



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School
Course: Film Production and Scoring
Department: Visual & Performing Arts & Applied Technology

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date

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Pacing Guide	
Week	Marking Period 1/2
1	Introduction to Course / Overview of Technology and Programs
2	Review of Video Editing and Music Theory
3	Review of Video Editing and Music Theory
4	Script Writing
5	Script Writing
6	Script Writing
7	Pre-Production
8	Pre-Production
9	Pre-Production
10	Pre-Production
Week	Marking Period 3/4
11	Production
12	Production
13	Production
14	Production
15	Post-Production
16	Post-Production
17	Post-Production
18	Post-Production
19	Presentation and Premiere of Final Projects
20	Presentation and Premiere of Final Projects

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Core Instructional & Supplemental Materials including various levels of Texts

- *Complete Guide to Film Scoring: The Art and Business of Writing Music for Movies and TV* - Richard Davis
- *Mixing in Pro Tools* - Brian Smithers
- *Music Tech 101* - Brian Laakso
- *The Sound Reinforcement Handbook* - Gary Davis, Ralph Jones
- Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	Week 1
Topic	
Introduction to Course / Overview of Technology and Programs	
Essential Questions	
<ul style="list-style-type: none">• What areas will be explored in this course?• What are the student requirements in the Film Production and Scoring course?• What type of technology will be utilized?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will discover the art of film production and scoring by completing specific projects and culminating in a movie premiere• Students will be required to create a movie from beginning to end, including script writing, acting, all aspects of production, scoring, and sound FX• Students completing the course will be capable film makers and scorers and familiar with Pro Tools, Garageband, and the Adobe Creative Suite of applications.	
Alignment to Standards	
<ul style="list-style-type: none">• 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.• 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.• 1.2.12.A.1: Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.• 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.• 1.4.12.B.3: Determine the role of art and art-making 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.	
Learning Activities & Key Concepts and Skills	

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- Film Production and Scoring Course Outline distribution and teacher presentation
- Student use of school equipment policy
- Student behavior while using school computers, software, and peripheral equipment
- Google Classroom sign-up and Google DRIVE set-up for virtual classroom, course testing and project critique use
- Q&A period for students
- Web-based presentation via YouTube channels and via OTHS social media

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom

Benchmark:

- OTHS Video Editing Course Pre-Test/SGO (online via Google Classroom)

Alternative:

- Student/Parent Signature Acknowledgement Form for course outline & requirements.
- Video Editing Safety Test

Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.3.12.AR.1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR- AV.1: Describe the history, terminology, occupations and value of audio, video and film technology.
- 9.3.12.AR- AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR- PRF.8: Analyze all facets of stage and performing arts production management.

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Interdisciplinary Connections

- Web-based presentation via YouTube channels and via OTHS social media: NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **TECH.8.1.12.C.CS1** - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Students will access Adobe, Pro Tools, Garageband, etc. software programs to further investigate lesson concepts.
 - **TECH.8.1.12.A.CS2** - - Select and use applications effectively and productively.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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Time Frame	Weeks 2-3
Topic	
Review of Video Editing and Music Theory	
Essential Questions	
<ul style="list-style-type: none">• How does one import, manage and manipulate video content in a variety of formats?• How can I use my musical training to compose music for film?• How can I link audio and video together into one final product?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will review and expand on Adobe Premiere workflow - Source Monitor Editing, Timeline Editing, Effect Control Editing, & Exporting• Students will review and expand on music theory and composition, including chord progressions, sound FX, and MIDI• Students will review and expand on editing video together with recorded audio to create a cohesive film	
Alignment to Standards	
<ul style="list-style-type: none">• 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.• 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.• 1.2.12.A.1: Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.• 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.• 1.4.12.B.3: Determine the role of art and art-making 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.• 1.1.12.B.1: Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect	

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to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance

- 1.3.12.B.3: Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs
- 1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

Learning Activities & Key Concepts and Skills

- Q&A period for students
- Lecture presentation on key concepts
- Demonstration of various editing tools and their possible applications
- Video tutorials
- Project design and presentation
- Use Adobe CC
- Use Google Docs for collaboration
- Identify uses for video editing outside the classroom, for personal and commercial use
- Document and share project learnings via ongoing class discussions

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Video Editing project assessment: Submissions of projects / work via Google Drive & Google Classroom

Alternative:

- Project-based rubrics, deadlines
- Google Classroom wall discussion
- Instructor anecdotal observation of student projects throughout the course

Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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21st Century Skills

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.3.12.AR.1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR- AV.1: Describe the history, terminology, occupations and value of audio, video and film technology.
- 9.3.12.AR- AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR- PRF.8: Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

- Document and share project learnings via ongoing class discussions
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **TECH.8.1.12.C.CS1** - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Students will access Adobe, Pro Tools, Garageband, etc. software programs to further investigate lesson concepts.
 - **TECH.8.1.12.A.CS2** - - Select and use applications effectively and productively.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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Time Frame	Weeks 4-6
Topic	
Script Writing	
Essential Questions	
<ul style="list-style-type: none">• What is the best way to begin writing a script?• What knowledge of writing do you need to create effective, engaging scripts?• How does the genre of writing selected affect the story or idea being presented to the reader?	
Enduring Understandings	
<ul style="list-style-type: none">• Writing is a multi-stage, reflective process. Students will research how to begin the writing process and use famous works as examples• Students will use their knowledge of literary elements and forms to begin writing• Reading is a process by which we construct meaning about the information being communicated by an author	
Alignment to Standards	
<ul style="list-style-type: none">• 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.• 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.• 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.• 1.4.12.B.3: Determine the role of art and art-making 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.• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance• 1.1.12.C.2: Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.	

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Learning Activities & Key Concepts and Skills

- Q&A period for students
- Script reading, analysis, composition, and sharing
- Lecture presentation on key concepts
- Demonstration of various editing tools and their possible applications
- Video tutorials
- Project design and presentation
- Use Adobe CC
- Use Google Docs for collaboration
- Identify uses for video editing outside the classroom, for personal and commercial use
- Document and share project learnings via ongoing class discussions

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Student-created scripts: Submissions of projects / work via Google Drive & Google Classroom

Alternative:

- Project-based rubrics, deadlines
- Google Classroom wall discussion
- Instructor anecdotal observation of student projects throughout the course

Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
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- 9.3.12.AR- AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR- PRF.6: Create stage, film, television or electronic media scripts in a variety of traditional and current formats
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions
- 9.3.12.AR- PRF.8: Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

- Script reading, analysis, composition, and sharing
NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Technology Integration

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 - **TECH.8.1.12.A.CS2** - - Select and use applications effectively and productively.
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Time Frame	Weeks 7-10
Topic	
Pre-Production	
Essential Questions	
<ul style="list-style-type: none">• How will the movie look and feel?• What format will the show follow?• What tools will be used to create the production?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will decide how their movie will appear but researching exemplars• Students will research and choose the format and layout of how their movie will be created• Students will research and decide what tools and materials will be needed for the creation of their movie	
Alignment to Standards	
<ul style="list-style-type: none">• 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.• 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.• 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.• 1.4.12.B.3: Determine the role of art and art-making 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.• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance	
Learning Activities & Key Concepts and Skills	

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- Storyboarding: Analysis, composition, and sharing
- Casting
- Acquisition of props
- Q&A period for students
- Lecture presentation on key concepts
- Demonstration of various editing tools and their possible applications
- Video tutorials
- Project design and presentation
- Use Adobe CC
- Use Google Docs for collaboration
- Identify uses for video editing outside the classroom, for personal and commercial use
- Document and share project learnings via ongoing class discussions

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Student-created storyboards: Submissions of projects / work via Google Drive & Google Classroom

Alternative:

- Project-based rubrics, deadlines
- Google Classroom wall discussion
- Instructor anecdotal observation of student projects throughout the course

Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.3.12.AR.1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR- AV.1: Describe the history, terminology, occupations and value of audio, video and film technology.
- 9.3.12.AR- AV.2: Demonstrate the use of basic tools and equipment used in audio,

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video and film production.

- 9.3.12.AR- PRF.6: Create stage, film, television or electronic media scripts in a variety of traditional and current formats
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions
- 9.3.12.AR- PRF.8: Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

- Script to Storyboard analysis and activity:
NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **TECH.8.1.12.C.CS1** - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Students will access Adobe, Pro Tools, Garageband, etc. software programs to further investigate lesson concepts.
 - **TECH.8.1.12.A.CS2** - - Select and use applications effectively and productively.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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Time Frame	Weeks 11-14
Topic	
Production	
Essential Questions	
<ul style="list-style-type: none">• How do I use camera, lighting, sound & editing to convey a message to my target audience?• How do I use the new knowledge to influence and evoke emotion from my viewer?• How will I get the crew to create exactly what I need them to?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will be able to use the advanced applications of cameras, lighting, sound and editing• Students will be able to use the equipment and editing software to visually produce imaginative concepts• Students will learn how to communicate with the crew members and actors to portray their thoughts and information to get the right final product	
Alignment to Standards	
<ul style="list-style-type: none">• 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.• 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.• 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.• 1.4.12.B.3: Determine the role of art and art-making 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.• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance	

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Learning Activities & Key Concepts and Skills

- Filming
- Blocking
- Editing
- Q&A period for students
- Lecture presentation on key concepts
- Demonstration of various editing tools and their possible applications
- Video tutorials
- Project design and presentation
- Use Adobe CC
- Use Google Docs for collaboration
- Identify uses for video editing outside the classroom, for personal and commercial use
- Document and share project learnings via ongoing class discussions

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom

Alternative:

- Project-based rubrics, deadlines
- Google Classroom wall discussion
- Instructor anecdotal observation of student projects throughout the course

Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.3.12.AR.1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR- AV.1: Describe the history, terminology, occupations and value of audio,

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video and film technology.

- 9.3.12.AR- AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR- PRF.6: Create stage, film, television or electronic media scripts in a variety of traditional and current formats
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions
- 9.3.12.AR- PRF.8: Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Film production and performances:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **TECH.8.1.12.C.CS1** - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Students will access Adobe, Pro Tools, Garageband, etc. software programs to further investigate lesson concepts.
 - **TECH.8.1.12.A.CS2** - - Select and use applications effectively and productively.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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Time Frame	Weeks 15-18
Topic	
Post-Production	
Essential Questions	
<ul style="list-style-type: none">• What do I do once we are finished filming?• What can we do with the editing software to enhance the scene?• How will the addition of music affect the scene?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will use the Adobe Suite to edit together all the takes from filming• Students will use the Adobe Suite to add visual FX and sound FX to supplement and strengthen the scene• Students will compose the soundtrack to be used as well as add any additional Foley sound FX	
Alignment to Standards	
<ul style="list-style-type: none">• 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.• 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.• 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.• 1.4.12.B.3: Determine the role of art and art-making 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.• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance• 1.3.12.C.2: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.• 1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores	

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using music composition software

Learning Activities & Key Concepts and Skills

- Editing
- Mixing
- Recording
- Q&A period for students
- Lecture presentation on key concepts
- Demonstration of various editing tools and their possible applications
- Video tutorials
- Project design and presentation
- Use Adobe CC
- Use Google Docs for collaboration
- Identify uses for video editing outside the classroom, for personal and commercial use
- Document and share project learnings via ongoing class discussions

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- A/V Editing project: Submissions of projects / work via Google Drive & Google Classroom

Alternative:

- Project-based rubrics, deadlines
- Google Classroom wall discussion
- Instructor anecdotal observation of student projects throughout the course

Career Education

- CRP2. Apply appropriate academic and technical skills
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- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

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Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.3.12.AR.1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR- AV.1: Describe the history, terminology, occupations and value of audio, video and film technology.
- 9.3.12.AR- AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR- PRF.6: Create stage, film, television or electronic media scripts in a variety of traditional and current formats
- 9.3.12.AR- PRF.7: Describe how technology and technical support enhance performing arts productions
- 9.3.12.AR- PRF.8: Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **TECH.8.1.12.C.CS1** - - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Students will access Adobe, Pro Tools, Garageband, etc. software programs to further investigate lesson concepts.
 - **TECH.8.1.12.A.CS2** - - Select and use applications effectively and productively.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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Time Frame	Weeks 19-20
Topic	
Presentation and Premiere of Final Projects	
Essential Questions	
<ul style="list-style-type: none">• How have you progressed as a filmmaker?• Were you inspired by any artists/directors we discussed, or did you discover something new?• What was the most exciting topic you learned about?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will reflect on their time in the class and give thought to what they learned• Students will review artists that were researched and consider how they affected them• Students will think about the course as a whole and talk about what topics were the most impactful	
Alignment to Standards	
<ul style="list-style-type: none">• 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.• 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.• 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.• 1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.• 1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.• 1.4.12.B.1: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.• 1.4.12.B.2: Evaluate how an artist's technical proficiency may affect the creation or	

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- 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.
- 1.4.12.B.3: Determine the role of art and art-making 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.

Learning Activities & Key Concepts and Skills

- Editing
- Mixing
- Recording
- Q&A period for students
- Demonstration of various editing tools and their possible applications
- Project design and presentation
- Use Adobe CC
- Use Google Docs for collaboration
- Identify uses for video editing outside the classroom, for personal and commercial use
- Document and share project learnings via ongoing class discussions
- Presentation skills
- Group Critique discussion and writing
- Uploading to public platform / Presentation on big screen
- Mixing and mastering audio and combining with video

Assessments

Formative:

- Assessment through informal class critiques

Summative:

- Submissions of projects / work via Google Drive & Google Classroom
- Presentation of final product on big screen in OTHS Auditorium

Benchmark:

- OTHS Video Editing Course Post-Test/SGO (online via Google Classroom)

Alternative:

- Project-based rubrics, deadlines
- Google Classroom wall discussion
- Instructor anecdotal observation of student projects throughout the course

Career Education

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- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

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Interdisciplinary Connections

Reflection and Group critique writing and discussion activities:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

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- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Common Misconceptions

Students may struggle when presented with the challenges of:

- Audio editing
- Foley recording
- Choosing the right equipment
- Writing a well thought out script
- Directing

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