

**ACALANES UNION HIGH SCHOOL DISTRICT**  
**Visual and Performing Arts**  

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**Subject Area**

**Adopted: 12/15/04**

COURSE TITLE: Video Production 2

COURSE CODE: V0914P

GRADE LEVEL: 10-12

COURSE LENGTH: Year

PREREQUISITE: Video Production 1

CREDIT: 10 credits

UC/CSU CREDIT: Meets Visual and Performing Arts "f" requirements

GRADUATION REQUIREMENT: Fulfills 10 units of Visual and Performing Arts/Foreign Language/Career Tech requirements for graduation

STANDARDS AND BENCHMARKS: Visual and Performing Arts: Expert Benchmarks 1.6-1.12, 2.9, 2.10-2.12, 3.6-3.7, 4.6-4.10, 5.4-5.5

COURSE DESCRIPTION: Video Production 2 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. Each project will require the application of sophisticated videography techniques as outlined in the arts standards. The course projects will be included in the student's cumulative portfolio.

COURSE GOALS: Students 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 and success of video and film as artworks.

TEXTBOOK MATERIALS: None

TEACHER RESOURCES: A Personal Journey with Martin Scorsese Through American Movies - film  
Final Cut Pro Manual Film Art: An Introduction, by David Bordwell and Kristin Thompson, McGraw-Hill  
Adobe Photoshop Classroom  
Making Documentaries and Reality Videos - Barry Hampe  
Professional Journals - Reading materials based on selection of genre content areas

**Acalanes Union High School District  
Course Content and Performance Objectives  
Video Production 2**

	<b>HSEE</b>	<b>Standards &amp; Benchmarks</b>	<b>Assessment</b>	<b>Timeline</b>
<p><b>Strand 1: Artistic Perception - Processing, analyzing, and responding to sensory information through the language and skill unique to visual arts.</b></p> <p><b>1.0 STUDENTS PERCEIVE THE WORLD IN ARTISTIC WAYS BY REFINING HIS/HER SENSORY PERCEPTIONS OF WORKS OF ART, EVENTS, OBJECTS IN NATURE, AND THE ENVIRONMENT.</b></p> <p><b><u>Expert Benchmarks:</u></b></p> <p>1.1 Analyze and discuss 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.</p> <p>1.2 Discuss a series of his/her original works using learned video art vocabulary to analyze the work in terms of personal direction.</p> <p>1.3 Compare two works from different film genres according to the application of design principles</p> <p>1.4 Using appropriate art vocabulary, compare how distortion is used in video to the artist's use of distortion in painting or sculpture.</p> <p>1.5 Describe his/her use of the art elements to express mood(s) in one or more of his/her video pieces.</p> <p>1.6 Select three video works from his/her portfolio and discuss the intent of the work and the use of media.</p>	N/A	<p>1.0</p> <p>1.6</p> <p>1.7</p> <p>1.8</p> <p>1.9</p> <p>1.10</p> <p>1.11</p>	<p>Constructed Response</p> <p>Personal Communication</p> <p>Constructed Response</p> <p>Personal Communication</p> <p>Personal Communication</p> <p>Personal Communication</p>	15% of class time

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	<b>HSEE</b>	<b>Standards &amp; Benchmarks</b>	<b>Assessment</b>	<b>Timeline</b>
1.7 Analyze the works of a well-known director in terms of genres used and how the choice affects the director's style.		1.12	Constructed Response	
1.8 Utilize the vocabulary of the visual arts to express his/her observations.		1.12	Personal Communication	
<b>Strand 2: Creative Expression - Creating, performing, and participating in the visual arts.</b>				
<b><u>Standard 2</u></b>				
<b>2.0 STUDENTS APPLY 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.</b>	N/A	2.0		60% of class time
<b><u>Expert Benchmarks</u></b>				
2.1. Create original video works of increasing complexity and with increased skills using a variety of editing processes.		2.9	Performance Assessment	
2.2. Select work and presents it appropriately in a video or film festival		2.10	Performance Assessment	
2.3. Demonstrate in his/her video productions a personal style and an advanced proficiency in communication of idea, theme or genre.		2.12	Performance Assessment	
<b>Strand 3: Historical and Cultural context - Understanding historical contributions and cultural dimensions of the visual arts.</b>				

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	<b>HSEE</b>	<b>Standards &amp; Benchmarks</b>	<b>Assessment</b>	<b>Timeline</b>
<p><b>3.0 STUDENTS DESCRIBE AND ANALYZE 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.</b></p> <p><u>Expert Benchmarks</u></p> <p>3.1. Compare similarities and contrast differences in the purposes of video created in selected cultures.</p> <p>3.2. Investigate and discuss universal concepts expressed in video and film from diverse cultures.</p> <p><b>Strand 4: Aesthetic valuing - Responding to, analyzing, and making judgments about visual arts.</b></p>	N/A	3.0		10% of class time
			Personal Communication	
			Constructed Response	
<p><b>4.0 STUDENTS CONSIDER WHY PEOPLE MAKE FILM; ANALYZE AND INTERPRET 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.</b></p> <p><u>Expert Benchmarks</u></p> <p>4.1 Analyze the relationship between the producer, the director and the film.</p> <p>4.2 Compare the ways that the meaning of film and/or video has changed over time.</p> <p>4.3 Analyze and articulate how society influences the interpretation of film and video.</p>	N/A	4.0		10% of class time
			Personal Communication	
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	<b>HSEE</b>	<b>Standards &amp; Benchmarks</b>	<b>Assessment</b>	<b>Timeline</b>
4.4 Use criteria for making judgments and identifies the difference between preference and judgment.		4.9	Constructed Response	
4.5 Develop a written criterion for the selection of a body of their own work (portfolio) that represents significant achievements.		4.10	Constructed Response	
<b>Strand 5: Connections, Relations, and Application - Connecting and applying what is learned in the visual arts to other art forms, subject areas, and careers.</b>				
<b>5.0 STUDENTS APPLY WHAT THEY LEARN IN VIDEO PRODUCTION ACROSS SUBJECT AREAS AND BEYOND THE CLASSROOM; DEVELOP VISUAL LITERACY AND COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION, AND MANAGEMENT OF TIME AND RESOURCES; LEARN ABOUT CAREERS IN AND RELATED TO VIDEO PRODUCTION.</b>	N/A	5.0		5% of class time
<b><u>Expert Benchmarks</u></b>				
5.1. Investigate and report on the essential features of future technologies that will affect video production and define the art.		5.4	Constructed Response	
5.2. Prepare a portfolio of original video work for review by university admissions counselors and/or studio directors.		5.5	Performance Assessment	

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**TEACHING STRATEGIES AND PROCEDURE:**

Direct instruction, modeling demonstrations, group discussion and presentation,  
Reading, annotating, outlining, storyboarding  
Script writing  
Exhibitions and competitions  
Self-directed collaborative learning

**GRADING GUIDELINES:**

Tests /Finals/Written Work	15%
Performance Projects	75%
Scripts & Storyboards	10%