Cinematic Principles

Course Overview: In this engaging course, students delve into the captivating world of video production, harnessing the power of computer-based software to craft compelling visual narratives while immersing themselves in the intricate art and science of cinematography. Students will explore the technical intricacies underlying every stage of the filmmaking process, from the planning of pre-production to the dynamic execution of production, and finally, to the refinement of post-production. By delving into the nuanced interplay between light, shadow, framing, and composition, students will not only cultivate a deep understanding of cinematographic principles but also develop the practical skills necessary to bring their creative visions to life on screen. Through hands-on exercises, collaborative projects, and insightful discussions, participants will unlock the secrets of visual storytelling, learning how to captivate audiences and evoke emotions through the seamless fusion of technical precision and artistic expression

COURSE OUTLINE		
Unit One	Visual Storytelling	*3 weeks*
Unit Two	Film Genres	*8 weeks*
Unit Three	Production	*8 weeks*

School-wide Academic Expectations Taught in this Course	*School-wide Social Civic Expectations Taught in this Course*
Communication - Collaboration - Analysis - Literacy	- Demonstrate Responsibility - Demonstrate Resiliency - Demonstrate Respect

CT Content Standards Taught in this Course	
AVC.03	Demonstrate the use of appropriate communication equipment for the delivery of a message.
AVC.04	Edit media productions to demonstrate basic skills in operating various elements in a production system.
DVP.03	Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.
DVP.05	Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.
DVP.06	Post-Production: Identify and describe the elements of post-production to effectively deliver a message.
DVP.07	Media Components and Concepts: Identify and understand the technological literacy of video production.

Common Core Standards	
CCSS.ELA-LITERACY.SL.11-12.4	Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to the purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit 1: Visual Storytelling

Introduction: In this lesson unit, students will explore the art of visual storytelling. Cinematography, often described as the language of film, is the craft of capturing moving images with precision, creativity, and purpose. From framing to lighting, camera movement to composition, every element is meticulously orchestrated to evoke emotion, convey meaning, and immerse audiences in the cinematic experience. Throughout this unit, students will delve into the fundamental principles, techniques, and aesthetics that shape cinematography.

Desired Outcomes:

Students will be able to:
- Create a montage video.
- Identify the characteristics of a montage video.
- Use camera angles effectively to tell a story.
- Edit footage and apply speed/duration tools to show a time-lapse.
- Use music to elicit emotion from the audience.
- Direct and manipulate the filming process by giving actors directions, planning scenes, and employing effective camera framing.

CT State Standards: AVC.03.02, AVC.03.08, AVC.03.12, AVC.03.13, AVC.03.14, AVC.03.15, AVC.03.16, AVC.04.01, DVP.05.04, DVP.06.02,DVP.06.03

Common Core Standard: CCSS.ELA-LITERACY.SL.11-12.5

Essential Question:
- Why is video a powerful influencer?

LEARNING PLAN

LEARNING OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
1. Use a camera and tripod to film multiple scenes. 2. Apply framing techniques to set up video shots. 3. Edit video files by adding overlays and titles. 4. Use video and audio transitions effectively. 5. Employ speed and duration tools to change the pacing and direction of video clips. 6. Add music to a video and remove unwanted audio from clips. 7. Export a video project to an avi format. 8. Utilize a storyboard to plan a video.	Tier-three academic vocabulary Direct Instruction Text resources and nonlinguistic representations Model Collaborative Learning Group Practice Project Based Learning Flexible Grouping Peer Feedback Graphic Organizers Independent Practice Student Reflections Student Conferences	Exit tickets Student Reflections and Self-assessments Storyboard Peer review Montage *(Communication: D1, D2, D4, D5)*

Suggested Resources and Texts: Digital video cameras, tripods, SD cards, Adobe Premiere Pro, green screens, computer lab

Unit 2: Film Genres

Introduction: Film genres serve as dynamic frameworks, offering audiences a roadmap into different narrative worlds, emotions, and experiences. From the pulse-pounding action of thrillers to the heartwarming tales of romance, and the spine-tingling suspense of horror to the thought-provoking depth of dramas, each genre possesses its distinct characteristics and conventions. Throughout this unit, students will unravel the intricacies of various film genres, delving into their origins, evolution, and impact on both filmmakers and audiences.

Desired Outcomes:
Students will be able to:
- Identify the key elements required in production scripts.
- Identify types and placement and use of lighting fixtures for various lighting effects.
- Describe the significance of digital technology production and the required equipment related to editing.
- Identify a target audience and design an appropriate message for the target market.
- Identify and describe the script elements of storyboarding, two-column, and screenplay format.
- Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

CT State Standards: AVC.03.01, AVC.03.06, AVC.03.07, AVC.03.10, AVC.04.03, DVP.03.01, DVP.03.03, DVP.05.03, DVP.06.05, DVP.07.01

Common Core Standards: CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.SL.11-12.5, CCSS.ELA-LITERACY.RH.11-12.7

Essential Question:
- How is the theme or tone of a video presented?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
1. Select equipment required for specific types of audio productions. 2. Demonstrate how audio is synchronized with other audio or video. 3. Edit audio for voice-over, sound levels, music, and sound effects with application software. 4. Apply video and audio effects. 5. Manipulate video color balance and saturation. 6. Create a video adhering to a chosen style and historical context. 7. Synthesize style elements from a period and genre.	Tier-three academic vocabulary Direct Instruction Nonlinguistic representations Modeling Collaborative Learning Group Practice Project Based Learning Flexible Grouping Peer Feedback Graphic Organizers Independent Practice Student Conferences Self-Reflection	Exit tickets Student Reflections and Self-assessments Storyboard Peer review Music Video *(Communication: D1, D2, D3, D4, D5)* Genre Switch Movie Trailer *(Communication: D1, D2, D3, D4, D5)*

Suggested Resources and Texts: Digital video cameras, tripods, SD cards, Adobe Premiere Pro, green screens, computer lab

Unit 3: Production

Introduction: Throughout this course, students explored the intricacies of framing, lighting, camera movement, and editing, delving into the artistry and technical skill required to craft captivating visual narratives. In this culminating unit, students will apply everything they've learned to bring their creative vision to life on the screen, creating their short film.

Desired Outcomes:
Students will be able to:
- Edit and finalize images and video for a rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- Produce a movie.
- Apply writing skills to the development of a production script.
- Describe the process used for concept development/treatment.
- Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

CT State Standards:
- AVC.03.03, AVC.03.09, AVC.03.11, DVP.03.02, DVP.03.06, DVP.06.01, DVP.06.04

Common Core Standard:
- CCSS.ELA-LITERACY.SL.11-12.5

Essential Question:
- How is a movie made?

LEARNING PLAN

LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
1. Demonstrate how to record and mix audio. 2. Write an original storyboard and script. 3. Direct actors. 4. Color correct and white balance video clips in editing software. 5. Demonstrate lighting techniques used for remote and studio productions. 6. Create an original film. 7. Synthesize genre and style elements.	Tier-three academic vocabulary Direct Instruction Text resources and nonlinguistic representations Model Collaborative Learning Group Practice Project Based Learning Peer Feedback Graphic Organizers Independent Practice Student Conferences Self-Reflection	Exit tickets Student Reflections and Self-assessments Storyboard Peer review Student Film *(Communication: D1, D2, D3, D4, D5)*

Suggested Resources and Texts: Digital video cameras, tripods, SD cards, Adobe Premiere Pro, green screens, computer lab