BA Video Production 12

District Name: Kamloops/Thompson

District Number: 73

Developed by: Loyd Bishop

Date Developed: January 19, 2005

School Name: Clearwater Secondary School

Principal's Name: Mr. Richard Kienlein

Board/Authority Approval Date: 2005/05/30

Board/Authority Signature:

Course Name: Video Production 12

Grade Level of Course: 12
Number of Course Credits: 4

Number of Hours of Instruction: 120

Pre-requisites: Video Production 11

Special Training, Facilities or Equipment Required: Digital Video Cameras, Computer-based video editing systems, DVD and CD production programs and equipment, Computer-based Music design and production programs. The teacher will need experience in using all these programs, as well as a general knowledge of computer technology and maintenance. Some experience with the Television/Film industry would be helpful.

4. Course Synopsis:

Video Production 12 is an extension of Video Production 11, in which students further develop proficiency in all technical areas. They may focus on particular areas of digital editing or other creation programs according to interest or assignment.

Students may be expected to take a leadership role if they are in a class with Video Production 11 students, and to help students in other courses who wish to present projects in Video form.

Students will complete a number of projects, generally of a higher level of complexity than those in Video Production 11. A very high level of self-responsibility is expected from Video Production 12 students.

Depending on whether this course is timetabled along with Grade 11/12 Business Computing courses, the students will to some degree be involved in maintaining business records, making business decisions, and producing business documents as required by the Video Program.

Learning Outcomes are grouped under the Curriculum Organizers of Technical Skills, Artistic Development, Social Responsibility, Business Skills, and Analysis/Evaluation, with heavy weighting being given to the first two.

Assessment will be on-going through a variety of teacher- and student-initiated evaluation processes. The course promotes a "professional" approach by students to the achievement of their goals.

5. Rationale:

This course has been developed for students who wish to further the skills learned in Video Production 11, and are seriously interested in pursuing media technology, as a career. The course provides for development of a high level of proficiency in camera operation, and in-depth exploration and use of more complex editing techniques.

Students will have opportunities to develop project proposals for a number of purposes, including personal, school, and community oriented, and follow these to completion. Through the entire project process, students are expected to exercise a high degree of self-responsibility and adherence to the expectations of the course.

Following the premise that teaching is one of the best ways of learning, VP12 students will have opportunities to use their skills to help other students learn, particularly if a class contains Video Production 11 students. Students may use video skills to help themselves and others gain credit in other courses, such as Art, Social Studies, and P.E.

Students will be asked to share in the analysis, evaluation and assessment of their own and others' work

Video Production 12 students may be required to upgrade or add to the work of past classes, especially in regard to contracts with the wider community.

6. Organizational Structure:

Topic	Title	Time
1	Exploration	15 hours
2	Pre-Production	15 hours
3	Production	40 hours
4	Post-Production	40 hours
5	Analysis, Evaluation	10 hours
	Total	**120 hours**

7. Topic Descriptions, Curriculum Organizers, Learning Outcomes:

These topics and the hours attached to them are reflective of the total amount of time given throughout the course. In most class situations and activities, more than one topic is being applied. Direct instruction on any single topic would take up a small amount of the total given to that topic. In the following sections, the words video, film, and movie may be used interchangably.

Topic 1: Exploration   Time: 15 hours

Students will review all the technology they encountered in the previous course through a process that involves group discussion and sharing, and individual and group practice. There will be little direct teacher instruction, except on equipment that may be new to them. They will continue to explore the ways in which technology and creativity can be used together to develop video projects that meet the needs of the assignments. They will be encouraged to use new techniques such as Claymation and other animation forms, and "Green Screen" projects.

Curriculum Organizer - Technical Skills

Learning Outcomes
It is expected that students will:
.   learn more complex operations of a Digital 8 and Mini-DV camera
.   apply more complex film shots (eg: pan-tilt) to achieve specific production goals
.   apply the "rule of thirds" when filming
.   learn special editing skills of timeline development and effects application
.   gain a greater knowledge of the technology involved in a video computer system
.   learn more complex applications of digital music creation and DVD design programs

Curriculum Organizer - Artistic Development

Learning Outcomes
It is expected that students will:

- use the video camera to shoot quality shots in a traditional manner to include in projects
- use the abilities of the camera to try non-traditional shots and effects
- learn how to create music for the enhancement of video projects
- apply artistic skills to the design of DVD and CD projects
- use creative thought and ideas when developing project proposals

Curriculum Organizer - Social Responsibility

Learning Outcomes
It is expected that students will:
- be able to discuss and show an understanding of the role of television in current society
- demonstrate an understanding of the power of television to manipulate societal action
- show an understanding of the role of a VP class in the school environment
- develop and display a level of positive involvement in the community through project proposals and assignments
- use and maintain equipment and work space in a safe and responsible manner

Curriculum Organizer - Business Skills

Learning Outcomes
It is expected that students will:
- gain or use knowledge of general office computer programs for business tasks
- work with a simple computer accounting program to keep financial details of projects
- gain an appreciation of the cost of technology programs in and out of school

Topic 2: Pre-Production   Time: 15 hours

Students will work in groups of various compositions to put together project proposals. Some students may also work on individual projects. They will be involved in planning, through storyboards and other methods, discussing with those involved in the project (other students, teacher, community members, etc.), gathering information from a variety of sources, and trying ideas with cameras and editing programs.

Curriculum Organizer - Technical Skills

Learning Outcomes
It is expected that students will:
- be able to readily apply skills and appropriate ideas to the project proposals
- be able to communicate in suitable vocabulary with each other and those from outside the course

Curriculum Organizer - Artistic Development

Learning Outcomes
It is expected that students will:
- use their creativity and artistic skills when developing project proposals
- try new approaches to topics that are in development
- suggest and discuss a variety of creative directions in which a project might go
- be constantly aware that Video is just another way to tell a story.

Curriculum Organizer - Social Responsibility

Learning Outcomes
It is expected that students will:
- show a willingness to produce video projects that deal with social issues, and promote discussion of those issues. These projects may come out of personal interest or assignment from the teacher
- be willing to take on projects when requested by other teachers or students in the school who wish to use video for project or archive purposes
- be able to use good personal etiquette, and act as good school ambassadors when involved with others in the planning of projects

Curriculum Organizer - Business Skills

Learning Outcomes
It is expected that students will:
- be able to identify costs in terms of finances, time, and energy when planning a project
- be able to use good business etiquette when involved with members of the community

Topic 3: Production   **Time: 40 hours**

Students will use the results of their pre-production work to gather material for editing. They will shoot video footage, analyze it, reshoot if necessary. At all times they will be conscious of the need to continue developing skills to make their final projects the best they can be. Students may need to gather non-video material such as photos, music, etc., and will be able to make decisions regarding copyright and acknowledgments for project credits.

Curriculum Organizer - Technical Skills

Learning Outcomes
It is expected that students will:
- demonstrate competent use of cameras and other equipment used in production activities
- ensure that equipment is being used safely and responsibly
- display an understanding of the different roles that are involved in a production team
- learn and employ conventions of on-location production work, including safety issues

Curriculum Organizer - Artistic Development

Learning Outcomes
It is expected that students will:
- employ their creative skills and ideas in the filming of scenes for their projects
- ensure that the artistic integrity of work is maintained throughout the production process
- use the creative skills and energies of others in filming and music design
- attempt at least one project using animation or green screen keying techniques

Curriculum Organizer - Social Responsibility

Learning Outcomes
It is expected that students will:
- behave in a socially responsible manner when filming video for project purposes
- ensure that physically and emotionally safe situations are established for production work

. demonstrate a knowledge of and respect for expectations of behaviour when filming in a particular location, whether in or out of school

Curriculum Organizer - Business Skills

Learning Outcomes
It is expected that students will:
. be able to gather necessary business information during production work
. be able to keep account of any financial considerations related to specific production work

Topic 4: Post-Production   Time: 40 hours

Students will review, capture and edit production footage into final video project form. This stage will employ all skills and knowledge gained to add video effects, create titles, add music and sound effects**.** Students will encode final projects into appropriate video formats for final production (eg: DVD, VCD, VHS, etc.). Students will also design and produce DVD menus, labels, and packaging for the final product. Students will use their knowledge of computer technology to solve simple malfunction problems. They will learn to use new systems to allow them to place PowerPoint programs and student-designed Webpages into their projects. During this stage, a great deal of analysis by the production team, the teacher, clients, etc. will take place to ensure the product is consistent with the intent of the original (or amended) project proposal**.**

Curriculum Organizer - Technical Skills

Learning Outcomes
It is expected that students will:
. be able to competently use video and audio editing programs to construct a project that meets the criteria of the proposal
. be able to use elements of the editing programs to enhance the meaning and effect of the images, and to elicit a specific set of emotional responses in a viewer
. be able to solve simple problems of technology malfunction by diagnosis and/or discussion with other students, and usually without the help of the teacher
. be able to understand and use the "home-networking" system within the class to transfer video and other files from one computer to another
. be able to use the DVD duplication equipment to design labels, burn and print DVDs of their product

Curriculum Organizer - Artistic Development

Learning Outcomes
It is expected that students will:
. utilize their creative skills in the editing process as they have in the production process
. be aware of the problem of over-use of "fancy" effects, and not confuse this with creativity
. maintain an awareness of the strength of the story as editing proceeds

Curriculum Organizer - Social Responsibility

Learning Outcomes
It is expected that students will:
. continue to present a positive and co-operative image to the school and the community when communicating issues that relate to the editing process

- be prepared to share their final products with others who may be interested in viewing them, including festivals and competitions
- be prepared to share their expertise with other schools or groups interested in developing video production programs
- maintain a respect for the work of other video students by receiving permission to share

Curriculum Organizer - Business Skills

Learning Outcomes
It is expected that students will:
- continue to maintain any financial and other records that relate to the project, or to the class operation as a whole
- use their familiarity with concepts of marketing video products, copyright, film festival and competition procedures to actively promote their projects and the school program

Topic 5: Analysis and Evaluation   Time: 10 hours

Although this topic has the smallest segment of hours allotted to it, it is important to understand that this is a continuing process that overlays all other topics and learning outcomes. Some formal discussion and instruction is given to analyzing video productions, and evaluation/assessment processes are developed with students for all activities and responsibilities.

Curriculum Organizer - Technical Skills

Learning Outcomes
It is expected that students will:
- identify, and incorporate the features of effective video, always keeping in mind the purpose of the video
- demonstrate in practical and written ways their skills in operating video production programs and equipment
- through inclusion in their storyboards, filming and editing, show that they can use a variety of shots and techniques to create effective, high quality video projects

Curriculum Organizer - Artistic Development

Learning Outcomes
It is expected that students will:
- be able to explain personal preferences related to video story telling
- be able to explain their reasons for using certain artistic techniques in particular situations
- be prepared to re-do any work that, through discussion and analysis with their peers and/or teacher, has been identified as being in need of improvement for the purpose of the project
- be able to comment on the work of other students, past and present, in a constructive way
- be able to assess the overall quality of a project in terms of the importance of "**telling the story**"

Curriculum Organizer - Social Responsibility

Learning Outcomes
It is expected that students will:
- identify ethical, moral, and legal considerations related to the production of video projects, and respond to such in a mature and responsible manner
- assess the ability of video to influence public opinion**,** and make production and post-production decisions based on that assessment
- be able to understand and respond positively to the necessity for co-operative attitudes and behaviour when working as part of a production team

. accept feedback, in whatever form it takes, from others in the school or community, in a mature and responsible manner

Curriculum Organizer - Business Skills

Learning Outcomes
It is expected that students will:
. be able to assess the financial, time and energy costs and benefits of their projects
. be able use an accounting program to complete a course-ending financial statement

8. Instructional Components:

Technical Skills

. direct instruction by teacher and peers, on group and individual basis
. guest instructors
. professional on-line tutorials (eg: Wrigley.com Adobe Premiere tutorials
. reading and discussion of program/equipment manuals
. group learning through exploration of equipment and programs
. brainstorming

Artistic Development

. viewing work of previous students
. brainstorming
. viewing commercial video of various styles
. exploring the use of effects in both camera and editing programs

Social Responsibility

. discussion of expectations for behaviour within a specific filming environment
. modelling
. brainstorming
. direct instruction by teacher and/or guests
. discussion of issues arising in the news, in the class, in the school

Business Skills

. direct instruction
. practice with accounting and other office programs (word processors, web design)

Analysis and Evaluation

. analysis of the technical and artistic components of previous students' work
. presentation of work "in progress" and in completed form
. direct feedback of project work from teacher at all stages of development

- practical quiz of students by teacher or peers
- written quiz of specific topics and skill components

9. Assessment Components:

- Cumulative grades will be given twice during the course, at mid-term, and at the end of the course. Depending on the project structure of the course, the final grade may be an averaging of the two terms, but is more likely to be weighted more heavily on the second term achievements. The grading structure will be addressed with the students early in the first term, once project structure has been established.
- At least 50% of the final grade will be based on direct evaluation of projects, from start to completion.
- 30% of the final grade will relate to direct participation in the activities of the course. Attendance at school and participating in out-of-class project work will form a part of this percentage.

Topic	Details	%
Practical Quiz	End of Exploration sections (Eg: Applying Chroma Key effects)	10
Written quiz	During Exploration of Programs/Equipment (Eg: procedure for DVD design)	10
Self/Peer-Rating Scale	for particular project assignments (Eg: Creating Point of View in Video)	20
Feedback from others	teachers/students, clients, community members (Eg: adventure tourism promotional video client)	10
Observation/Discussion	direct observance by teacher of student participation, Discussion with student while on task	20
Detailed Evaluation of Project Criteria	At Project completion	30
	Total	100

Student Performance Methods

- practical demonstration of skill
- written quizzes and short essays
- storyboards, other evidence of planning
- class discussions
- sharing learning with peers
- presentation of completed projects

10. Learning Resources:

- **Manuals (written and on-line)**

- Sony TRV 525, Sony TRV 260, Panasonic AG-DVX 100 cameras
- Adobe Premiere 6.0, 6.5, Pro video editing programs
- Adobe Encore 1.0, 1.5 DVD authoring programs
- Acid Music and Acid Pro 5 music creation programs
- Easy CD Creator
- Primo DVD burning program
- Neato Media Face label and package design/production program
- Camtasia PowerPoint recorder system

- **Wrigley.com video tutorials for Adobe Premiere and Adobe Encore**

- **Various internet articles and course tutorials on all aspects of Video Production**

  - Eg: "Editing With The Right Side of The Brain" by Charlie White

- **Books**

  - The Bare Bones Camera Course for Film and Video by Tom Schroeppel

- **Video Projects from previous years' students**

- **Guest Instructors/ Speakers**
  Eg: Owner of Riverside Adventures Rafting; Marketing Co-ordinator of T.N.R.D.