

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

ART CURRICULUM

ADVANCED VIDEO & FILM GRADES 9-12

AUGUST 2019

Advanced Video & Film Grades 9-12 Course Overview

This course provides students with a visual art experience that will take place in one forty-eight-minute class period every school day for the entire year.

Starting from the strong theoretical and practical base begun in Video and Film, students will further their understanding of video production and film study. Stressing film and video as an art form, students will develop sensitivity to the nuances of movement, further understand light and exposure, and master the basic tenets of good composition in the moving image. The advanced students will continue to use a prosumer camera to script, direct, light, shoot and produce short films. Emphasis will be placed on the non-linear editing of footage from classroom and other shoots. The language of film continues to be a focus as historic and contemporary films are viewed and discussed. This advanced level course may be taken multiple times for credit and improvement of skill levels.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

This 5.0 credit full year course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)lvii for “at least 5 credits in Visual and Performing Arts” for all students who entered high school in 2010 or later.

2019 HTPS Visual Arts Curriculum Map – Advanced Video & Film Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Film Criticism & Film History	10 days	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-</p>	<p>How do films from previous decades stand the test of time and strike a chord with viewers today?</p> <p>How do directors inspire and influence other directors to change the way viewers look at film?</p> <p>How has filmmaking as a craft evolved over time?</p> <p>What significant contributions have directors made to change the medium?</p> <p>What is the difference between the</p>	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one’s technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer’s gaze, manipulate the audience’s emotions, and to convey</p>	<p>Compare and contrast stylistic approaches and signature trademarks of select films from the past to the films of today.</p> <p>Interpret directors’ themes and uses of symbolism to communicate ideas to the viewer.</p> <p>Apply knowledge of a director’s intent and creative goals to make critical judgments in relation to the filmmaking process.</p> <p>Discuss why certain current films over others have won Academy, Sundance and Cannes Film Festival awards.</p> <p>Discuss stylistic distinctions (cinematography/plot structuring) among directors.</p>	<p>Analyze and discuss directors’ themes and symbolism using teacher-designed rubric.</p> <p>Research and discuss print and online resources by major film critics.</p> <p>Identification of significant accomplishments of major film directors.</p> <p>Identify stylistic distinctions (cinematography/plot structuring) among directors.</p> <p>Write arguments to analyze the effectiveness of director’s ability to communicate ideas to the viewer.</p>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to</p>

	<p>assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the</p>	<p>craft of a work of art and its content?</p>	<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist's concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers.</p> <p>Engagement in the critique process is vital for artistic improvement.</p>	<p>Identify and comment on specific techniques, methods & visual qualities in films viewed in class that have been inspired by films by other directors.</p> <p>Be able to analyze and cite specific contributions made by film directors that have helped shape the medium.</p> <p>Read various film reviews and in writing and/or orally discuss content.</p> <p>Decide whether various film critics' perspectives on individual films are academic or opinionated/biased.</p> <p>Be able to identify exemplary utilizations of technical aspects of film production within a film and make connections in relationship to the film's content/storyline in both classic and contemporary films.</p>		<p>visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Analyze how the arts represent the changing values and ideals of society.</p>	<p>make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>
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	<p>four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>			Analyze the negative and positive contributions of controversial films.			
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2019 HTPS Visual Arts Curriculum Map – Advanced Video & Film Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Cinematography: Image Size, Camera Angle, Camera Movement, Types of Lenses</p>	<p>10 days</p>	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-</p>	<p>How does the order in which image sizes are used affect the audience’s perception of a scene?</p> <p>Why are specific image sizes used at specific moments in a film?</p> <p>How does the director’s use of camera angles and types of lenses affect the mood of the film?</p> <p>What are the emotional associations of camera angles and lenses?</p> <p>How does depth of field affect the</p>	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one’s technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer’s gaze, manipulate the audience’s emotions, and to convey</p>	<p>Identify various types of shots and image sizes, and discuss how directors incorporate various types of shots? including: ECU (extreme close up), CU (close up) , MCU (medium close-up, MS (medium shot), MLS (medium long shot), LS (long shot), ELS (extreme long shot), full shot.</p> <p>Be able to recognize patterns in the way that those shots are typically employed (i.e. most</p>	<p>Identify and discuss shots viewed in selected film clips for image size, camera angle, camera movement, depth of field, etc.</p> <p>Identify types of lenses utilized for specific types of shots.</p> <p>Analyze and discuss directors’ themes and symbolism.</p> <p>Research and discuss print and online resources by major film critics.</p> <p>Identify stylistic distinctions (cinematography/plot structuring) among directors.</p> <p>Write arguments to analyze the effectiveness of director’s ability to communicate his or her ideas to the viewer.</p>	<p>Reflect on and revise understandings as new evidence emerges.</p> <p>Consider alternative theories to interpret and evaluate evidence-based arguments.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable</p>

		<p>assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines</p>	<p>dramatic focus?</p> <p>How is camera movement used as an effective technique?</p> <p>How can camera movements be used to take the place of cuts?</p>	<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist's concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers. Engagement in the critique process is vital for artistic improvement.</p>	<p>directors start with long shots and gradually move the camera closer, etc.).</p> <p>Describe how certain image sizes can be used to intensify an actor's emotions and reactions.</p> <p>Identify the different camera angles: high angle, low angle, and eye level, and when they are employed.</p> <p>Compare, contrast, identify and comment on the different visual qualities of shots made using wide angle, telephoto, long focal</p>	<p>Using rubric, read film reviews by major film critics and respond.</p>		<p>research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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		<p>(dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>			<p>length, short focal length and fish-eye lenses.</p> <p>Know how to identify different ranges of & changes in depth of field: shallow depth of field, deep focus, and rack focus used in selected film clips.</p> <p>Analyze the director's use of angles, lenses, and image sizes to influence the way a viewer feels.</p> <p>Identify and define camera movements, including pans, tilts, zooms, dolly shots, handheld shots, aerial</p>			
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					<p>shots, crane shots, tracking shots and travelling shots.</p> <p>Use cameras, tripods and dollies to compose various discussed shots.</p> <p>List and describe the camera movements used in selected film clips.</p>			
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Composition	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 \ Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p>	<p>How can the composition of a shot intensify the dramatic focus and control the viewer’s gaze?</p> <p>How do directors incorporate various types of composition techniques?</p>	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one’s technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer’s gaze, manipulate the audience’s emotions, and to convey</p>	<p>Identify and define the following terms related to shot composition:</p> <ol style="list-style-type: none"> 1. one shot 2. two shot 3. three shot 4. POV shot 5. over the shoulder 6. triangular composition 7 diagonal arrangement 8. diagonal movement 9. composition in depth 10. rule of thirds 11. 180-degree rule 12. 30-degree rule 13. dramatic focus 14. viewer’s gaze 15. sharply defined over softly defined 16. dutch angle 	<p>Shot identification & analysis of composition techniques during viewing of selected scenes.</p> <p>Analyze and discuss directors’ themes and symbolism.</p> <p>Research and discuss print and online resources by major film critics.</p> <p>Identify stylistic distinctions (cinematography/plot structuring) among directors.</p> <p>Write arguments to analyze the effectiveness of director’s ability to communicate his or her ideas to the viewer.</p> <p>Demonstrate understanding of domain-specific terminology.</p>	<p>Reflect on and revise understandings as new evidence emerges.</p> <p>Consider alternative theories to interpret and evaluate evidence-based arguments.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality</p>		<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist's concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers. Engagement in the critique process is vital for artistic improvement.</p>	<p>Compare and contrast the different visual qualities of composition techniques utilized within individual sequences for each scene viewed.</p>			<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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		<p>as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>						
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<p>Composition Shooting Exercises & Editing Exercises (Intro to Premiere Pro, After Effects & Audition)</p>	<p>10 days</p>	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and</p>	<p>How does a “plan” influence the outcome of a movie?</p> <p>How does effective utilization of composition help to successfully communicate the director’s ideas to an audience?</p>	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one’s technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer’s gaze, manipulate the audience’s emotions, and to convey</p>	<p>Know how to make the jump from a written screenplay and still storyboard images to a finished, moving, movie project.</p> <p>Apply understanding of camera and composition techniques by making a ten-minute movie.</p> <p>Utilize video camera to:</p> <ol style="list-style-type: none"> 1. Shoot footage that reveals a variety of image sizes, camera angles and camera movements. 2. Frame shots using all composition techniques and rules of filmmaking. 	<p>Demonstrate understanding of domain-specific terminology.</p> <p>Safely use the cameras and tripods to confirm recognition and understanding of camera techniques, and shoot footage.</p> <p>Apply knowledge of all shots, techniques and rules of cinematography learned by working in small groups to complete shooting exercise.</p> <p>Demonstrate comprehension of editing software by independently editing projects</p>	<p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

	<p>interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and</p>		<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist's concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers. Engagement in the critique process is vital for artistic improvement.</p>	<p>Utilize Premiere Pro, After Effects and Audition editing software to:</p> <ol style="list-style-type: none"> 1. Import video footage into Premiere Pro. 2. Split and label video clips. 3. Assemble clips and sequences in the timeline. 4. Change clip duration. 5. Change clip properties, color and add special effects. 6. Create logo screen, titles and credits in After Effects. 7. Create multiple video layers in motion. 8. Create soundtrack audio and sound effects in Audition. 9. Export logo screens, titles, credits and video layers from motion as movie files and 	<p>on assigned computers.</p>		<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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		<p>visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>			<p>import into Premiere Pro. 10. Export soundtrack audio and sound effects from Audition as music files and import into Premiere Pro. 11. Burn film project to DVD.</p>			
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Film Project #1: Composition	35 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media</p>	<p>How does a director know when a film is complete?</p> <p>How does technology affect postproduction?</p>	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one's technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer's gaze, manipulate the audience's emotions, and to convey</p>	<p>Know how to make the jump from a written screenplay and still storyboard images to a finished, moving, movie project. Apply understanding of camera and composition techniques by making a ten minute movie.</p> <p>Utilize video camera to:</p> <ol style="list-style-type: none"> 1. Shoot footage that reveals a variety of image sizes, camera angles and camera movements. 2. Frame shots using all composition techniques and rules of film-making. <p>Utilize Premiere Pro,</p>	<p>Student self-critique of own film to identify sequences within film that need to be refined.</p> <p>Class critique of all students' films to analyze and discuss each student's utilization of composition techniques.</p>	<p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>(including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of</p>		<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist's concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers. Engagement in the critique process is vital for artistic improvement.</p>	<p>After Effects and Audition editing software to:</p> <ol style="list-style-type: none"> 1. Import video footage into Premiere Pro. 2. Split and label video clips. 3. Assemble clips and sequences in the timeline. 4. Change clip duration. 5. Change clip properties, color and add special effects. 6. Create logo screen, titles and credits in After Effects. 7. Create multiple video layers in After Effects. 8. Create soundtrack audio and sound effects in Audition. 9. Export logo screens, titles, credits and video layers from motion as movie files and import into Premiere Pro. 			<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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		<p>artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>			<p>10. Export soundtrack audio and sound effects from Audition as music files and import into Premiere Pro. 11. Burn film project to DVD.</p>			
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2019 HTPS Visual Arts Curriculum Map – Advanced Video & Film Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Lighting	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p>	How do directors use lighting to manipulate the way a viewer feels?	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one's technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer's gaze, manipulate the audience's emotions, and to convey</p>	<p>Analyze film clips to ascertain the placement of the lights used in classical three-point lighting set-ups (key, fill, and backlight).</p> <p>Identify a film's lighting style as either high key or low key.</p> <p>Know the two functions of lighting: 1) to illuminate the subject, and 2) to create mood and atmosphere.</p> <p>Know how light exposure can be manipulated to achieve desired effects, such as contrast, intensity, sharply defined over</p>	<p>Identify & analyze lighting techniques utilized within selected movie sequences.</p> <p>Compare and contrast the use of lighting in selected scenes viewed.</p> <p>Analyze and discuss directors' themes and symbolism.</p> <p>Research and discuss print and online resources by major film critics.</p> <p>Write arguments to analyze the effectiveness of a director's ability to communicate ideas to the viewer.</p>	<p>Reflect on and revise understandings as new evidence emerges.</p> <p>Consider alternative theories to interpret and evaluate evidence-based arguments.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p>

		<p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>		<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist’s concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers. Engagement in the critique process is vital for artistic improvement.</p>	<p>softly defined subjects, etc.</p> <p>Identify and define the following terms related to film lighting: key light, fill light, back lighting, low key, high key, 3-point lighting, filter, reflector, diffuser, tonality, contrast, exposure, natural vs. studio, and silhouette.</p>	<p>Demonstrate understanding of domain-specific terminology.</p>	<p>and the origin in graphs and data displays.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>	
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2019 HTPS Visual Arts Curriculum Map – Advanced Video & Film Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Editing	23 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and</p>	<p>How is editing like the music of the film?</p> <p>How does editing intensify the content as well as the visual impact of a film?</p> <p>How do directors usually employ editing transitions to manipulate a viewer’s sense of space and time?</p> <p>Why is editing an important technique?</p>	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one’s technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer’s gaze, manipulate the audience’s emotions, and to convey</p>	<p>Identify the various editing transitions, such as: cuts, wipes, dissolves and fades.</p> <p>Compare how different editing transitions affect the viewer’s perception of time and space (i.e. dissolves indicate a “minor” passage of time while fades indicate a “major” one).</p> <p>Know how wipes can sometimes be used more effectively than a cut to show a change in location.</p> <p>Be able to recognize examples of continuity editing in films and identify elements of continuity editing such as: match on action cuts, eye-line matching, and cuts led by action.</p> <p>Define and identify how and why the 180 degree rule is used.</p>	<p>Identify the various editing transitions, such as fades, wipes, dissolves and cuts observed during the viewing of each scene.</p> <p>Identify the various editing techniques: inserts, cut-ins, jump cuts, cutaways, match-on-action cuts, cut led by action, master-shot sequences, montages, freeze-frame, slow motion, match cut, flashback, fast forward editing and parallel cuts observed during the viewing of each scene.</p> <p>Identify and discuss</p>	<p>Reflect on and revise understandings as new evidence emerges.</p> <p>Consider alternative theories to interpret and evaluate evidence-based arguments.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p>

	<p>three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>		<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist's concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers. Engagement in the critique process is vital for artistic improvement.</p>	<p>Define and identify how and why the 30 degree rule is used.</p> <p>Know the difference between a straight cut and a jump cut.</p> <p>Know how to differentiate between an intentional jump cut and a jump cut flaw.</p> <p>Identify and discuss the philosophy behind the usage of inserts, cut-ins, jump cuts, cutaways, match-on-action cuts, cut led by action, master-shot sequences, montages, freeze-frame, slow motion, match cut, flashback, fast forward editing and parallel cuts in a series of selected scenes/film clips.</p> <p>Know how parallel editing is used to create complex/sophisticated themes and present multiple storylines to the viewer.</p> <p>Know the differences between the various stages of editing:</p>	<p>examples of good continuity and bad continuity.</p> <p>Demonstrate understanding of domain-specific terminology.</p>	<p>interpret the scale and the origin in graphs and data displays.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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		1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.			dailies, selected takes, assembly, rough cut, fine cut, F/X, print to tape. Know the difference between linear and non-linear editing.			
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2019 HTPS Visual Arts Curriculum Map – Advanced Video & Film Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Shooting & Editing Exercises	12 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes</p>	<p>How does good craftsmanship help create a successful film?</p> <p>How does sloppy craftsmanship ruin the audience's enjoyment of a film?</p>	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one's technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer's gaze, manipulate the audience's emotions, and to convey</p>	<p>Collaboratively work in groups to create a storyboard, screenplay and shot list.</p> <p>Utilize video camera to do the following:</p> <ol style="list-style-type: none"> Collaboratively shoot footage that is composed of a variety of image size, camera angles, camera movements and composition techniques for a 3-5-minute film. Collaboratively plan and frame shots for use in sequences that will be assembled using specific editing techniques. 	<p>Demonstrate understanding of domain-specific terminology.</p> <p>Safely use the cameras and tripods to confirm recognition and understanding of camera techniques.</p> <p>Apply knowledge of all shots, techniques and rules of cinematography learned by working in small groups to complete shooting exercise.</p> <p>Demonstrate comprehension of editing software by independently editing their projects at their</p>	<p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

	<p>used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a</p>		<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist's concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers. Engagement in the critique process is vital for artistic improvement.</p>	<p>3. Utilize Premiere Pro, After Effects and Audition editing software to:</p> <ol style="list-style-type: none"> a. Import video footage into Premiere Pro. b. Split and label video clips. c. Assemble clips and sequences in the timeline. d. Change clip duration. e. Change clip properties, color and add special effects. f. Create logo screen, titles and credits in After Effects. g. Create multiple video layers in After Effects. h. Create soundtrack audio and sound effects in Audition. i. Export logo screens, titles, credits and video layers from After Effects as 	<p>individual computers.</p>		<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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		<p>work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>			<p>movie files and import into Premiere Pro. j. Export soundtrack audio and sound effects from Audition as music files and import into Premiere Pro. k. Burn film project to DVD.</p>			
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2019 HTPS Visual Arts Curriculum Map – Advanced Video & Film Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Film Project #2: Parallel Editing	50 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-</p>	<p>How do you evaluate a movie project?</p> <p>How does a director know when his/her production is complete?</p>	<p>Utilizing proper techniques, when using video cameras, tripods, editing software and other tools related to video production, is crucial to making a movie. The best way to improve one's technique is through practice.</p> <p>An understanding of camera and editing techniques, combined with an understanding of the elements and principles of design, can allow a filmmaker to provide story clarity, direct the viewer's gaze, manipulate the audience's emotions, and to convey</p>	<p>Work independently to create a storyboard, screenplay and shot list for a 10-30-minute film that is structured using parallel editing and composed of all learned editing techniques.</p> <p>Utilize video camera to:</p> <ol style="list-style-type: none"> 1. Shoot footage that is composed of a variety of image size, camera angles, camera movements and composition techniques. 2. Plan and frame shots for use in sequences that will be assembled 	<p>Individual student self-critique to identify sequences within film that need to be refined.</p> <p>Class critique of all students' films to analyze and discuss each student's utilization of editing techniques.</p>	<p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an</p>		<p>intellectual or thematic meaning.</p> <p>Contextual clues within films and videos often reveal artistic intent, enabling the viewer to hypothesize about the artist's concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>The critique process is an important way to help students be more objective about their own work and the work of their peers. Engagement in the critique process is vital for artistic improvement.</p>	<p>using specific editing techniques.</p> <p>Utilize Premiere Pro, After Effects and Audition editing software to do the following things:</p> <ol style="list-style-type: none"> 1. Import video footage into Premiere Pro. 2. Split and label video clips. 3. Assemble clips and sequences in the timeline. 4. Change clip duration. 5. Change clip properties, color and add special effects. 6. Create logo screen, titles and credits in After Effects. 			<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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		<p>assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>			<p>7. Create multiple video layers in After Effects.</p> <p>8. Create soundtrack audio and sound effects in Audition.</p> <p>9. Export logo screens, titles, credits and video layers from Motion as movie files and import into Final Cut Pro.</p> <p>10. Export soundtrack audio and sound effects from Soundtrack Pro as music files and import into Final Cut Pro.</p> <p>11. Burn film project to DVD.</p>			
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ASSOCIATED JOBS LIST BY UNIT

Unit 1	Film Historian Film Critic Film Professor	Unit 5 (cont.)	Visual Effects Creative Director Visual Effects Editor Compositor Sound Editor Sound Designer Music Supervisor Sound Mixer Foley Artist Music Editor	Unit 8 (cont.)	Screenwriter Script Supervisor Director Producer Director of Cinematography Cinematographer Steadicam Operator Camera Operator Camera Production Assistant
Unit 2	Director of Cinematography Cinematographer Camera Operator Camera Production Assistant Steadicam Operator Motion Control Technician Digital Imaging Technician Film Loader	Unit 6	Chief Lighting Technician Lighting Technician Gaffer Best Boy	Unit 9	Film Editor Colorist Postproduction Supervisor Telecine Colorist Visual Effects Supervisor Visual Effects Producer Visual Effects Creative Director Visual Effects Editor Compositor Sound Editor Sound Designer Music Supervisor Sound Mixer Sound Editor Foley Artist Music Editor Chief Lighting Technician Lighting Technician Gaffer Best Boy
Unit 3	Film Director Producer Director of Cinematography Cinematographer Camera Operator Script Supervisor	Unit 7	Film Editor Colorist Postproduction Supervisor Telecine Colorist Visual Effects Supervisor Visual Effects Producer Visual Effects Creative Director Visual Effects Editor Compositor Sound Editor Sound Mixer Sound Designer Music Supervisor Foley Artist Music Editor		
Unit 4	Cinematographer Camera Operator Steadicam Operator Film Editor Colorist Postproduction Supervisor Telecine Colorist Visual Effects Supervisor Visual Effects Producer Visual Effects Creative Director Visual Effects Editor Compositor	Unit 8	Cinematographer Camera Operator Steadicam Operator Film Editor Colorist Postproduction Supervisor Telecine Colorist Visual Effects Supervisor Visual Effects Producer Visual Effects Creative Director Visual Effects Editor Compositor Sound Editor Sound Mixer Foley Artist Music Editor		
Unit 5	Screenwriter Script Supervisor Director Producer Director of Cinematography Cinematographer Steadicam Operator Camera Operator Camera Production Assistant Film Editor Colorist Postproduction Supervisor Telecine Colorist Visual Effects Supervisor Visual Effects Producer				