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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Information Technology |
| **Course Name** | Digital and Interactive Multimedia |
| **Lesson/Unit Title** | Video Production |
| **TEKS Student Expectations** | **130.307. (c) Knowledge and Skills**(8) The student demonstrates appropriate use of video equipment and techniques.(A) The student is expected to demonstrate proper use of safety procedures while using digital video equipment(B) The student is expected to demonstrate proper use of terminology in relation to video technology(C) The student is expected to demonstrate proper ethics in the use of digital video photography equipment to capture video images(D) The student is expected to transfer video images from equipment to the computer(E) The student is expected to apply videographic enhancement and editing techniques such as panning, transitioning, zooming, content editing, and synchronizing audio and video using appropriate digital manipulation software(F) The student is expected to export video files in digital formats to be used in various delivery systems such as podcasts, downloadable media, social media, and streaming video |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Performance Objective:**After completing this assignment, the student will be able to* Apply video production film techniques to plan, research, create, produce, and publish a video project

**Specific Objectives:*** to apply safety techniques during video pre-production, production, and post production
* to evaluate, analyze, and critique the quality of existing video productions to judge audio, film and camera techniques
* to understand the importance of the target market during pre-production, production, and post-production decision-making
* to understand and evaluate content necessary for storyboard creation during preproduction
* to provide collaborative feedback to all participants and roles involved during a video production, to include producer, director, writer, videographer, editor, and actors
* to understand and apply a variety of camera angle techniques and the rule of thirds to video productions
* to create and edit video productions publishable in the appropriate file formats according to target market needs
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| **Rationale** | In today’s high-tech society, students should know how to create a video production film project.  |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:*** Video Production handout
* Storyboard
* Video Production Rubric
* Video Production Peer Review

**Materials Needed:*** Flash Drive
* Computer

**Equipment Needed:*** Students will need access to presentation and/or video editing software, online video or presentation creation tools, a digital camera, a video camera, word processing software for a storyboard, digital imaging software and access to a classroom website, channel or blog
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Engage:** Students will take a short interactive quiz on video production to determinewhat they know, want to know and think they will learn about video production.Instructors may create their own short interactive quiz. Examples and further instructional aids may be found by doing an internet search for video production basics. |
| **Direct Instruction \*** | The instructor will show a short presentation introducing video and multimedia production.**Ask:** "Why is it important to plan before producing video project?"**Ask:** "How can your team plan appropriately?"**Ask:** "Why is it important to understand filming techniques and how can they be used to create a unified product?"**Ask:** "How can you ensure that video productions meet target market needs?"* Students will be divided into groups of 2-3. Each group will be given a topic to research and questions to answer (use video production handout)
* Students will create a storyboard for building an informative web product on video production basics that include multimedia, video production, or web presentation mediums.
* Students in cooperative groups will create an informative and collaborative web presentation, multimedia or video production to teach the public about video production basics. (use video production rubric)
* Students will publish their informative presentation, multimedia, or video to a classroom website (use video production rubric)
* Students will evaluate other student collaborative video productions using the Student as The Teacher Video Production Peer Review sheet
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| **Guided Practice \*** | The instructor will deliver a short presentation introducing video production basics, video production safety, and the Video Production assignment.Students will be placed in collaborative groups of 2-3. The instructor will provide each student with a Video Production handout. The instructor will remind students of media literacy guidelines for research.Each group will be assigned a topic for research and will complete the questions for each topic as listed below:1. Topic One - Pre-production:
	* Student one - storyboard strategies, steps for creating a storyboard and script writing
	* Student two -target market planning for video production and planning Interviews for video production
	* Student three - roles in film and video production safety
2. Topic Two - Production:
	* Student One - rule of thirds and film techniques
	* Student Two - effective video camera angles
	* Student Three - lighting and audio techniques
3. Topic Three - Post-production:
	* Student One - video editing tips
	* Student Two – distribution
	* Student Three - evaluating video productions
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will:* research their topic, create and contribute research to a collaborative group outline
* share their research and teach their groups about their research task
* produce an informative multimedia storyboard on their topic
* plan, produce, and edit a group video or multimedia presentation on their group topic
* publish their final group multimedia or video production on an informative classroom blog, channel, or website to teach the public about their video production topic
* showcase their group production to all students in the course
* view and evaluate each group’s Video Production project
* be provided with copies of assignment, worksheets and rubric
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| **Lesson Closure** | Review steps necessary to create a video project from start to finish. |
| **Summative/End of Lesson Assessment \***  | **Informal Assessment:**The teacher will conduct periodic progress checks. Graded class work provides students with feedback**Ask:** " How does your topic influence the effectiveness of the video production?"**Ask:** "Why is it important?"**Ask:** " How will you share the information you have found with others?"Video Production Peer Review should be used to evaluate peer projects**Formal Assessment:**Video Production Rubric |
| **References/Resources/****Teacher Preparation** |  |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Students could create an Information Technology blog or portfolio on video production techniques and best practices. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, TSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)