persuade others and tell new and effective stories. Knowledge of the rules and grammar of movie production, broadcasting, and media presentation is a new powerful literacy.

Digital Production (Half Year) - This class will incorporate a variety of different aspects of digital and multimedia technology including storyboarding, sound and audio production, video creation, and editing. The purpose of this course is to build the foundation for a future middle school television studio to create and produce school based content.

This unit will introduce the concept of storyboarding, researching, writing a script, and ethical practices. Students will use a variety of tools to organize and plan a story.

Projects will encourage students to seek out and use technology appropriately to investigate, solve problems, and communicate their findings effectively. Students will develop skills including; critical thinking skills, integrity, ethical/moral accountability, and personal responsibility as they create the scripts, and storyboards.

Recommended Pacing

ongoing: content will be addressed throughout the course

Standards

[Technology Standards 8.1](#) [Technology Standards 8.2](#)

Select and use applications effectively and productively.

8.1.8 A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8 A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
8.1.8 B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
8.1.1 C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8 D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8 D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8 D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property
8.1.8 D.4	Assess the credibility and accuracy of digital content
8.1.8 D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8 E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
8.1.8 F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.



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8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
<u>Personal Financial Literacy 9.1</u>	
9.1.8. A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8. A.4	Relate earning power to quality of life across cultures
9.1.8. A. 5	Relate how the demand for certain skills determines an individual's earning power.
<u>Career Awareness, Exploration, and Preparation 9.2</u>	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.8.7	Evaluate the impact of online activities and social media on employer decisions.
<u>Career and Technical Education 9.3</u>	
9.3.12.AR-TEL.1	Demonstrate the use of telecommunications terminology, tools and test equipment.
9.3.12.AR-PRT-2	Demonstrate the production of various print, multimedia or digital media products.
<u>Career Ready Practices</u>	
CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7.	Employ valid and reliable research strategies.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9.	Model integrity, ethical leadership and effective management.
CRP10.	Plan education and career paths aligned to personal goals.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.
<u>Interdisciplinary Connections (LA) ?</u>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
<u>Enduring Understandings</u>	
Storyboarding and scriptwriting is a process which precedes video production, the information collected is transferred into a message that can be communicated and shared with the world.	
<u>Essential Questions</u>	
<ul style="list-style-type: none"> ● How does a storyboard help in the planning of a digital production? ● What is the purpose of research in script writing? ● How do the camera angles help tell the story? 	
<u>Evidence of Learning (Assessments)</u>	
May include but is not limited to:	



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- video production on “a day in the life of an “X”
- commercial
- public service announcement

Objectives

Students will know:

- how to identify the different types of digital production vehicles and define the characteristics of each
- how to create a storyboard with directions for camera angle, script, props, etc.
- how to collaborate in a team to develop an end-product.
- how to identify the different types of camera angles used in video productions.

Students will be able to:

- demonstrate the ability to create a storyboard.
- apply cybersafety rules within a video production
- understand how the sequence of frames in a storyboard affects the story the frames are conveying.
- work collaboratively to translate a written story into a visual one.
- develop a video production idea and present it to an audience.
- critique a video production
- use research and writing skills to create a storyboard

Integration

Technology Integration

Projects will encourage students to seek out and use technology appropriately to investigate, solve problems, and communicate their findings effectively.
Students will develop skills including; critical thinking skills, integrity, ethical/moral accountability, and personal responsibility as they create the storyboards.

Writing Integration

Competencies

Suggested Resources

- <http://www.scoop.it/t/just-story-it>
- <http://www.storyboardthat.com/>
- http://connect.issaquah.wednet.edu/middle/pacificcascade/staff/ms_gehles_site/video_production_7th8th_grade/default.aspx
- <http://www.polk-fl.net/staff/technology/itvteachers/documents/curriculum/6-8-Lesson1-Storyboard.pdf>
- [Storyboarding video](#)
- <http://www.rutherfordschools.org/curriculum-guides/business-educationcomputer-education/>
- <http://www.apple.com/education/docs/Apple-Moviemakingcurriculum.pdf>
- <http://www.hohokus.org/hohokus/Teacher%20Web%20Pages/Ms.%20Schoenfelder/TV%20Studio/>
- http://kidsvid.4teachers.org/nav_pages/teaching.shtml



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- <https://www.bcps.org/offices/lis/tvprog/televisionstudio.html>
- <https://www.cteonline.org/curriculum/outline/video-production-model/z6VxhG>

Digital Production

Grade: 8

Unit: 2 Production

Summary and Rationale

Every day digital media becomes more important as a means for receiving, producing, sharing, and broadcasting information. Tools and resources that were once the exclusive property of a few are now available to many more people. Tomorrow's publishers, marketing people, and community leaders will need to know how to use digital media to persuade others and tell new and effective stories. Knowledge of the rules and grammar of movie production, broadcasting, and media presentation is a new powerful literacy.

Digital Production (Half Year) - This class will incorporate a variety of different aspects of digital and multimedia technology including storyboarding, sound and audio production, video creation, and editing. The purpose of this course is to build the foundation for a future middle school television studio to create and produce school based content.

The objective of this unit is to teach students about the finer workings of producing live and taped video productions using a variety of camera angles, as well as audio and visual equipment. Students will learn to use video recording devices and related sound and lighting equipment. Green screen technology will be incorporated.

Recommended Pacing

ongoing: content will be addressed throughout the course

Standards

[Personal Financial Literacy 9.1](#)

9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.4	Relate earning power to quality of life across cultures
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.

[Career Awareness, Exploration, and Preparation 9.2](#)

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.8.7	Evaluate the impact of online activities and social media on employer decisions.

[Career and Technical Education 9.3](#)

9.3.12.A.R5.	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
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[Technology Standards 8.1](#) [Technology Standards 8.2](#)

8.1.8.B.1	Synthesize and publish information about a local or global issue or event.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.



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8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuses.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative commons to an original work.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range activity and within different careers where they are used.
Career Ready Practices	
CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7.	Employ valid and reliable research strategies.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9.	Model integrity, ethical leadership and effective management.
CRP10.	Plan education and career paths aligned to personal goals.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<ul style="list-style-type: none"> ● Camera angles can change the messages, ideas, and emotions behind a video production. ● Understanding how to use a video camera to shoot high quality, creative, and well-composed shots will create a more meaningful and professional product. ● How filmmakers compose their shots determines how well a production communicates its images to the viewer. 	
Essential Question	
<ul style="list-style-type: none"> ● How can we use different camera angles to tell a story? ● Why is it important to understand the connection between audio, video and graphics in presenting a point of view? ● Do different production formats require different approaches? ● How can teams work together to reach a goal? ● What are the various crew roles on a video production and how do they interact to create a unified product? 	
Evidence of Learning (Assessments)	
May include but is not limited to:	



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- video scavenger hunt
- production incorporating and correctly using camera angles.

Objectives

Students will know:

- how to capture digital audio and video clips.
- how to create original audio, video, animation and three dimensional products.
- how to apply cybersafety rules when producing content.
- the various crew roles & jobs required to produce a video production.
- how to use a video camera to create interesting, creative, and meaningful shots using basic camera angles.
- how to use lighting to create different moods and feels.
- how sound works and how it is recorded, and the laws about using other people's music.

Students will be able to:

- demonstrate the basic fundamentals of camera setup and operation.
- capture digital audio and video clips
- understand concepts of composition, perspective and point-of-view when shooting video
- identify and implement a variety of camera shots, perspectives, and movements in digital production
- work as a partner in a team to create an approved video
- fulfill a variety of production crew roles within one broadcast
- complete an assignment within a given timeframe
- produce live and taped video productions
- use iMovie to create and edit video content for production

Integration

Technology Integration

Projects will encourage students to seek out and use technology appropriately to investigate, solve problems, and communicate their findings effectively. Students will develop skills including; critical thinking skills, integrity, ethical/moral accountability, and personal responsibility as they plan and implement shots

Writing Integration

Competencies

Suggested Resources

- <https://sites.google.com/a/csdm.k12.mi.us/marabeas/8th-grade-video-production>
- [Camera Shots and Tricks](#)
- <http://www.apple.com/education/docs/Apple-Moviemakingcurriculum.pdf> (lessons 3-5)
- <https://www.bcps.org/offices/lis/tvprog/televisionstudio.html>
- http://www.freotech4teachers.com/2014/09/sources-of-free-sound-effects-and-music.html#.V2WoxD_7LKA