

## **COURSE SYLLABUS VIDEO PRODUCTION WORKFLOW**

**COURSE DATES:** July 2-3, 2008

**CREDITS:** 1 credit

**INSTRUCTOR:** Terri Felton, Continuing Education Director  
Wisconsin School Music Association  
608-850-3566 – [tfelton@wsmamusic.org](mailto:tfelton@wsmamusic.org)

### **DESCRIPTION:**

If you are looking for innovative ways to update classroom instruction by using video, or if you just want to learn how to capture and edit great video clips for presentations, your web site or personal use, this workshop is for you! The YearMovie video production workflow camp is like film school condensed into two days of intensive, hands-on workshops where your instructors are certified industry professionals. You will learn:

- creative planning
- project management
- setting up and shooting
- editing and post-production
- titles
- voice-overs
- working with music
- copyright laws
- multimedia capabilities

### **WORKSHOP PRESENTERS:**

Adam Nemmers has a bachelor of science in secondary education, English, with a minor in communications. He has extensive background with Apple iLife applications (iMovie, iPhoto, iDVD), Final Cut Pro, Adobe Premiere Elements and Adobe Premiere Pro, and has nine years of experience in video production. His classroom teaching practices and curriculum in video production have been adopted successfully by teachers in K-12 schools, colleges and universities, including the winner of the 2006/2007 NEA/NSPA National Pacemaker Award for "Best Interactive Video Yearbook."

Tad Hernandez has a bachelor of arts in secondary education and is currently working toward a masters degree at Washburn University in Topeka, Kansas. He has advanced knowledge of Apple iLife applications (iMovie, iPhoto, iDVD), is level-one certified in Final Cut Pro and is a certified trainer in Adobe Premiere Pro. Tad spent nine years teaching high school computer communications, video production and web design, and has received numerous teaching awards, including Apple Distinguished Educator and USD 336 Teacher of the Year.

### **OBJECTIVES:**

At the conclusion of this course, students should have/be able to:

1. Apply proper film production techniques for handling and operating cameras, microphones.
2. Understand the use of video in the classroom to enhance instruction.
3. Identify the equipment needed to produce a video.
4. Understand the basic uses of video editing software

**STANDARDS ADDRESSED\*:**

Wisconsin Teaching Standards Addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

\* Please see box on final page for standards descriptions

**OUTLINE OF CONTENT:**

- |   |                                     |
|---|-------------------------------------|
| 1. Creativity Games                         | 8. Storyboards                      |
| 2. Creative Visions                         | 9. Scripting                        |
| 3. Studio Set up/ Equipment ideas           | 10. Graphics                        |
| 4. Production Crew Jobs                     | 11. Pre-Production Equipment Set-up |
| 5. Workshop Project                         | 12. Camera, Microphones, and Audio  |
| 6. Pre-production planning and organization | 13. Media Management                |
| 7. Shot Lists                               | 14. Equipment Management            |

**ASSIGNMENTS AND REQUIREMENTS:**

- Attendance and participation at both days of the workshop is required.
- Also required: a detailed written report (2-3 pages) addressing multiple application ideas gained through the course. Those participants unable to complete the written report by the end of the course must mail their assignment to Terri Felton, WSMA, 1005 Quinn Drive, Waunakee, WI 53597 – **no later than July 17, 2008**. Reports turned in after this date will not be graded and beyond this deadline no credit can be awarded for this course.

**REQUIRED READING:** Referenced sites and books will be noted and a camp manual will be provided at the workshop.

**GRADING/METHODS OF EVALUATION:**

Participation and written work should be done at the highest standard of quality at the graduate level and needs to include the following:

- A 100% attendance – during the time-frame illustrated in this syllabus; participation in small and large group discussions and sharing sessions; concise written report with application ideas gained specifically through the course. Superior graduate work. This indicates not only high achievement, but also an unusual degree of initiative.
- AB 90% of the above assignment, participation levels, etc. Above average graduate work.
- B 85% of the above assignment, participation levels, etc. Satisfactory and average work.
- BC 80% of the above assignment, participation levels, etc. Less than average graduate work.
- C 75% of the above assignment, participation levels, etc. Work is barely passing at the graduate level.

If below a C is to be awarded, it means that participant did not attend the full workshop and did not complete the written assignment on time and in a satisfactory manner. All students must obtain a grade of C or better to pass. The following rubric details the above grading scale more specifically:

Criteria	Superior 5	Very Good 4	Average 3	Fair 2	Poor 1
Workshop Requirements	Attended all required workshop sections and completed all required readings and assignments within the specified timeframe.	Attended all required workshop sections; most required assignments were completed on time.	Attended all required workshop sections; at least half of the required assignments were completed on time.	Attended all required workshop sections; required assignments were often late or incomplete.	Did not attend the entire workshop or did not complete the required assignments.
Participation	Highly engaged in workshop discussions and activities. Demonstrates excellent quality in discussion activities.	Attentive to workshop activities with active participation. Demonstrates very good quality in discussion activities.	Minimally engaged in workshop discussions and activities. Demonstrates adequate quality in discussion activities.	Little attention to workshop activities with reluctant participation. Demonstrates poor quality in discussion activities.	Indicates no interest in being involved in workshop activities and makes no effort to participate.
Writing Style	Exceptionally well written and clear; few spelling or mechanical errors; logical progression of ideas.	Very well written and clear; few spelling or mechanical errors; logical progression of ideas.	Mostly well written and concise; some spelling and/or mechanical errors; mostly logical progression of ideas.	Some sections not clear and concise; some spelling and/or mechanical errors; some sections not logically presented.	Most explanations were unclear and wordy; frequent spelling and/or mechanical errors; not presented logically.
Comprehension and Application	Demonstrates excellent and consistent understanding of topics covered; innovative and creative ideas for classroom application.	Demonstrates clear understanding of topics covered; creative ideas for classroom application.	Demonstrates minimal understanding of topics covered; practical ideas for classroom application.	Some difficulty with understanding workshop subject matter; ideas for classroom application not entirely practical or logical.	Appears not to understand workshop subject matter or materials; is unable to identify ideas for classroom application.

Grading Scale: 19-20 A  
 17-18 AB  
 14-16 B  
 13-14 BC  
 8-12 C  
 4-7 F

*The Viterbo University Graduate Studies in Education Program has adopted a Teacher As Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course is designed to contribute to the development of one or more of the WI/INTASC Standards and if applicable, IRA and/or ISLLC Standards.*

*Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.*

**WISCONSIN STATE STANDARDS:**

**Wisconsin State Teaching Standards** (PI 34.02) are listed numerically.

*Teachers in Wisconsin will:*

1. Know the subject they are teaching.
2. Know how children grow.
3. Understand that children learn differently.
4. Know how to teach.
5. Know how to manage a classroom.
6. Communicate well.
7. Be able to plan different kinds of lessons.
8. Know how to test for student progress.
9. Be able to evaluate themselves.
10. Be connected with other teachers and the community.

**Wisconsin Music Standards** are also referenced because this course will reinforce or teach new ideas that teachers can use in the classroom with their students. Standards are labeled alphabetically as they are listed in the Wisconsin Model Academic Standards for Music.

*Students in Wisconsin will:*

- A. Sing, alone and with others, a varied repertoire of music.
- B. Play, alone and with others, a varied repertoire of music.
- C. Improvise music.
- D. Compose and arrange music.
- E. Read and notate music.
- F. Analyze and describe music.
- G. Evaluate music and music performances.
- H. Relate music to the other arts and disciplines outside the arts.
- I. Relate music to history and culture.