ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – Visual and Performing Arts

COURSE TITLE: Video Production 4 Honors

GRADE LEVEL(S):   12

COURSE LENGTH: Year

PREFERRED PREVIOUS
COURSE OF STUDY: Video Production 3

CREDITS PER SEMESTER: 5

STANDARDS & BENCHMARKS: California Arts Standards for Public Schools

GRADUATION REQUIREMENT: Meets District Visual & Performing Arts graduation requirement

UC/CSU A-G DESIGNATION: Meets UC/CSU A-G requirements for Visual and Performing Arts (F) / Visual Arts

ADOPTED BY
AUHSD GOVERNING BOARD: June 4, 2025

INSTRUCTIONAL RESOURCES:

Murch, Walter. *In the Blink of an Eye*. 2nd ed., Silman-James Press, 1992.

Snyder, Blake. *Save the Cat! The Last Book on Screenwriting You'll Ever Need*. Michael Wiese Productions, 2005.

COURSE DESCRIPTION

Video Production 4 Honors is a capstone course for students enrolled in the Video Production course pathway. Students will strengthen their video production skills, including full manual control of digital cameras, an understanding of appropriate audio and lens selection, and the use of gimbals for moving shots. They will write, direct, edit, and produce narrative films shot both in and outside of class time. Students will demonstrate advanced color grading and audio engineering techniques, and they will be able to shoot for continuity, as well as complete a complex, single-take shot. Students will practice both single and multi-camera production techniques and serve as editors for long-term projects. They will develop a deep understanding of the language of cinema and the elements of production. Throughout the course, students will serve in multiple roles, including director, producer, actor, camera operator, and audio engineer. Video Production 4 Honors students will also mentor students in lower-level Video Production classes.

GRADING GUIDELINES

Production: 80%
Coursework Comprehension: 20%

COURSE CONTENT — SCOPE and SEQUENCE

Units and Standards	Core Objectives
Unit 1: Short Narrative Film California Arts Standards for Public Schools: Anchor Standards Creating ● Anchor Standard 1: Generate and conceptualize artistic ideas and work	<u>**Core Objectives**</u> ● Developing and refining a short narrative film concept and script ● Managing pre-production planning, crew roles, and logistics ● Applying filmmaking skills through collaborative production ● Editing with sound, effects, and visual enhancement ● Gathering feedback and revising the film for final screening ● Promoting, presenting, and reflecting on the completed project **Representative Assignment / Project**

- Anchor Standard 2: Organize and develop artistic ideas and work

Producing
- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation
- Anchor Standard 5: Develop and refine artistic work for presentation
- Anchor Standard 6: Convey meaning through the presentation of artistic work

Responding
- Anchor Standard 7: Perceive and analyze artistic work
- Anchor Standard 8: Interpret intent and meaning in artistic work

Connecting
- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context

Short Narrative Film: In this unit, the student applies their knowledge, understanding, and abilities with filmmaking in the production of a short, original narrative film. Students will brainstorm potential film ideas. Once selected, students will use Unit 1 skills in the pre-production process. Scripts will be produced and shared with their peers for feedback. Scripts will be refined through formal and informal assessments.

Students will be responsible for the production of the video, including the selection and management of crew, equipment, and location. Students will hold a pre-production meeting with all cast and crew to discuss the roles, responsibilities, and schedules. Students will be required to manage the following: deadlines, budgets, staffing, and equipment for the successful completion of their videos. Students will establish regular, formal and informal meetings and/or updates with their teacher to discuss the status of their film and identify any potential issues.

In post-production, the student will edit to add in such items as visual effects, foley sounds, music, non diegetic sound, voiceover, images, titles, and other appropriate items. A rough cut will be screened with selected individuals for feedback. Based on the feedback, the student will make additional revisions (which may include re-filming scenes or filming new scenes) to complete a final video. The final video will be shown to a large audience in settings such as the following: classroom, theater, or other student/public venues. Students will also engage in distribution and promotional activities for their short films, including the creation of such items as press releases, posters, and movie trailers. Students will also be encouraged to show their video at other school/District events and enter their short films into film festivals or competitions.

Students will be required to adapt to challenges and timelines in a group setting to accomplish their tasks and projects. Specific roles and responsibilities will be defined and agreed upon. Opposing views and conflict resolution strategies will be discussed and developed. Students will analyze

	and reflect on the importance of collaboration in the successes and failures of their activities.

Unit 2: Cinematography
 	
California Arts Standards for Public Schools: Anchor Standards
 	
Creating
  ● Anchor Standard 1: Generate and conceptualize artistic ideas and work
  ● Anchor Standard 2: Organize and develop artistic ideas and work
 	
Producing — Anchor Standard 5: Develop and refine artistic work for presentation
 	
Connecting — Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context
	Core Objectives
	
	  ● Understand the historical significance and principles of cinematography
	  ● Analyze the styles and impact of key cinematographers
	  ● Explore how culture and technology influence visual storytelling
	  ● Apply cinematography techniques in the creation of an original short film
	
	Representative Assignment / Project
	Cinematography: In this unit, students will learn the historic significance and the fundamental principles of cinematography as an art form. Students will learn about key cinematographers and their significant works, including their distinctive styles that were shaped by culture and technology. They will understand full manual control of cameras, lenses, the role of camera movement, and coverage for continuity of style. Students will then apply their knowledge with hands-on techniques to produce their own original short film using a combination of moving and static shots, and a variety of lens selections for different effects.

Unit 3: Film Analysis
 	
California Arts Standards for Public Schools: Anchor Standards
	Core Objectives
	  ● Analyze conflict, resolution, and character development in feature films
	  ● Understand and compare classical and contemporary cinematic conventions
	  ● Examine the 3-act structure and types of protagonist-antagonist conflict

Responding ● Anchor Standard 7: Perceive and analyze artistic work ● Anchor Standard 8: Interpret intent and meaning in artistic work ● Anchor Standard 9: Apply criteria to evaluate artistic work Connecting — Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context	**Representative Assignment / Project** **FIlm Analysis:** Students will analyze feature films with an emphasis on conflict and resolution. Students will look at the three-act structure, character arcs, and the four types of conflict resolution. Students will learn to analyze the types of conflicts between the protagonist and antagonist. Students will then learn to differentiate between classical cinema conventions and contemporary conventions, as well as consider where cinema may head next.
Unit 4: Advanced Editing Techniques California Arts Standards for Public Schools: Anchor Standards Creating — Anchor Standard 2: Organize and develop artistic ideas and work Producing ● Anchor Standard 5: Develop and refine artistic work for presentation ● Anchor Standard 6: Convey meaning through the presentation of artistic work	**Core Objectives** ● Strengthen editing skills through critical and analytical reflection ● Evaluate and revise work to better communicate artistic vision ● Apply cross-disciplinary theories and techniques to media production ● Incorporate advanced editing methods like J cuts, L cuts, and rhythm-based cuts ● Use design elements and editing choices to enhance storytelling impact **Representative Assignment / Project** **Advanced Editing Techniques:** In this unit, students will build on previously-learned editing skills. Students will apply their aesthetic valuing techniques as they approach their work critically and analytically to decide which elements to adjust in the editing process. Students will ask themselves whether their work effectively communicates their vision and what changes can be made to increase the impact of their work. Students will apply theories, artistic processes, technologies, and methodologies from within one art form to another art/media form and

Responding — Anchor Standard 8: Interpret intent and meaning in artistic work	academic discipline. Students will learn to mindfully incorporate a wide variety of advanced editing techniques to better communicate their story, including cutting to the beat of music, selecting B-roll footage that fits the theme, and the use of J cuts and L cuts. They will apply design elements and strategically choose between different types of cuts and visual effects.

Unit 5: Pitching a Film California Arts Standards for Public Schools: Anchor Standards Creating ● Anchor Standard 1: Generate and conceptualize artistic ideas and work ● Anchor Standard 2: Organize and develop artistic ideas and work Producing — Anchor Standard 6: Convey meaning through the presentation of artistic work Connecting — Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art	**Core Objectives** ● Develop a film concept and create investor-ready pitch materials ● Utilize generative AI tools for visual and promotional content ● Prepare professional materials including budget projections, return-on-investment analysis, and personal branding **Representative Assignments / Assessments / Projects** **Pitch Deck and Sizzle Reel:** Students will conceptualize a film and create documents to seek investors. They may use generative AI for portions of the look portion of their Pitch Deck and the entirety of their sizzle reel. Students will create documentation for expenses throughout the production pipeline and return-on-investment analysis. Students will work on their elevator pitch and develop their online professional presence.