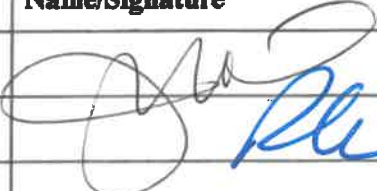



Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Digital Film Production II</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">CTE Digital Film Prod. II</div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No PATHWAY: Production and Managerial Arts - Film/Video Production CONCENTRATOR	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">108371/108372</div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Designated Subjects</i> Credentials Required to teach this course: CTE Arts, Media & Entertainment Single Subject: Arts, Media & Entertainment <i>To be completed by Human Resources only.</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> DocuSigned by: <div style="display: flex; justify-content: space-between;"> <i>Neil Hillon</i> 3/12/2021 </div> <div style="display: flex; justify-content: space-between; font-size: small;"> Signature Date </div> </div>	
Was this course <u>previously approved by UC</u> for PUHSD? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin Site: Educational Services Date: 03/02/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/10/21
Asst. Superintendent of Educational Services		3/12/21
Governing Board		

Riverside County Office of Education – Career Technical Education

RCOE DIGITAL FILM PRODUCTION II (F)

DATE:

INDUSTRY SECTOR: Arts, Media and Entertainment Sector

PATHWAY: Production and Managerial Arts - Film/Video Production

CALPADS TITLE: Intermediate Film/Video Production (Concentrator)

CALPADS CODE: 7244

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Film and Video Editors	27-4032.00	Photographic Process Workers and Processing Machine Operators	51-9151.00
Photographers	27-4021.00	Multimedia Artists and Animators	27-1014.00

COURSE DESCRIPTION:

The RCOE Digital Film Production II course offers students the opportunity to gain a profound knowledge of the television and film production industries, its history, and the careers involved. This occurs through visual presentations, insightful analysis of film through reflective critiques, and by creating visual entertainment and thought-provoking media. Students will also become knowledgeable of the inner workings of on-screen talent through the development and performance of scripts. Students will gain further technical training in the design and critique of motion graphics and pictures as well as understand the psychological impact this digital media will have on their audience.

A-G APPROVAL: F

ARTICULATION:

College	Course Code
Riverside City College	FTV 65, The Director's Art in Film Making

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
Digital Film Production I (Required)

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Digital Video Basics Schaefermeyer Course Technology 1st ISBN: 1-4188-6513-3 Primary
- Moving Images: Making Movies, Understanding Media Casinghino Delmar, Cengage Learning 1st ISBN: 9781435485853 Primary

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Introductory	RCOE Digital Film Production I
9, 10, 11, 12			• •	Concentrator	RCOE Digital Film Production II (F)
11, 12			• •	Capstone	RCOE Digital Film Production III

I.	UNIT 1: INTRODUCTION & SAFETY	CR	Lab/ CC	Standards
	<p>This introductory unit provides an overview of the course content, objectives, and instructor expectations. The class will analyze and collaboratively discuss the common traits exhibited by successful individuals by looking at personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in this career pathway. Building on their prior knowledge from the RCOE Digital Film Production I (introductory) course, the students will review the historical, cultural, and economic significance of video and film in our society. Students will use this information to conduct research and collaboration regarding the information found.</p> <p>Textbook, <i>Moving Images</i>:</p> <ul style="list-style-type: none"> • 40-41 • 78-79 • 118-119 • 164-165 • 206-207 • 246-247 • 284-285 • 326-327 <p>Key Assignment:</p> <p>Students will create a two-minute multimedia presentation on an individual in the industrial field of Arts, Media, and Entertainment. The presentation will include: a biography, examples of the individual's work, and the impact of the individual's work on the industry and media as a whole (how did this person influence media).</p> <ul style="list-style-type: none"> • The multimedia presentation will be accompanied by a handout for their classmates to complete or review during the presentation. • After the presentation, the student will prepare a 1 page expository essay regarding the influence of the individual on the industry and media. The analysis should include the historical significance of the work on media in society. 	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
II.	UNIT 2: STUDIO OPERATION (THE PRODUCTION PROCESS)	CR	Lab/ CC	Standards
	<p>Students will become knowledge of studio operation and the production process, including the use of cameras and other audio/visual peripherals necessary to complete the production of a daily/weekly show. In this unit, students will learn the appropriate usage of each of these components in order to create and develop visual and auditory content for consumption by a targeted audience. Students will identify different peripherals (including sound mixers, non-linear video editing equipment, cameras, lights, etc.) and their proper uses so to utilize in the development of "their story." As part of this unit, students write a script, direct talent, and edit a short film.</p> <p>Textbook, <i>Moving Images</i>:</p> <ul style="list-style-type: none"> • Chapter 5 – Personal Expression & Studio Production (p. 166-207) <p>Key Assignment:</p> <p>Students will create a 1-2 minute short film utilizing a DSLR camera, scriptwriting software (such as Celtx), and non-linear film editing software (such as Final Cut Pro X) on an iMac computer. Students will collaboratively create a checklist for the production activities that meets expected criteria and outcomes related to content.</p> <ul style="list-style-type: none"> - Each student's narrative (or script) will be analyzed for grammatical and structural errors by the instructor in preparation for executing the film. - The final edited film will be presented to the class and openly critiqued by 	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

	<p>their peers and the instructor, utilizing film specific language (jargon).</p> <p>- Items considered for assessment: technical proficiency, message content and delivery based on target audience, video editing (including ethical and aesthetical treatment of the source video and sound production).</p>			
III.	UNIT 3: CAMERA OPERATION	CR	Lab/ CC	Standards
	<p>In this unit, students will further their understanding of how a video camera works, as well as examine how the lens integrates artistic composition to create dynamic and emotional shots. Each student will analyze the camera's functions, such as shutter speed, exposure, and ISO, as they physically change and manipulate the way images are recorded into the camera utilizing these settings. As students modify the different types of camera mounts and supports available to them, they will compose dynamic shots utilizing depth of field and generate varying camera movements.</p> <p>Textbook, <i>Moving Images</i>:</p> <ul style="list-style-type: none"> • Chapter 4 – Storytelling With Light (p. 126-154) <p>Key Assignment:</p> <p>Students will create a 1-2 minute short film utilizing a DSLR camera. Applying mathematical concepts of angular deduction to tell a story using only visual language, this short film will ask its target audience to infer tone, mood, and story, solely based on the visual images and accompanying music that appear.</p> <ul style="list-style-type: none"> • Upon reviewing the various short films, students will also prepare a 1 page critical analysis of the film of a classmate. Utilizing cinematic vernacular (jargon), students will discuss the presentation of tone, mood, and the feel of the visual images and accompanying music. 	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
IV.	UNIT 4: LIGHTING OPERATION	CR	Lab/ CC	Standards
	<p>Students will examine how the lighting of a subject or an object creates a psychological effect on the viewer. This will be introduced in conjunction with presenting how lighting impacts conveying a story. Students will manipulate lighting and the color therein to control the psychology of the story being portrayed on-screen. Students will also calculate and express the differences between the additive and subtractive color models utilizing different lighting instruments as well as setting up wardrobe for their talent as is appropriate for the lighting selected.</p> <p>Textbook, <i>Moving Images</i>:</p> <ul style="list-style-type: none"> • Chapter 4 – Storytelling With Light • Unit Glossary (p. 161-162) <p>Key Assignment:</p> <p>Students will create a 1-2 minute short film utilizing a DSLR camera, a human subject, and lighting instruments to convey a story. Applying mathematical concepts of angular deduction to set up a three point or a four point lighting plot, this short film will demonstrate a student's ability to control the psychological factors of visual storytelling.</p> <p>- Students will also utilize color theory to portray mood and tone.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
V.	UNIT 5: AUDIO PRINCIPLES	CR	Lab/ CC	Standards
	<p>Audio recording and editing, as it relates to video, provides an integral means of communication between the filmmaker and the viewer. In this unit, students will deepen their understanding of the audio recording process in order to improve the communication in their own productions by investigating audio pickup patterns, as well as demonstrate an understanding of their appropriate uses. Students will explore how audio is recorded alongside video while modifying proper audio level limits appropriately. Students will produce diegetic</p>	10	10	<p>Academic: LS: 11-12.1 A-SSE: 1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway:</p>

	<p>and non-diegetic sounds, as it relates to their short film project. Students will utilize differing microphones, using them to pick-up audio as needed for their short film, and mix them with proper audio equalization in post-production.</p> <p>Textbook, <i>Moving Images</i>:</p> <ul style="list-style-type: none"> • Chapter 3 – Sound & Image • Unit Glossary (p. 82-96) <p>Key Assignment:</p> <p>Students will create a 1-2 minute short film utilizing a DSLR camera, a human subject, lighting instruments, and a digital audio device to pick-up sound and convey a story. Students will discover and design acoustic audio principles and the mathematical correlation of sound as it relates to differing objects in the room. Operating a DAW (digital audio workstation) in a virtual environment, students will raise and lower pitch of certain audio files while they deconstruct and mix separate audio files together, ultimately creating a newly infused sound. This sound will be used prevalently throughout the video.</p>			C1.1
VI.	UNIT 6: GRAPHICS PROCESSING	CR	Lab/ CC	Standards
	<p>In this unit, students will manipulate computer graphics in order to help distribute information out to a mass audience in a precise manner. Students will learn how verbal graphics and particle effects help convey critical information in a visual format towards an intended target audience. In addition, students will learn the integral role of typography and basic shape manipulation as it relates graphic overlays and motion graphics in conveying a story to an audience. Chroma key filtering and travel matte authoring will allow students to begin integrating multi-layered video tracks with audio.</p> <p>Key Assignment:</p> <p>Students will create ten (10) 1-2 minute short films that utilize and infuse at least one 10 second graphical bumper into each film. Students will adjust, animate, and adapt this bumper to their story to ensure that the intended targeted audience understand the story in a linear and dynamic way.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
VII.	UNIT 7: MUSIC COMPOSITION/CURATION	CR	Lab/ CC	Standards
	<p>In this unit, students will gain an understanding of the methodology of instrumental composition and arrangement, as they work on composing rhythm, melody, and harmony tracks in Logic Pro X. This will assist student comprehension regarding how music defines the tone and theme of a given visual product. Students will also define different musical licenses, as they curate royalty free musical tracks for their video production from online sources. Copyright and licensing agreements will be fully examined in correspondence to United States Copyright Law.</p> <p>Textbook, <i>Moving Images</i>:</p> <ul style="list-style-type: none"> • Chapter 3 – Sound & Image • Unit Glossary (p. 96-100, 251-254) <p>Key Assignment:</p> <p>Students will create five (5) 1-2 minute short films that utilize and infuse their own musical compositions into each film. Students will identify and segregate rhythm, melody, and harmony tracks as is appropriate for their film composition. Upon successful segregation, students will identify, justify, and ultimately mix down these tracks to create a composition that is unique to the message of their films.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
VIII.	UNIT 8: AUDIO VISUAL EDITING	CR	Lab/ CC	Standards

	<p>In this unit, students will gain an understanding of basic Non-Linear Audio and Visual Editing (NLE) as it relates to the field of video production. In addition, students will analyze the purpose of post-production video editing as a crucial element of video production process. Students will also import digital footage using a digital device reader into their NLE project as well as organize, categorize, and label footage by shot type, shot length in proper time code (either base24 or base30 depending on the project), and by camera angle.</p> <p>Textbook, <i>Moving Images</i>:</p> <ul style="list-style-type: none"> • Chapter 2 – Inventions & Origins • Unit Glossary (p. 13, 37, 58-63, 315-316) <p>Key Assignment:</p> <p>Students will write a four (4) page essay analyzing the work flow that occurs within the post-production process. The essay will include:</p> <ul style="list-style-type: none"> - A comparison of the post-production work flow of this course with the current post-production process that Pixar studio utilizes. - A comparison of the post-production work flow of this course with the 1980s post-production process that Lucasfilm studio utilized. <p>As part of this essay, students should identify and/or discuss the paradigm shift of non-linear editing and how it relates to the field of video production in today's market.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
IX.	UNIT 9: MEDIA DISTRIBUTION	CR	Lab/ CC	Standards
	<p>In this unit, students will gain an understanding of video codecs, audio codecs, and industry standard compression techniques used in the distribution and delivery of their content as it relates to their projects. As a result, students will learn how video production provides many valuable methods for the distribution of its material and a general understanding of these distribution methods is vital for the industry to produce content. Furthermore, students will identify and gain a working knowledge of transferring various sources of media to various forms of other media. Students will understand the purpose of streaming media, digital media, and archived media in the video production industry.</p> <p>Key Assignment:</p> <p>In groups of three, students will choose a decade in film and write a three page essay that demonstrates film compression and distribution methods for that particular decade. The starting period will be 1910. The essay will include:</p> <ul style="list-style-type: none"> • Prioritizing and classifying major developments in the specific decade, while comparing and contrasting these elements to media distribution in today's market. • Researching the different types of compression ratios to determine the best compression ratio for YouTube. Students will also note the formulaic compression ratio (uncompressed size/compressed size). 	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
X.	UNIT 10: CAREER PLANNING	CR	Lab/ CC	Standards
	<p>Students will research career opportunities as well as examine the professional and educational requirements needed to meet their personal, post-secondary goals. Students will identify personal qualifications, interests, aptitudes, information and skills, and post-secondary options necessary to succeed in this career.</p> <p>Key Assignment:</p> <p>Part 1: Students will develop a career plan and personal portfolio. As part of the portfolio, students will include:</p> <ul style="list-style-type: none"> • 1 page cover letter 	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

	<ul style="list-style-type: none"> • 1 page resume • 1 page follow-up letter <p>Note: The cover letter, resume, and application will be submitted to a business with the purpose of gaining employment. The follow-up letter will follow the original submission of documents as prescribed. Students will not be assessed based on the outcome of the submission, but rather the contents of their documents.</p> <p>Part 2: Students will complete a mock interview with the instructor. The mock interview will be conducted in conjunction with the original submission documents (i.e. cover letter, job application, resume, and cover letter). Students will speak to their qualifications, skills, experience, and education in relation to the career desired using appropriate industry jargon.</p>			
XI.	COURSE NOTES:	CR	Lab/ CC	Standards
	<p>Course Notes:</p> <p>9/27: Approved for "F" credit.</p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

Entered by:

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