

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE TITLE: Video Production 3

CBEDS ASSIGNMENT
CODE: 2809

COURSE CODE: V0975p

GRADE LEVEL: 11-12

COURSE LENGTH: One Year

PREREQUISITE: Completion of Video 1 and 2/Advanced Communications

CREDIT: 10 credits

UC/CSU CREDIT: Meets Visual and Performing Arts “f” requirement (pending approval)

GRADUATION
REQUIREMENT: Fulfills 10 units of World Languages/Visual and Performing Arts/Career-Technical Ed. graduation requirements

STANDARDS AND
BENCHMARKS: Visual and Performing Arts: 1.0, 1.1-1.8; 2.0, 2.1-2.3; 3.0, 3.1-3.2; 4.0, 4.1-4.5; 5.0, 5.1-5.2

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE DESCRIPTION:

Video Production 3 is an advanced video studies program that draws upon the narrative techniques learned in the prior levels as well as providing an opportunity for students to enhance their craft in the following areas: non-linear editing, compositing, audio engineering, and production techniques. Students learn and practice the various aspects of production by applying the elements of art principles of design for effective visual communication of their ideas, feelings, and values. Students communicate visual ideas using production techniques, including camera operation, framing and composition, manipulations of space and time, idea development and communication, the mechanics and psychology of editing, script writing or text creation, light and sound, and impact. Students learn the historical and contemporary foundations of these media and participate in critiques.

Video Production 3 is organized around the five major Standards of the California Arts curriculum. Students will study and research film genres in order to understand the complexity of video art and its role in film history. As each standard is introduced, students will apply and practice the principles learned in that standard through a major course project. The course projects will be included in the student's cumulative portfolio.

COURSE GOALS:

Upon completion of the course, student will:

1. Apply advanced design principles to video and film techniques.
2. Create original video works using a variety of media and advanced technical processes.
3. Demonstrate knowledge of a variety of film genres and develop a portfolio that explores one genre in depth.
4. Analyze, evaluate, synthesize and respond to the intent purpose and technical proficiency of works of film and video and will be able to make sound critical judgments about the quality of video and film as artworks.

SUBJECT AREA – VISUAL & PERFORMING ARTS

TEXTBOOK MATERIALS: None

TEACHER RESOURCES: Online articles from variety of sources including SF Cutters Group, Digital Juice, Apple, Digital Cow, Atomic Learning Center.
Netflix Library of videos
Bay Area Video Coalition ongoing staff development
Video: Digital Communication 3 Production, Stinton, 2008
Final Cut Studio
Adobe Photoshop

Acalanes Union High School District
 Course Content and Performance Objectives
VIDEO PRODUCTION 3

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
Strand 1: Artistic Perception Processing, analyzing, and responding to sensory information through the language and skill unique to visual arts.					
1.0 STUDENT PERCEIVES THE WORLD IN ARTISTIC WAYS BY REFINING HIS/HER SENSORY PERCEPTIONS OF WORKS OF ART, EVENTS, OBJECTS IN NATURE, AND THE ENVIRONMENT.	N/A	1.0	N/A	Written response	10 % of class time
<u>Expert Benchmarks:</u>					
1.1 Analyzes and discusses the complex design elements in film and video; shapes/forms, space, advanced color theory implied and actual texture, scale, expressive content and real vs. virtual in video productions.		1.6			
1.2 Discusses a series of his/her original works using learned video art vocabulary to analyze the work in terms of personal direction.		1.7			
1.3 Compares two works from different film genres according to the application of design principles		1.8			
1.4 Using appropriate art vocabulary, compares how distortion is used in video to enhance the artists point of view, whether political in nature or for commercial purposes.		1.9			

Acalanes Union High School District
 Course Content and Performance Objectives
VIDEO PRODUCTION 3

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
1.5 Describes his/her use of the art elements to express mood(s) in one or more of his/her video pieces.		1.10			
1.6 Selects three video works from his/her portfolio and discusses the intent of the work and the use of media.		1.11			
1.7 Analyzes the works of a well-known director in terms of genres used and how the choice affects the director's style.		1.12			
1.8 Utilizes the vocabulary of the visual arts to express his/her observations.		1.12			

Acalanes Union High School District
 Course Content and Performance Objectives
VIDEO PRODUCTION 3

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
Strand 2: Creative Expression Creating, performing, and participating in the visual arts.					
2.0 STUDENT APPLIES ARTISTIC KNOWLEDGE AND SKILLS IN A VARIETY OF VISUAL ARTS MEDIA AND TECHNICAL PROCESSES TO COMMUNICATE MEANING AND INTENT THROUGH THE CREATION OF ORIGINAL ARTWORKS.	N/A	2.0	N/A	Performance assessment	50 % of class time
<u>Expert Benchmarks</u>					
2.1. Creates original video works of increasing complexity and with increased skills using a variety of editing processes, including newly acquired computer video editing software.		2.9			
2.2. Selects work and presents it appropriately in a video or film festival.		2.10			
2.3. Demonstrates in his/her video productions a personal style and an advanced proficiency in communication of idea, theme or genre.		2.12			

Acalanes Union High School District
 Course Content and Performance Objectives
VIDEO PRODUCTION 3

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
Strand 3: Historical and Cultural context Understanding historical contributions and cultural dimensions of the visual arts.					
3.0 STUDENT DESCRIBES AND ANALYZES THE ROLE AND DEVELOPMENT OF VIDEO ART IN PAST AND PRESENT CULTURES THROUGHOUT THE WORLD NOTING HUMAN DIVERSITY AS IT RELATES TO FILM AND VIDEO PRODUCTION.	N/A	3.0	N/A	Performance Assessment	10 % of class time
<u>Expert Benchmarks</u>					
3.1. Compares similarities and contrasts differences in the purposes of video created in selected cultures.		3.6			
3.2. Investigates and discusses universal concepts expressed in video and film from diverse cultures.		3.7			

Acalanes Union High School District
 Course Content and Performance Objectives
VIDEO PRODUCTION 3

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
Strand 4: Aesthetic valuing Responding to, analyzing, and making judgments about visual arts.					
4.0 STUDENT CONSIDERS WHY PEOPLE MAKE FILM; ANALYZES AND INTERPRETS VIDEO ART IN ORDER TO DERIVE MEANING; DEVELOP CRITERIA TO MAKE INFORMED JUDGMENTS ABOUT THE QUALITY OF HIS/HER WORK AND THE WORK OF OTHERS.	N/A	4.0	N/A	Written & Oral response	10 % of class time
<u>Expert Benchmarks</u>					
4.1 Analyzes the relationship between the producer, the director and the film.		4.6			
4.2 Compares the ways that the meaning of film and/or video has changed over time.		4.7			
4.3 Analyzes and articulates how society influences the interpretation of film and video.		4.8			
4.4 Uses criteria for making judgments and identifies the difference between preference and judgment.		4.9			
4.5 Develops a written criterion for the selection of a body of their own work (portfolio) that represents significant achievements.		4.10			

Acalanes Union High School District
 Course Content and Performance Objectives
VIDEO PRODUCTION 3

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
Strand 5: Connections, Relations, and Application Connecting and applying what is learned in the visual arts to other art forms, subject areas, and careers.					
5.0 STUDENT APPLIES WHAT THEY LEARN IN VIDEO PRODUCTION ACROSS SUBJECT AREAS AND BEYOND THE CLASSROOM; DEVELOPS VISUAL LITERACY AND COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION, AND MANAGEMENT OF TIME AND RESOURCES; LEARN ABOUT CAREERS IN AND RELATED TO VIDEO PRODUCTION.	N/A	5.0	N/A	Community projects	20 % of class time
<u>Expert Benchmarks</u>					
5.1. Investigates and reports on the essential features of future technologies that will affect video production and define the art.		5.4			
5.2. Prepares a portfolio of original video work for review by university admissions counselors and/or studio directors.		5.5			

Acalanes Union High School District
Course Content and Performance Objectives
VIDEO PRODUCTION 3

TEACHING STRATEGIES AND PROCEDURES

Direct instruction, modeling demonstrations, group discussion and presentation
Exhibitions, competitions, film festivals
Industry guest speakers
Production field trip
Mentoring
Individualized projects
Portfolio
Lighting
3-D Graphics
Community Service
Website Showcase
Mastering post production works (DVD, websites)

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.