

Course Title – Television Broadcast Technology 3

Implement start year – 2014-2015

Revision Committee Members, email, extension – Robert Caccamo, rcaccamo@lrhsd.org; Peyton Ebbeson, pebbeson@lrhsd.org; Brian Pistone, bpistone@lrhsd.org; Kirk Seeley, kseeley@lrhsd.org

Unit #3- Advanced Post Production Techniques

Students will be able to independently use their learning to refine a broadcast production.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

Standards -

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.

C. Theater

1.4 Aesthetic Responses & 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.

A. Aesthetic Responses

B. Critique Methodologies

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

A. Technology Operations and Concepts

B. Creativity and Innovation

C. Communication and Collaboration

D. Digital Citizenship

E. Research and Information Literacy

F. Critical Thinking, Problem Solving, and Decision Making

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology,

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p>A. Nature of Technology: Creativity and Innovation B. Design: Critical Thinking, Problem Solving, and Decision-Making C. Technological Citizenship, Ethics, and Society D. Research and Information Fluency F. Resources for a Technological World G. The Designed World</p> <p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>A. Critical Thinking & Problem Solving B. Creativity and Innovation C. Collaboration, Teamwork and Leadership D. Cross-Cultural Understanding and Interpersonal Communications E. Communication and Media Fluency F. Accountability, Productivity and Ethics</p> <p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <p>C. Arts, A/V Technology, & Communications Career Cluster</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Editing, special effects and graphics can create a realistic, interesting and/or artistic message.</p> <p><i>EU 2</i> Music scoring, sound design and sound mixing and mastering is the final step in the post production process before distribution.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can two or more layers of video interact to combine interesting effects? • How can filters be used to affect the message? • How do graphics catch the audience's attention? • How can special effects interact with the video to look more realistic? • How do color/object selection techniques within a frame affect production value? • How can color correction and grading be used to affect the message?

	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do sound elements make up an interesting and effective sound track? • What post production techniques are used to build the soundtrack and how can those changes affect the overall production
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • opacity and alpha channel. • blend modes. • matte and mask. • keying. • rotoscoping. • motion tracking. • motion camera in x,y,z space. • primary and secondary correction and grading. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • multitrack audio recording, editing and mixing. • compression. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • use two or more layers of video to interact in an interesting and realistic effect. • have motion graphics interact with video by motion tracking. • understand how production camera and post production camera can interact for realistic special effects. • fix mistakes by color correcting and use grading for artist effect. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • use multiple audio tracks to mix a soundtrack. • use compression to master a soundtrack.

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quiz on terminology
- Self Assessment of performance tasks
- Peer assessment and discussion

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Composite two layers of video using each parameter, filter and blend mode (M)
- Matte the top layer using different mattes (M)
- Create text and mask the top layer with the text (M)
- Use blue/green screen footage to key in a different background (M)
- Motion track text to move in 2D space with a video layer (M)
- Use a camera to move in 3D space with video (M)
- Color correct a video with poor white balance and exposure (T)
- Color grade an edited sequence to make it selectively saturate a color and desaturate other colors (M)
- Color grade the documentary (T)
- Create a title sequence (T)
- Mix music, sound design and dialogue for the documentary (T)
- Master the audio for the documentary. (T)
- Independently research post-production techniques (A)