

Visual Media Curriculum Map

	Unit	Skills/Content	Standard and Grade Level Expectations	Assessments	L.E.
September	<p>Interest Inventory Film Terminology</p> <p>The original <i>Little Shop of Horrors</i> <i>Little Shop of Horrors</i>, the musical History of Film Charlie Chaplin Movies <i>Comedy: A Serious Business</i> <i>The General</i> <i>History of Animation</i> Scenes from <i>Fantasia</i> Scenes from <i>Singing in the Rain</i>; Scenes from a serial movie <i>Glorious Technicolor</i></p>	<p>Director, producer, actor, cameraman, stunt men, editor, Shot, scene, sequence, interiors, exteriors, distance, close-up, extreme close-up, midshot, long shot, full shot, establishing shot, master shot, cut-in or insert, movement, primary, secondary, tertiary movement, panning, tilt, traveling shot, tracking shot, tracking across, out or back; dolly shots, zoom shots; angles: low, high, oblique; focus; depth: wide angle, narrow focus; depth of field, fade, wipe, dissolve; lighting: natural and artificial; subjective and objective viewing</p> <p>Spoonerism; humor; stock situations and characters</p> <p>Hieroglyphics; puppet shows; camera obscura; daedaleum, magic lantern, thaumatrope, shutter, phenakistiscope, raffle or flip book; persistence of vision; daguerreotype; animation; kinoscope; Latham loop; Vitascope; early developments; silent era; silent movie standard; talkies; serials; censorship; Legion of Decency; Kirchner, Stanford, Edison, Dixon, Lumieres, Melies, Griffith, Chaplin, Sennet, Keaton, Langdon, Lloyd, DeMille, Academy Awards</p>	<p>26 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>26 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.</p>	<p>Formative: Quizzes; summarizers (e.g., 3-2-1);</p> <p>Summative: Students will take a test that will include multiple-choice/short answer items.</p> <p>Summative: Students will write a 1-2 page essay discussing the negatives and positives of the two <i>Little Shop of Horrors</i> movies</p> <p>Formative: Flip Book</p> <p>Summative: Open notebook test on the history of film from beginning to 1930.</p>	1, 5, 6

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October	<p><i>Psycho, Psycho 2</i></p> <p>Special Effects</p> <p>PBS Special on <i>Titanic</i>, and computer generated images</p> <p><i>Dr. Cyclops, The Wizard of Oz; The Making of The Wizard of Oz</i></p> <p><i>The Mummy</i></p> <p><i>The World Is Not Enough</i></p>	<p>Rear-screen projection, crane shot, matte shots, special effects with knives</p> <p>CGI, sepia, quicksand, rain, pyrotechnics, miniatures, rear-screen projections, stop-motion photography, forced perspective, matte/composite shots, animation, oversize props, double exposure; historical background on <i>The Wizard of Oz</i></p>	<p>26 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>26 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.</p>	<p>Summative: Is There Life after Psycho?</p> <p>Working alone or in pairs, discuss, 9 aspects of Psycho and/or Psycho 2, including lighting, sound track, transition between movies, etc.</p> <p>Summative:</p> <p>Identify information from the documentary and movies dealing with special effects and using knowledge of special effects, identify which special effects you would use given the task of designing several scenes from a haunted house mystery movie.</p>	<p>1, 3, 5, 6</p>

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November	The Camera Is My Friend	Use of the VHS camcorder, tripod, and monitor, dolly	<p>26 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>27 Create videotapes for display or transmission.</p> <p>27 Create a media production using effective images, text, music, and sound effects, or graphics.</p>	<p>Formative: Hands-on experience using the equipment</p> <p>Formative: Class will work together as a production company that will direct, act, and film short skits</p> <p>Formative: Individual students will participate in setting up the filming equipment</p> <p>Summative: Set-up, direct, act and skit “Fight” in the studio.</p> <p>Summative: Test on the history of stunt work, the film “Stunt work on <i>Raiders of the Lost Ark</i>” and other movies featuring stunts.</p>	1, 3, 4, 5, 6, 8
	Filming Skits	Skits: “Feet”, “Elevator Murder”, “Gum”			
	Directing	Foreground, middle ground, and background; balance, symmetry, framing single performers and groups; pace, tempo, rate; primary, secondary, tertiary movement; fact sheet; rehearsal; blocking; cues; walk through; storyboard; shots to avoid; methods of directing attention; reverse cuts; floor manager; hand signals			
	Introduction to the Studio	Control booth, three camera technique, lighting, sound set up, studio production values Film in studio: “Elevator Murder”			
	Stunt work “Stunt work on <i>Raiders of the Lost Ark</i> ” <i>Indiana Jones and the Temple of Doom</i> , <i>The Birds</i> <i>The Return of the King</i>	Skit: Fight View features on special effects and stunt work			

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December	<p>Sound</p> <p>Scripting a movies, humor <i>Twins</i></p> <p>A New Look Wider and Deeper</p> <p>Script writing: Newscast using three camera technique</p> <p>Holiday movies: <i>National Lampoon's Christmas Vacation;</i> <i>Elf</i></p>	<p>Dialogue; narration and voice over; sound effects; music for films; silence</p> <p>Theme, comedy, elements of humor: visual, verbal, situational, plot factor, stock characters, satire; categories: romantic, rogue, critical, intellectual, combination</p> <p>3-D principal; Cinerama; Smell-O-Vision; Cinemascope Anamorphic Lens; VistaVision; Circarama</p> <p>Create Newcasts using "News of the Weird" articles</p> <p>Elements of humor, stock characters, satire</p>	<p>26 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>27 Create videotapes for display or transmission.</p> <p>27 Create a media production using effective images, text, music, and sound effects, or graphics.</p>	<p>Formative: Create a 10 minute newscast script that will be filmed in the studio using the three-camera technique</p> <p>Summative: Act, direct, and complete the technical details for the 10 minute news presentation.</p> <p>Summative: Test on sound, humor, and "A New Look Wider and Deeper" material</p>	<p>1, 3, 4, 5, 6, 8</p>

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January	Lighting-Technical and non Technical Aspects	Spotlight, floodlight, defused lighting; directional lighting; cliplights; sun gun; barn doors; follow spot; gel lights, beam spot projector; scoop or bucket; pan or broad; floodlight bank; key, back, and fill lights; side light; kicker light; inky dinky; cameo, limbo, and rear-screen lighting, flares	<p>26 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>26 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.</p>	<p>Formative: Students will select and adjust lighting for a studio production.</p> <p>Formative: In a 1-2 page essay, discuss two elements of film production in regard to the movie <i>True Lies</i>: sound, depth, movement, lighting</p> <p>Formative: Create a web in which you identify as many different types of shots, types of photography, types of humor as you watch <i>Never Cry Wolf</i></p> <p>Formative: Students will set up microphones in the studio and check levels for a class television production.</p> <p>Formative: Given a script of a PSA, students stage and film the skit in a creative and interesting manner</p> <p>Summative: Small groups of students write scripts of Public Service Announcements and film them.</p>	1, 3, 4, 5, 6, 8
	<i>True Lies</i>				
	<i>Never Cry Wolf</i> <i>Cinema Secrets: Sound</i>	Telling a story without special effects Aerial shot, underwater shot, effective use of sound, lighting, angles, nature photography, use of silence			
	Audio- Microphones and Mixers	Sound perspective; mobile mikes; mixer; boom, hand, wireless mikes; field ultradirectional, parabolic-reflector mikes; stationary mikes:desk, stand,hanging, hidden; live sound effects; recorded sounds; prerecorded sound; lip synch			
	Public Service Announcements	Identify important aspects of Public Service Announcements	<p>27 Create videotapes for display or transmission.</p> <p>27 Create a media production using effective images, text, music, and sound effects, or graphics.</p>		

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February	Public Service Announcements cont'd. Make-up and Clothing Scenery Product Advertisements <i>Superbowl Commercials, World's Best Commercials</i>	Make-up areas, common areas and problems Softwall flats, two and three folds, hardwall flats, polecat, lashlines, shock cords, sailboat, open set, floor plan, photomurals, cyclorama, scenery dock, beer box, blocking	26 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness. 26 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them. 27 Create videotapes for display or transmission. 27 Create a media production using effective images, text, music, and sound effects, or graphics.	Summative: Given a particular script in which a set is described, create a floor plan of the open set in the background, furnishings, lighting, and audio are identified and a rationale is provided for each selection. Summative: Students in groups will be given a product to sell. Groups will brainstorm, write and produce a commercial that sells their particular product.	1, 3, 4, 5, 6, 8
March	Commercial work continues Digital editing Documentary format: <i>The Sinking of the Lusitania</i> or <i>Brooklyn Bridge</i> <i>American High</i> selections <i>Failsafe</i>	Terminology associated with the digital editing suite found in the studio.	27 Create videotapes for display or transmission. 27 Create a media production using effective images, text, music, and sound effects, or graphics. 26 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness. 26 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.	Summative: Student groups will digitize and edit their commercial productions. Summative: Create a script for a 10-minute documentary about the South Hadley Art Show. Choose music, titles, angles and possible interviews to use in your script.	1, 3, 4, 5, 6, 8

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April	<p>Television production: game shows and interview shows</p> <p>Clips from <i>Game Show Bloopers</i> and several interview shows</p> <p>Final projects begin</p>	<p>Blue screen, character generator, teleprompter; students review all aspects of television production.</p> <p>Students use all aspects of television and film production</p>	<p>27 Create videotapes for display or transmission.</p> <p>27 Create a media production using effective images, text, music, and sound effects, or graphics.</p>	<p>Formative: Students script, set up, and rehearse performances.</p> <p>Summative: Students produce and act in a television production that they will edit for later viewing.</p>	1, 3, 4, 5, 6, 8
May	<p>Work on final projects continues.</p>	<p>Students use all aspects of television and film production to create projects</p>	<p>27 Create videotapes for display or transmission.</p> <p>27 Create a media production using effective images, text, music, and sound effects, or graphics.</p>	<p>Summative: Students, individually or in small groups, write, direct and act in short films from 5 to 15 minutes. Films are later digitally edited and viewed by the class.</p>	1, 3, 4, 5, 6, 8
June	<p>Any outstanding work on final projects will be completed.</p>				1, 3, 4, 5, 6, 8