Digital Video

Foundations of Video Design and Production

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Authors

Anuja Dharkar, Dale Underwood, Jeff Sengstack, Skipper Pickle, Andrew Strombeck, and Ellen Flaherty

CS6 Revisions

Scott Tapley, Dale Underwood, and Matt Niemitz

Editors

Dale Underwood and Matt Niemitz

Cover art

Scott Design

Teacher contributors

Joe Dockery, Kathy Sharp, Kathy Schrock, Renaldo Lawrence, Pat Kougar-Melton, Pete Crawford, Debra Keller, Mark Johnson

Program Manager

Matt Niemitz

Copy Editor

Malinda McCain

Photography

Matthew Aho, Andrew Strombeck

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- Instructor project guidelines
- Student guides

Project 8: Final portfolios
- Instructor project guidelines
- Student guides

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Course overview and setup

Digital Video: Foundations of Video Design and Production is a yearlong, project-based curriculum that develops career and communication skills in digital video production, using Adobe tools. *Digital Video curriculum* develops four key skill areas:

- Project management and collaboration
- Design
- Research and communication
- Professional video production, using video tools

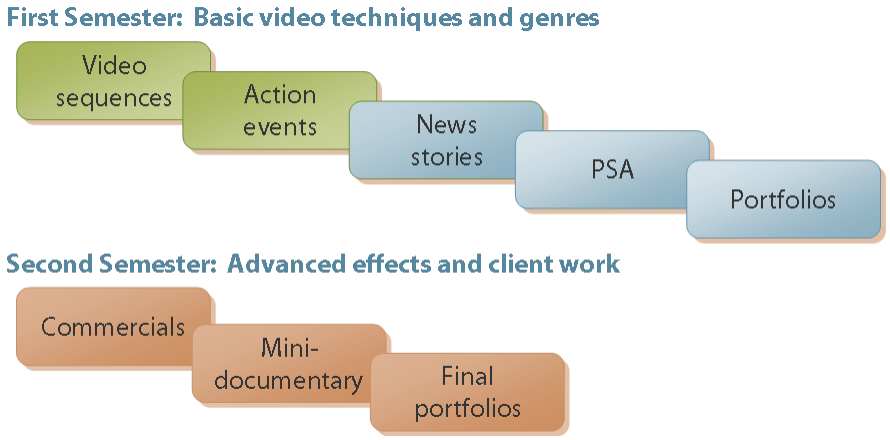
Students develop these key skills in a spiral—each project adds more challenging skills onto foundation proficiencies. Students engage in skills to learn storytelling, capturing and editing video and audio, and finalizing content for DVD, web, or digital videotape.

Adobe collaborated with a community of educators across the US and UK to develop the appropriate depth and breadth of each project. Additionally, Adobe collaborated and co-developed this content with the International Society of Technology Education (ISTE) to create standards-aligned, career-track course materials that focus on video design and production.

Digital Video curriculum addresses each of these areas, using a project-based approach. Each project has phases that follow a design and development process from project planning and analysis to evaluation and distribution. Students gain experience through real-world projects that help them understand roles and processes across a broad range of careers involving digital video. To simulate a professional work environment, students gradually migrate their video work from an individual process to a group process, focused on personal and client work. The projects contain activities that require students to plan their communication and focus and then evaluate and improve their communications. Specific attention has been paid to developing concepts and principles for thorough, effective communication to multiple audiences.

Each project guideline provides structure for the content and process of a project while allowing flexibility for the instructor to tailor the level of social and technical interaction appropriate for students. For example, you can manage client work within the school or open it up to involve the community at large.

The following diagram shows the sequence and flow of the projects:



First semester projects

The first semester of *Digital Video curriculum* (Projects 1–5) lays the foundation for skills in shooting video, synthesizing the composition, and producing video communications (such as shot composition and mix), story planning, audio and narration planning and recording, video editing, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed as uncompressed digital files, DVDs, or for the web. Students develop a variety of videos focused on genres such as an action video, a news story, and a public service announcement. Students culminate the semester with a portfolio project in which they reflect on the skills and topics they've covered and begin their career exploration to better understand what areas interest them in digital video.

The key skills emphasized in this semester are:

- Ethical considerations for editing and producing videos
- Designing for a variety of audiences and needs
- Problem solving that helps support multiple perspectives
- The design process and effective communication
- Peer teaching and evaluation in a collaborative environment
- Shooting, capturing, editing, and enhancing video and audio

In the first semester, students use Adobe Premiere Pro CS6 to edit video. They use Adobe Story CS6 to write a script. They use Adobe Audition CS6 to create and edit audio. They use Adobe Encore CS6 to produce content for a DVD.

Second semester projects

The second semester of *Digital Video* (Projects 6–8) builds on student design and development skills by focusing on larger video production projects and client work as well as more in-depth content and advanced editing, audio, and motion graphic techniques. Students continue to work in teams and produce rich video communications such as commercials and documentaries. They focus on effective composition and communication, project management, design specifications, and iterative development. They produce project plans and treatments to plan and communicate ideas and themes for the videos and then use assembly and rough cuts to visualize and review with clients. They develop video production skills that solve specific communication challenges and engage audiences. Students culminate this semester with a portfolio redesign that includes their aspirations, goals, and interests.

The key skills emphasized in this semester are:

- Soft skills such as interviewing and responding to feedback
- Advanced motion graphics and special effects techniques
- Communication with peers and team members, using treatments and project plans
- Iterative development and redesign
- Project management skills such as task management, client management, milestone tracking, and contingency planning
- Music creation

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In the second semester, students enhance their skills in Adobe Premiere Pro CS6, Adobe Audition CS6, and Adobe Encore CS6. They use Adobe After Effects CS6 to enhance videos and add motion effects.

Alternate methods for utilizing *Digital Video*

If your circumstances do not allow you to use Digital Video as a yearlong curriculum, there are other ways to structure the content to fit certain time, skill, and course structure limitations.

Product-based instruction

You can use a product-based approach that focuses primarily on teaching how to use Adobe Premiere Pro CS6, Adobe Audition CS6, Adobe After Effects CS6, or Adobe Encore CS6. The technical guides included in the *Digital Video* projects are alternatively packaged by individual product. Download the PDF Portfolio of all the Adobe Premiere Pro CS6 guides if you solely plan to teach Adobe Premiere Pro skills to your students.

You are encouraged to be creative with a product-based approach while attempting to incorporate an activity-based teaching method. In that vein, you can still use all or pieces of the individual projects to teach specific products. The table below details the specific steps in each project that align to each product.

	Adobe Premiere Pro	**Audition**	**After Effects**	**Encore**
Project 1: Video production basics	Steps 9-14			
Project 2: Action Events	Steps 8-12			
Project 3: News stories	Steps 13, 15-19, 24			
Project 4: Public Service Announcements	Steps 13-16, 19	Steps 15-16		
Project 5: Portfolios		Step 10		Steps 11-12
Project 6: Commercials	Steps 20, 25, 29	Step 25	Steps 26-28	
Project 7: Mini-documentaries	Steps 13-17, 21	Step 19		Step 22
Project 8: Final portfolios			Step 13	Steps 12, 14-15

Individual projects

Depending on the skill level of students, you can utilize individual projects from the *Digital Video* curriculum, without completing the other projects in the curriculum sequence. For

example, an educator teaching a marketing course might only wish to teach the commercials project. Educators can adapt the instruction and utilize technical guides from previous projects to teach an individual project.

Be creative!

You are encouraged to utilize the *Digital Video* curriculum as a jumping off point to developing their own projects and curriculum that is customized for their classroom. By utilizing the existing product technical guides, educators can formulate complete instructional projects based on particular areas of interest. If you do create your own projects or curriculum, please share them with the community on the Adobe Education Exchange (http://edexchange.adobe.com) where you can also browse for additional resources that are useful for teaching with the Adobe Creative Suite 6.

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Digital Video skills matrix

	Project management	Design	Research and communication	Technical
Project 1: Video production basics *Focus:* • Understand the video production workflow. • Explore and document video shooting techniques and vocabulary. • Investigate how audience, purpose, and goal impact a final video product. • Transform clips into a coherent video sequence. • Understand various video mediums, formats, and file types. *Time:* 3–5 hours (1–2 weeks)	• Managing video clips • Organizing and planning a sequence • Creating an original sequence • Identify audience, purpose, and goals	• Identifying shot techniques • Understanding the digital video workflow • Using music to enhance a story	• Understanding file types • Understanding copyright issues • Communicating with group members	*Adobe Premiere Pro* • Understanding the Adobe Premiere Pro workspace • Importing video and audio files • Using the Storyboard feature in the Project panel • Adding, moving, deleting, and trimming clips on the Timeline panel • Editing using cuts-only techniques (Selection, Rolling, and Ripple tools) • Adding audio • Exporting an uncompressed video file

	Project management	Design	Research and communication	Technical
Project 2: Action events *Focus:* • Capture video of a live event. • Explore and understand general principles for video shooting techniques. • Investigate how to capture action. • Capture ambient sound. • Create a video documenting an action sequence. *Time:* 3–5 hours (1–2 weeks)	• Developing a shot list • Planning a shot for an action event • Organizing and managing a sequence • Logging and managing clips	• Identifying general principles for video shooting techniques • Identifying and designing for audience, purpose, and goals • Learning video shooting techniques: o Rule of thirds o Wide and tight shots o Follow action o Zooms and pans • Using natural sound to enhance a story • Creating match edits (tight and wide of the same subject)	• Understanding file types • Understanding copyright issues • Selecting appropriate content • Communicating information to audiences	*General skills* • Shooting a mix of shots • Shooting shots with natural sound *Adobe Premiere Pro* • Capturing video • Using the Source Monitor • Inserting and overlaying clips • Apply basic transitions • Incorporating sound • Exporting video
Project 3: News stories *Focus:* • Plan, shoot, and create a news story. • Use advanced editing techniques. • Conduct and film interviews. • Shoot and edit b-roll footage. • Record and incorporate narration. *Time:* 7–11 hours (2–3 weeks)	• Planning and managing projects with multiple steps • Identifying audience, purpose, and goals • Researching and selecting a news story focus • Developing a shot list • Developing a script • Selecting and using appropriate applications	• Creating an original work • Identifying general principles for video shooting techniques • Learning video shooting techniques: o Shooting a sequence o Leaning in and out o Lighting for interviews o Setting up for interviews o Shooting b-roll footage • Strengthening a project with supers	• Evaluating and analyzing news stories • Writing in active voice • Writing interview questions • Planning strategies to guide inquiry • Understanding and applying the journalistic code of ethics • Conducting interviews • Using voiceovers	*General* • Shooting techniques for interviews and news stories • Understanding and selecting microphone types • Using effective narration techniques *Adobe Premiere Pro* • Using Program Monitor and Trim panels • Creating J- and L-cuts • Adding multiple types of audio • Using the Mixer to record a narration • Use the Titler to create supers • Exporting to web-ready video

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	Project management	Design	Research and communication	Technical

Project 4: Public service announcements
Focus:
• Identify audience, purpose, and perspective of Public Service Announcements.
• Write a script.
• Record narration.
• Edit audio clips and text.
• Create motion effects.
• Edit and produce a public service announcement for the web.
Time: 9–12 hours (3–4 weeks)
	• Selecting and planning a PSA theme
	• Creating and managing a project proposal
	• Developing a shot list
	• Developing a script
	• Identifying assets
	• Collaborating, organizing, and tracking reviews
	• Using naming conventions for organizing clips
		• Identifying audience, purpose, and goals
		• Understanding design elements for various types of films
		• Understanding production plan phases for various types of films
		• Learning video shooting techniques:
		  ○ Closing shots
		  ○ Establishing shots
		• Planning integration of still imagery and video
		• Understanding audio file types
			• Analyzing and evaluating PSAs
			• Planning strategies to guide inquiry
			• Researching topics for PSAs
			• Writing scripts
			• Applying copyright and fair use
			• Conducting peer reviews
			• Demonstrating personal responsibility by incorporating feedback
				Adobe Premiere Pro
				• Using compositing to incorporate imagery
				• Adding titles by using the Titler
				• Using basic motion effects
				• Enhancing text by using sheen, shadows, fills, and shapes
				• How to work with audio
				• Syncing audio to video
				• Exporting web-ready video
				Adobe Story
				• Writing a script for a public service announcement
				Audition
				• Understanding the Audition interface
				• Recording narration
				• Mixing music, natural sound, narration, and sound bites
				• Editing audio

Project 5: Portfolios *Focus:* • Understand the goals and uses of portfolios. • Research career areas in video production. • Plan and create a flowchart for a portfolio. • Select and organize content for a DVD portfolio. *Time:* 5–7 hours (2–3 weeks)	• Planning and creating a DVD portfolio • Describing the goals and uses of a portfolio • Creating a flowchart of the portfolio • Organizing and managing content • Identifying the purpose and audience for a portfolio	• Designing for the purpose and audience • Selecting appropriate content	• Planning and conducting research of career areas in video production • Writing a mission statement • Creating a slideshow with music • Conducting user tests • Conducting technical tests • Presenting career goals • Conducting peer reviews • Communicating information to audiences	*Encore* • Using DVD templates • Creating DVD menus • Exporting to DVD

	Project management	Design	Research and communication	Technical
Project 6: Commercials *Focus:* • Work with a client to create a commercial. • Create a project plan and schedule by interviewing a client. • Work with composited video. • Create motion and text animation and video special effects. *Time:* 10–13 hours (3–4 weeks)	• Creating a project plan, milestones, and roles • Identifying client needs and goals • Selecting actors • Directing actors	• Designing and creating rough cuts and assembly cuts to communicate ideas to clients • Considering the technical and design impact of commercials deployed on the web • Setting up creative lighting • Compositing video • Working with chroma key sets • Using action videography	• Gathering content and synthesizing ideas for commercials • Pitching to a client • Reviewing and revising with clients • Creating a script • Reflecting on production and group process	*Adobe Premiere Pro* • Using slow-motion and fast-motion tools • Working with keying effects • Exporting to web *Audition* • Editing audio • Applying effects to audio clips *After Effects* • Understanding the interface • Creating animated text • Creating special video effects • Rotoscoping
Project 7: Mini-documentary *Focus:* • Work in teams to create a short documentary. • Identify documentary theme, audience, and goals. • Work with still images and apply special transitions and effects. • Learn editing and audio effect techniques in Audition. • Create a DVD. *Time:* 13–16 hours (3–4 weeks)	• Creating a project plan, milestones, and roles • Managing tasks related to roles • Planning and managing concurrent editing by multiple editors • Planning for contingencies	• Identifying documentary theme, audience, and goals • Understanding image file types and resolutions for video • Using color effects in documentaries • Using motion effects in documentaries • Directing shots • Understanding impacts of visual compositions that include picture-in-picture	• Conducting research • Understanding copyright issues • Writing scripts • Conducting peer reviews • Presenting films	*General* • Taking pictures *Adobe Premiere Pro* • Creating transitions, borders, sepia tones, and soft-focus effects • Using keyframes for motion effects • Using picture-in-picture • Using nested-sequences editing technique • Creating titles and rolling credits *Encore* • Creating a DVD *Audition* • Editing audio • Applying effects to audio clips • Using loops, music beds, and sound effects

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	Project management	Design	Research and communication	Technical

Project 8: Portfolios
Focus:
• Review and revise existing DVD portfolio content.
• Plan and create a flowchart for a portfolio.
• Select and organize content for a DVD portfolio.
• Research job opportunities and practice presentation and interviewing skills.
Time: 5–7 hours (2–3 weeks)
	• Planning and creating a DVD portfolio
	• Creating a flowchart of the portfolio
	• Organizing and managing content
		• Identifying themes
		• Selecting appropriate content
			• Planning and conducting research strategies
			• Conducting technical tests
			• Conducting user tests
			• Understanding and practicing lifelong career skills:
			  ○ Job research skills
			  ○ Presenting skills
			  ○ Interviewing skills
			• Conducting peer reviews
			• Communicating information to audiences
			• Creating a marketing plan
				Encore
				• Building menus by using drag and drop, pick whip, and flowchart
				• Incorporating video, audio, and images
				• Using chapter points
				• Setting up scene-selection menus
				• Creating hidden links to assets
				• Previewing and checking errors
				• Adding PDFs and other data files
				• Creating a web DVD
				• Burning DVDs
				After Effects
				• Adding motion to DVD menu elements

Classroom computer setup

We've included the technical information you need to get your computer lab or classroom ready to implement the *Digital Video* curriculum.

Adobe Premiere Pro CS6

Install Adobe Premiere Pro on all workstations. System requirements and installation procedure are included with the software. For updates to system requirements, visit: www.adobe.com/go/premiere_systemreqs

Windows

- Intel® Core™2 Duo or AMD Phenom® II Processor; 64-bit support required
- Microsoft® Windows® 7 with Service Pack 1 (64 bit)
- 4 GB of RAM (8GB recommended)
- 4 GB of available hard-disk space for installation; additional free space required during installation (cannot install on removable flash-based storage devices)
- Additional free space required for preview files and other working files; 10 GB recommended
- 1,280 x 900 display
- OpenGL 2.0-capable system
- 7200 RPM or faster hard drive (multiple fast disk drives, preferably RAID 0 configured, recommended)
- Sound card compatible with ASIO protocol or Microsoft Windows Driver Model
- DVD-ROM drive compatible with dual-layer DVDs (DVD+-R burner for burning DVDs; Blu-ray burner for creating Blu-ray Disc media)
- QuickTime 7.6.6 software required for QuickTime features
- Optional: Adobe-certified GPU card for GPU-accelerated performance; visit www.adobe.com/go/premiere_systemreqs for the latest list of supported cards
- This software will not operate with activation. Broadband Internet connection and registration are required for software activation, validation of subscriptions, and access to online services. Phone activation is not available.

Macintosh

- Multicore Intel® processor with 64-bit support
- Mac OS X v10.6.8 or v10.7
- 4 GB of RAM (8GB recommended)
- 4 GB of available hard-disk space for installation; additional free space required during installation (cannot install on removable flash-based storage devices)
- Additional free space required for preview files and other working files; 10 GB recommended
- 1,280 x 900 display
- OpenGL 2.0-capable system
- 7200 RPM or faster hard drive (multiple fast disk drives, preferably RAID 0 configured, recommended)

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- DVD-ROM drive compatible with dual-layer DVDs (DVD+-R burner for burning DVDs; Blu-ray burner for creating Blu-ray Disc media)
- QuickTime 7.6.6 software required to use QuickTime features
- Optional: Adobe-certified GPU card for GPU-accelerated performance; visit www.adobe.com/go/premiere_systemreqs for the latest list of supported cards
- This software will not operate with activation. Broadband Internet connection and registration are required for software activation, validation of subscriptions, and access to online services. Phone activation is not available.

Adobe After Effects CS6

Install After Effects on all workstations. System requirements and installation procedure are included with the software. For updates to system requirements, visit: www.adobe.com/go/aftereffects_systemreqs

Windows

- Intel® Core™2 Duo or AMD Phenom® II processor; 64-bit support required
- Microsoft® Windows® 7 with Service Pack 1 (64 bit)
- 4 GB of RAM (8 GB recommended)
- 3 GB of available hard-disk space for installation; additional free space required during installation (cannot install on removable flash storage devices)
- Additional disk space for disk cache; 10 GB recommended
- 1,280 x 900 display
- OpenGL 2.0-capable system
- DVD-ROM drive for installation from DVD media
- QuickTime 7.6.6 software required to use QuickTime features
- Optional: Adobe-certified GPU card for GPU-accelerated ray-traced 3D renderer; visit www.adobe.com/go/aftereffects_systemreqs for the latest list of supported cards
- This software will not operate with activation. Broadband Internet connection and registration are required for software activation, validation of subscriptions, and access to online services. Phone activation is not available.

Macintosh

- Multicore Intel® processor with 64-bit support
- Mac OS X v10.6.8 or v10.7
- 4 GB of RAM (8 GB recommended)
- 4 GB of available hard-disk space for installation; additional free space required during installation (cannot install on a volume that uses a case-sensitive file system or on removable flash storage devices)
- Additional disk space for disk cache; 10 GB recommended
- 1,280 x 900 display
- OpenGL 2.0-capable system
- DVD-ROM drive for installation from DVD media
- QuickTime 7.6.6 software required to use QuickTime features

- Optional: Adobe-certified GPU card for GPU-accelerated ray-traced 3D renderer; visit www.adobe.com/go/aftereffects_systemreqs for the latest list of supported cards
- This software will not operate with activation. Broadband Internet connection and registration are required for software activation, validation of subscriptions, and access to online services. Phone activation is not available.

Adobe Audition CS6

Install Audition on all workstations. System requirements and installation procedure are included with the software. For updates to system requirements, visit: www.adobe.com/go/audition_systemreqs

Windows

- Intel Core™2 Duo or AMD Phenom® II recommended
- Microsoft® Windows® XP with Service Pack 3 or Windows 7 with Service Pack 1 (32 bit or 64 bit)
- 1 GB of RAM; 2 GB for HDV and HD playback
- 2 GB of available hard-disk space for installation; plus additional free space required during installation (cannot install on removable flash storage devices)
- 1,280 x 900 display
- OpenGL 2.0-capable system
- Sound card compatible with ASIO protocol or Microsoft WDM/MME
- DVD-ROM drive for installation from DVD media
- QuickTime 7.6.6 software required to use QuickTime features
- USB interface and/or MIDI interface may be required for external control surface support (see manufacturer's specifications for your device)
- Optional: Optical drive for CD burning
- This software will not operate with activation. Broadband Internet connection and registration are required for software activation, validation of subscriptions, and access to online services. Phone activation is not available.

Macintosh

- Multicore Intel® processor
- Mac OS X v10.6.8 or v10.7
- 1 GB of RAM; 2 GB for HDV and HD playback
- 2 GB of available hard-disk space for installation; additional free space required during installation (cannot install on a volume that uses a case-sensitive file system or on removable flash storage devices)
- 1,280 x 800 display
- OpenGL 2.0-capable system; optional GPU for optimum video playback performance
- DVD-ROM drive for installation from DVD media
- QuickTime 7.6.6 software required to use QuickTime features
- USB interface and/or MIDI interface may be required for external control surface support (see manufacturer's specifications for your device)
- Optional: Optical drive for CD burning (SuperDrive recommended)

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- This software will not operate with activation. Broadband Internet connection and registration are required for software activation, validation of subscriptions, and access to online services. Phone activation is not available.

Adobe Encore CS6

Install Encore on all workstations. System requirements and installation procedure are included with the software. For updates to system requirements, visit:
www.adobe.com/go/premiere_systemreqs

Windows

- Intel® Core™2 Duo or AMD Phenom® II Processor; 64-bit support required
- Microsoft® Windows® 7 with Service Pack 1 (64 bit)
- 4 GB of RAM (8GB recommended)
- 4 GB of available hard-disk space for installation; additional free space required during installation (cannot install on removable flash-based storage devices)
- Additional free space required for preview files and other working files; 10 GB recommended
- 1,280 x 900 display
- OpenGL 2.0-capable system
- 7200 RPM or faster hard drive (multiple fast disk drives, preferably RAID 0 configured, recommended)
- Sound card compatible with ASIO protocol or Microsoft Windows Driver Model
- DVD-ROM drive compatible with dual-layer DVDs (DVD+-R burner for burning DVDs; Blu-ray burner for creating Blu-ray Disc media)
- QuickTime 7.6.6 software required for QuickTime features
- Optional: Adobe-certified GPU card for GPU-accelerated performance; visit www.adobe.com/go/premiere_systemreqs for the latest list of supported cards
- This software will not operate with activation. Broadband Internet connection and registration are required for software activation, validation of subscriptions, and access to online services. Phone activation is not available.

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- Multicore Intel® processor with 64-bit support
- Mac OS X v10.6.8 or v10.7
- 4 GB of RAM (8GB recommended)
- 4 GB of available hard-disk space for installation; additional free space required during installation (cannot install on removable flash-based storage devices)
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- Optional: Adobe-certified GPU card for GPU-accelerated performance; visit www.adobe.com/go/premiere_systemreqs for the latest list of supported cards
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Classroom enrichment

Many techniques can enhance students' experiences as they engage in these projects and also help you manage the content and technology. When you set up your computer lab or classroom for technology-based projects, the following suggestions can help create a successful learning experience for your *Digital Video* students.

Acceptable use policies

To promote good digital citizenship and to help students feel ownership of the technology and tools they use, discuss acceptable use policies with students. Your institution might already have a policy, but discuss with students appropriate use of the Internet and technology tools and have them apply their understanding to various misuse scenarios to determine consequences. Work with students to create a class policy to protect the rights and privileges of fellow students and class hardware/software, and propose rules for good team dynamics and peer critiques.

File Management

To save time in assessing student work, make sure all classroom materials and student work are properly saved and posted (preferably on a school server). The following guidelines will help:

- *Student folders:* All students should have a folder for their work. Folder names might include student's last name, first initial, and class period (such as "per7_m_smith").
- *Backups:* Students might want to keep DVD copies of their folders.
- *Working from home:* Students can work from home, but make sure they find a way to transfer their work to the school computers (such as FTP, DVD, external hard drives, or flash drives).
- *Turning in work:* If students work from home by e-mail, make sure you have effective file virus protection and that all work is clearly labeled for ease of identification and organization (for example, per7_logo_ m_smith).
- *Legal issues:* If you plan to publish student work on the web, check into your school's rules about putting pictures or names of students on the web. It might be appropriate for students not to include their full names or e-mail addresses.

Classroom Environment

Using technology as part of any lesson in the classroom can lead to management issues unrelated to the content being covered. This course is designed to introduce students to a professional work environment and set up good practices.

- *Help center:* Create a library of print materials for software and design techniques in a corner of the classroom where students can browse for answers to challenging questions.
- *Knowledge transfer:* Create a "tip sheet" for each project, where students offer best practices and technical suggestions for future design teams to be successful.

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- *Running questions list:* List technical questions for student research on a large piece of paper or chalkboard in the classroom. As the questions are answered, write the answers below them.
- *Student leaders:* Designate lead students with strong technical skills to be the first persons contacted for software or hardware questions and issues so students do not break up the lesson time with technology questions. You might rotate this role among different sets of students, empowering them to take more initiative with their learning.
- *Questioning process:* You might face some running around when students have open time to work on projects. To alleviate this, urge students to try to find the answer themselves first and rely on the teacher second and to continue working without waiting for an answer. For example, you might request students to look in the help system first and ask their neighboring peers before they ask the teacher. You might also provide students with a prop to place on their monitors as a silent signal that they want help.
- *Technology extension:* As students work on their projects, some will come across techniques that have not been demonstrated to the class. When student groups learn a new technique on their own, ask them to present that technique to the class. The group should show the resulting product, share step-by-step how they completed it, and have the class complete the same steps while group members walk around to help others learn the technique.
- *Using constructive comments:* Working in teams requires students to become better communicators. During a collaborative process, students will sometimes need to critique each others' work. Giving feedback requires students to be sensitive to the feelings of others. To help students become better communicators, you might spend some time brainstorming with the class to identify constructive comments and words. This class-generated list can be posted as a reminder for everyone when giving a critique of a fellow student's work.

Ethical content use and production

In many projects students will gather, manipulate, and create images. Emphasize the social responsibility students have to each other and their audience to help them build good practices as they take these skills to future programs and jobs. Some areas to focus on include:

- *Content validity:* As students research content online, have them continually consider and evaluate content bias, currency, and source, corroborating the information with multiple sources. You might cover some search techniques such as those provided by November Learning www.novemberlearning.com/Default.aspx?tabid=160.
- *Copyright:* Emphasize the need to gain permission to use graphics and images produced by others and to copyright their own original work.
- *Journalistic code of ethics:* As students begin to interpret and inform by using various graphics and print media, they have a responsibility to their audiences to convey the truth. Remind students of the persuasive power they have when using these digital tools and communication methods. Urge them to always consider the code of ethics when building their communications: truth, accountability, fairness, and protecting sources.

Limited resources (digital cameras, video cameras, scanners, etc.):

- Consider having students work in groups instead of individually.
- Consider connecting all computers into a local network to encourage collaborative learning.
- You might divide computers into learning stations, perhaps grouped by subject areas or activities (digital media center, web research center, etc.).
- You might consider splitting up the activities associated with the project. Have some students use the equipment to gather their data while others spend time researching the topic at hand, planning their time with the equipment for what they might capture, or building an aspect of the project. Rotate groups to ensure all students are occupied at all times.

Professional skills

This course is designed to introduce students to professional experiences. You can reinforce the ideas around professional behavior and work in a few ways.

- *Soft skills:* When communicating with clients, students need soft skills to help them interview and review their work with clients. You might have students practice interviewing each other or conduct practice interviews with you as they develop skills for speaking with clients.
- *Project tracking:* Reinforce the need to plan appropriate schedules and manage time. You might consider having students give brief daily status reports of how they are doing on time per task. Guide students in reprioritizing when needed.
- *Team work:* Helping students develop individually and as productive team members is a challenging task. You might reinforce the importance of both types of development by evaluating their individual performance as well as the ways they contribute to team goals, work to solve any team conflicts, and collaborate with other teams to adopt successful practices.
- *Professional environment:* To prepare students to work with clients and help them develop professional attitudes, you might want to give them weekly points for displaying professional attitudes and skills, such as the following:
    - Punctuality
    - Dressing well when interviewing peers and clients
    - Promptly replying to peers and clients
    - Listening to suggestions and working well in groups
- *Professional designers:* Students can benefit greatly from speaking with video professionals. You could arrange a field trip to a local TV station or ask various video professionals (those involved in TV, film, independent, or advertising) to visit your classroom. Key topics to address with the video professional:
    - Teamwork and collaboration
    - Effective shot composition
    - Samples of the video producer's work and the challenges they presented
    - Use of professional software, such as Adobe products
    - Critique of student work

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Teaching across disciplines

You could team-teach some units with an art, business, English, or science teacher. You can have students go into the other teacher's classroom for a change of atmosphere, bring the other teacher into your classroom, or tailor project content to the content being covered by subject-area teachers. This is especially helpful with the following topics:

- *Video composition:* An art teacher can address applying composition and art design techniques to video art installations.
- *Print design and production:* A business or career exploration teacher can discuss the qualifications, salary, and skills required for working in the video field. A marketing teacher can enhance the discussion around audience and purpose.
- *Writing narration, scripts, or voiceovers:* A literature or English teacher can work with students to write for different audiences and in different voices.
- *Core subject-area projects:* A subject area teacher in English, science, math, or history can provide specific research and content opportunities for projects. Students can learn the specific content area in addition to the video skills.

Skills overview rubric

This general skills rubric is a tool for assessing various aspects of major design and print projects. Although each project has its own rubric, you might use the following to help you assess particular aspects of projects. Select the items that apply to a particular project.

Design skills

Category	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds Expectations
Video shooting techniques	There is no use of the rule of thirds, closing shots, establishing shots, shooting from unusual angles, and lighting.	There is some use of the rule of thirds, closing shots, establishing shots, shooting from unusual angles, and lighting.	Rule of thirds, closing shots, establishing shots, shooting from unusual angles, and lighting are used effectively.
Shot selection	Shot selection is lacking in medium, wide, close-up, extreme close-up, trucking, and cutaway shots. Shot selection does not enhance final product.	Shot selection uses some medium, wide, close-up, extreme close-up, trucking, and cutaway shots. Shot selection somewhat enhances final product.	Shot selection includes a wide variety of medium, wide, close-up, extreme close-up, trucking, and cutaway shots. Shot selection effectively enhances final product.
Typography	Text is not easily readable. Fonts and text effects interfere with the design and readability.	Text is readable. Type sizes communicate information and are compatible with overall site design. Fonts and text effects are compatible with the design and readability.	Text is readable, and selected fonts support design goals. Type sizes reflect desired emphasis and hierarchy. Fonts and text effects add to mood and tone. Fonts enhance readability through color, size, and contrast.
Use of technical elements (Adobe Premiere Pro, Audition, After Effects, or Encore)	Use of technical elements and effects does not enhance the audience's experience (through transitions, effects, etc) or consistently support the overall goals and purpose of the project.	Use of technical elements and effects consistently supports the overall goals and purpose of the project but does not enhance the audience's experience (through transitions, effects, etc). Use of such elements or effects is not excessive or distracting.	Use of technical elements and effects adds to the overall video by enhancing the audience's experience (through transitions, effects, etc) and supporting the goals and purpose of the project. Use of such elements or effects is not excessive or distracting.
Project proposal	Project proposal provides incomplete or contradicts production information.	Project proposal is complete but somewhat difficult to interpret.	Project proposal is thorough, complete, and very clear.

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Technical skills

Category	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Editing	Video are poorly edited, not always using appropriate techniques and tools.	Videos are edited sufficiently, using a range of techniques and tools such as transitions, audio crossfades, supers, and chroma key.	Videos are cleanly edited, using a full range of techniques and tools such as transitions, audio crossfades, supers, and chroma key.
Effects	Effects are poorly created, not always using appropriate effects tools.	Effects are created sufficiently, using a range of effects tools.	Effects are cleanly and clearly created, effectively using the full range of effects tools.
Audio	Audio is not consistently applied and usually does not match the appropriate action.	Audio is consistently applied most of the time and matches the appropriate action.	Audio is consistently applied and matches the appropriate action.
Output	The quality of videos is not sufficient, or the file size is too large.	Videos are exported using satisfactory settings and configurations to create final products, usually in the appropriate file size, for various media outputs.	Videos are exported using excellent settings and configurations to create quality final products, in appropriate file size, for various media outputs.
Tool use	Student frequently has to ask what tool to use to create desired elements and effects. Does not independently use available information about the tools. Does not use tools efficiently.	Student usually knows what tool to use to create desired elements and effects but may need to be reminded to use available information about the tools. Uses most tools efficiently.	Student knows what tool to use to create desired elements and effects or uses resources effectively and independently to find out. Uses tools efficiently.

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Research and communication skills

Category	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Design process	The design process does not include all appropriate elements, such as shot lists, assembly cuts, rough cuts, project proposals, and review comments. The final product does not completely reflect the project proposal and feedback.	The design process includes elements such as shot lists, assembly cuts, rough cuts, project proposals, and review comments. The final product reflects the project proposal, with some revisions based on feedback.	The design process includes all appropriate elements, such as shot lists, assembly cuts, rough cute, project proposals, and review comments. The final product accurately reflects the project proposal, including assembly and rough cut revisions based on feedback and thoughtful design decisions made during production.
Feedback	Reviews of other students' designs do not adequately address content and design. Does not use informative vocabulary in feedback and is often not constructive.	Reviews of other students' designs provide some analysis of content and design. Uses some informative vocabulary in feedback and connects comments to design and content. Feedback is not always constructive.	Reviews of other students' designs provide thorough and insightful analysis of content and design. Uses clear and informative vocabulary in feedback and connects comments to design and content. Feedback is always constructive.
Presentation	Presentations provide little information on the goals and requirements of a project.	Presentations cover the goals and requirements of a project.	Presentations clearly and completely state the goals and requirements of a project.
Team collaboration	Student does not collaborate with other students to provide feedback or assistance. Fulfills assigned team roles but does not contribute equally to project work. Does not consult with other team members before making major project decisions. Does not help others build skills.	Student collaborates with other students as required to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Sometimes consults with other team members on major project decisions but makes minimal effort to help others build skills.	Student collaborates freely with other students to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Consults with other team members on major project decisions and voluntarily helps others build skills to complete the project.

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Project management skills

Category	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Progressive design	Student does not use a project proposal or feedback from peers, instructor, or client.	Student uses a project proposal to guide the design process. Inconsistently uses peer, instructor, or client feedback to guide the redesign process.	Student consistently uses a project proposal to guide the design and development process. Thoughtfully uses peer, instructor, or client feedback to guide the redesign process.
Peer review	Student does not respond to feedback, or student redesigns without deciding whether the feedback improves the content and design of the project.	Student responds to feedback, deciding which feedback improves the content and design of the project. Incorporates some of this feedback into redesign.	Student responds thoughtfully and completely to feedback, deciding which feedback most effectively improves the content and design of the project. Incorporates this feedback into redesign of a project.
Time management	Student does not effectively allot time for the phases of the design and development process. Completes few phases on schedule.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.

ISTE NETS*S Standards for Students

The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. These standards, identified throughout the Digital Video curriculum, are integrated into the various activities students engage in during each project.

1. Creativity and Innovation
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency
   Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

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a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.

   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

   c. demonstrate personal responsibility for lifelong learning.

   d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
   Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

   a. understand and use technology systems.

   b. select and use applications effectively and productively.

   c. troubleshoot systems and applications.

   d. transfer current knowledge to learning of new technologies.

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Adobe Certified Associate, Video Communication objectives

In 2010, Adobe conducted research to identify the foundation skills students need to create effective communication in video design and production. Adobe met with educators and video professionals and surveyed businesses and educational institutions around the world. The research resulted in objectives that cover design, communication, project management, and video production technology. The following set of essential learning objectives are part of the Adobe Certified Associate exams in Video Communication and are integrated throughout Digital Video.

Setting project requirements

1.1 Identify the purpose, audience, and audience needs for preparing video.

1.2 Identify video content that is relevant to the project purpose and appropriate for the target audience.

1.3 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).

1.4 Demonstrate knowledge of the production planning and management process.

Identifying design elements when preparing video

2.1 Demonstrate knowledge of how to organize and plan a video sequence.

2.2 Identify general principles for video shooting.

2.3 Demonstrate knowledge of visual techniques for enhancing video content.

2.4 Demonstrate knowledge of using audio to enhance video content.

2.5 Demonstrate knowledge of using still images to enhance video content.

2.6 Communicate with others (such as peers and clients) about design and content plans.

Understanding the Adobe Premiere Pro CS6 interface

3.1 Identify elements of the Adobe Premiere Pro interface.

3.2 Identify the functions of Adobe Premiere Pro interface elements.

3.3 Organize and customize the Adobe Premiere Pro workspace.

Editing a video sequence with Adobe Premiere Pro CS6

4.1 Import media assets (video, image, and audio files).

4.2 Organize and manage video clips in a sequence.

4.3 Trim clips.

4.4 Manage sound in a video sequence.

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4.5 Manage superimposed text and shapes in a video sequence.

4.6 Add and manage effects and transitions in a video sequence.

Exporting video with Adobe Premiere Pro CS6

5.1 Demonstrate knowledge of export options for video.

5.2 Demonstrate knowledge of how to export video from Adobe Premiere Pro.

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