

STRANDS AND STANDARDS

VIDEO PRODUCTION CAPSTONE



Course Description

Video Production Capstone is a course designed to teach the process necessary for success in the commercial and marketing industry. Advanced coursework includes the creation of commercials, promos, and marketing materials. The focus of the course is the design and development of visually consumable products. Video Production Capstone is an advanced course within the Broadcasting/Digital Media pathway. These skills can prepare students for post-high school employment positions and other occupational/educational goals.

Intended Grade Level	11-12
Units of Credit	1.0
Core Code	40.01.00.00.037
Concurrent Enrollment Core Code	N/A
Suggested Prerequisite	Digital Media Advanced, Video Production 2, Audio Production 2
Skill Certification Test Number	Capstone Rubric
Skill Certification Cut Score	N/A
Test Weight	1.0
License Area of Concentration	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Audio Video Production
Endorsement 2	N/A
Endorsement 3	N/A

STRAND 1

Students will use and enhance skills learned in previous multimedia courses. Courses could include Video Production 1, Video Production 2, Digital Audio 1, Digital Audio 2, TV Broadcasting 1, and/or TV Broadcasting 2.

Standard 1

Apply advanced technical skills learned in previous multimedia courses.

- Advanced techniques of pre-production
- Advanced techniques of camera operation
- Advanced techniques of audio production
- Advanced techniques of post-production
- Advanced techniques of visual effects & graphics

STRAND 2

Work-based Learning Major Project. Decide on the format and genre of your creative work.

Option 1: Brand Marketing: Students will pitch and execute a capstone project based on marketing a brand and/or product. Including multiple types of content for a specific goal.

Standard 1: Planning

- Conceptualize ideas and do the initial pitching for a marketing campaign
- Write a project proposal including objectives, goals, overview of the project, costs, timeline, etc. Define the specs for the project (target users, technology needed, signoffs needed, deliverables, etc.)
- Create a production schedule, team member assignments, and review locations needed for the project. Create a production schedule for the project to follow.
- Get approval for any copyright material that will be used
- Plan your production delivery deadline w/ “client.”
- Make any re-edits or reshoots plausible.

Standard 2: Create content for the project.

- Create a script and make any needed revisions
- Create shot list needed for the project.
- Follow copyright and fair use guidelines.
- Schedule/execute content days.
- Edit deliverables together.
- Review edit w/ production team before sending to “client.”
- Get client approval and check off

Standard 3: Publish the Project.

- Follow the editorial calendar/project plan.
- Review analytics and check project progress.
- Talk with the team to see how the project went.

Option 2: Creative Storytelling: Students will pitch and execute a capstone project based on a creative storytelling project. Such as a narrative, short film, narrative, or documentary.

Standard 1: Pre-Production

- Start a production binder.
- Pick a genre, identify demographic and story elements and themes that are needed for success with that audience.
- Identify film festivals and distribution opportunities
- Develop a story that follows the 3 act structure
- Create a pitch that includes log line, synopsis, character descriptions, budget, etc.
- Define the specs for the project (crew, actors, gear, production schedule, shotlist, storyboards, breakdown script–props, costumes, SFX (Sound and/or Special Effects), VFX (Visual Effects))
- Get approval for any copyright material that will be used
- Write a script that follows standard script formatting
- Make adjustments, changes based on feedback

Standard 2: Production

- Schedule/execute shoot days.
- Review dailies
- Review schedule and make adjustments as needed

Standard 3: Post-Production

- Organize all assets into folders: (“01 Scenes/Footage”, “02 Music”, “03 SFX”, “04 VFX/Animations”, “05 Graphics”, “06 Documents”, etc.
- Assembly edit
- Edit rough cut
- Foley SFX and music acquisition/rights, any necessary ADR
- Review/feedback/test screening
- Final cut
- Market film (film poster, thumbnail, social media, etc)
- Plan festival run, release date

STRAND 3: PORTFOLIO

Students will create an interactive online portfolio that showcases their projects, work and skills. The portfolio can include projects that were done individually or as part of a team.

Standard 1

Create an Online Portfolio that contains the following sections:

- **About me:** This section should introduce the filmmaker and provide some background information about their education, interests and goals.
- **Demo Reel:** This section should feature a short video that highlights the best examples of the filmmaker's work in various genres and formats.
- **Selected Work:** This section should display some of the filmmaker's most significant or relevant projects, with a brief description of each one and a link to view it online.
- **Awards:** This section should list any awards, honors or recognition that the filmmaker has received for their work, either individually or as part of a team.
- **Experience:** This section should summarize the filmmaker's professional experience in the film industry, such as internships, jobs, volunteer work or collaborations.
- **Skills:** This section should showcase the filmmaker's technical and artistic skills in different aspects of film production, such as camera, lighting, audio, editing, directing, writing, etc.
- **References:** This section should provide one or more personal and/or professional references who can attest to the filmmaker's character, work ethic, reliability and competence. The references should include their name, title, affiliation, contact information and a brief statement of endorsement.
- **Published:** The portfolio must be published online and accessible through a website, YouTube, Vimeo or another platform.

STRAND 4

Students will participate in one or more of the following student competitions or leadership activity.

Standard 1

Participate in a video production student competition (these are a few of the most common options, please see your teacher for additional opportunities)

- Enter a school, district, or state level video production related competition
- Prepare and submit an entry for the Utah Digital Media Arts Festival
- Enter and compete in a CTSO (Career & Technical Student Organization) competition in a video production related competition
- Enter and compete in the All American High School Film Festival or the Student Television Network

Standard 2

Participate in a video production related student leadership opportunity.

- Participate in a CTSO Leadership opportunity
- Arrange a job shadow opportunity with a video production professional and observe their daily tasks, skills, and challenges. Ask relevant questions and record notes on the experience. Write a reflection paper on what you learned and how it relates to your career goals.
- Identify and contact a video production professional who is willing to share their expertise and insights with you. Prepare a list of interview questions that cover topics such as their education, training, work experience, current projects, challenges, and advice. Conduct the interview either in person, by phone, or online, and record their responses. Write a report that summarizes the main points of the interview and reflects on how this experience has influenced your career aspirations and plans.

Overall Performance Skill:

Students will use the Strands & Standards in this course to create a video production project and final online portfolio.

Workplace Skills

Workplace Skills taught:

- Communication
- Problem Solving
- Teamwork
- Critical Thinking
- Dependability
- Accountability

PERFORMANCE SKILL DOCUMENTATION & RUBRIC – coming soon!

A link to the performance skill rubric is located [HERE](#) for your review.