



Career Technical Education Lesson Plan Cover Sheet

Teacher: Mrs. Ruth Hickman CTE Course: TV/Video Production

Date: July 30, 2018 Length of the lesson: 160 Minutes/ 4 Hours

Lesson Plan Title/Topic: KPOP Music Videos

California Standards for the Teaching Profession

Please indicate (✓) which of the standards are incorporated into your lesson.

Engaging and Supporting All Students in Learning

- Using knowledge of students to engage them in learning.
- Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.
- Connecting subject matter to meaningful, real-life contexts.
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
- Promoting critical thinking through inquiry, problem solving, and reflection.
- Monitoring student learning and adjusting instruction while teaching.

Creating and Maintaining Effective Environments for Learning

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
- Creating a rigorous learning environment with high expectations and appropriate support for all students.
 - Developing, communicating, and maintaining high standards for individual and group behavior.
- Employing classroom routines, procedures, norms, and support for positive behavior to ensure a climate in which all students can learn.
- Using instructional time to optimize learning.

Understanding and Organizing Subject Matter Knowledge

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.
 - Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.
- Organizing curriculum to facilitate student understanding of the subject matter.
- Utilizing instructional strategies that are appropriate to the subject matter.
 - Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
- Addressing the needs of English learners and students with special needs to provide equitable access to the content.

Planning Instruction and Designing Learning Experiences for All

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
- Establishing and articulating goals for student learning.
- Developing and sequencing long-term and short-term instructional plans to support student learning.
 - Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

Assessing Students for Learning

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments.
- Collecting and analyzing assessment data from a variety of sources to inform instruction.
- Reviewing data, both individually and with colleagues, to monitor student learning.
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.
- Involving all students in self-assessment, goal setting, and monitoring progress.
 - Using available technologies to assist in assessment, analysis, and communication of student learning.
- Using assessment information to share timely and comprehensible feedback with students and their families.



Developing as a Professional Educator

- Reflecting on teaching practice in support of student learning.
- Establishing professional goals and engaging in continuous and purposeful professional growth and development.
- Collaborating with colleagues and the broader professional community to support teacher and student learning.
- Working with families to support student learning.
 - Engaging local communities in support of the instructional program.
- Managing professional responsibilities to maintain motivation and commitment to all students.
- Demonstrating professional responsibility, integrity, and ethical conduct.

NOTES: https://docs.google.com/document/d/1ize-KiO_TzVQx0axflqJCJtp6b5D4H1KF4K13vvii28/edit

Career Technical Education Lesson Plan

Lesson Plan Title/Topic: TV/Video Production

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| <p>Objectives and Performance Indicators: What do you want the students to know and be able to do at the end of this lesson?</p> | <p>Students will be able to explain the influence that the Visual Director sets tone for a KPop album and visual culture (beautiful people, dance choreography) and how the music comes second. Students will be to able discuss KPop and YouTube culture, Korean culture and Students will</p> <ul style="list-style-type: none"> • develop ideas for a KPop music video, • create props and/or costumes for the video, • demonstrate creative thinking and writing skills, • work together as a group to create a five-minute music video of a popular KPop song, • shoot with video equipment and edit with iMovie. |
| <p>Standards: Means of Assessment: List the industry and/or pathway standards reflected within this lesson. Include anchor standards, academic standards and career ready standards as applicable. How will mastery be assessed?</p> | <p>VA.9-12 (proficient).AP.AAEPD.1.4 Analyze and describe how the composition of an artwork is affected by the use of a particular principle of design.</p> <p>Industries / Pathways</p> <ul style="list-style-type: none"> •  Information and Communication Technologies •  Arts, Media, and Entertainment <p>K-12 Subjects</p> <ul style="list-style-type: none"> • Technology Education • Visual Arts & Performing Arts <p>Grade Levels</p> <ul style="list-style-type: none"> • 9 • 10 • 11 • 12 <p>Students will complete music videos and produce, direct, shoot, and edit.</p> |
| <p>Anticipatory Set How will you open your lesson and engage your students quickly? Consider the objectives, input and practice before you design your anticipatory set.</p> | <ul style="list-style-type: none"> • Teacher will show the most popular KPop music video on YouTube #PSY #싸이 #GANGNAMSTYLE PSY - GANGNAM STYLE(강남스타일) M/V • Teacher will ask students what they know about KPop • Teacher will show KPop stars in ads for products or take suggestions from students • Teacher will show chart of YouTube viewings of KPop from 2010-2013 and a chart showing YouTube views from inception to 2013 and ask for written observations of both charts. • Students will Think Pair Share their observations • Teacher will encourage students to consider that Youtube featured largely amature videos before the KPop industry used Youtube to reach fans internationally. • Teacher will lecture explaining that KPop is better understood as an exemplar of reaching an international audience through visual communication rather than an exportation of Korean music. Teacher lecture based on notes and video lecture. <p>Discussing pictures: Discuss composition by projecting a slide.</p> |

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| | <ul style="list-style-type: none"> • Ask students questions: Can you guess what type of genres of music influences KPop music • Ask students to describe what kind of KPop music video will they shoot and props will they need | | |
| <p>Materials/Equipment Needed List any lesson-specific materials needed including handouts, textbook pages, tools, etc. Include items needed for differentiated instruction as applicable.</p> | <p>Camera phone or DSLR camera, tripod, iMovie, internet</p> <table border="1" data-bbox="643 394 1518 464"> <tr> <td data-bbox="643 394 894 464">Differentiated Learning Needs</td> <td data-bbox="894 394 1518 464">Small groups</td> </tr> </table> | Differentiated Learning Needs | Small groups |
| Differentiated Learning Needs | Small groups | | |
| <p>Teaching the Lesson/Instruction Include input (content pieces). <i>Modeling</i> – how will you demonstrate the skill or competency for the students? <i>Instructional Strategies</i> – how will you deliver the lesson and differentiate as needed? <i>Check for Understanding</i> – how will you ensure the skill or competency is understood by the students; what specific techniques will you utilize? Be sure to indicate how you will accommodate those students who are struggling with the concepts in the differentiated learning needs. Note which quadrant this lesson targets in the grids.</p> | <p>This project should be completed over several lessons.</p> <p>Prior to the lesson:</p> <ul style="list-style-type: none"> • Organize video equipment production packages for group checkout. • Talk to Theater Teacher to use stage for rehearsals and coordinate video production shoot days not to conflict with their schedule. • Select best KPop recordings/music videos ahead of time to have suggestions for students. <p>Lesson 1</p> <ul style="list-style-type: none"> • Discuss music videos shown on YouTube. Ask students what they think goes into making a KPop music video. • Tell students that they are going to make a five-minute music video about a familiar KPop song. • Ask students to name some KPop songs they know. Play a recording of KPop songs. Ask students to name songs that might work well as music videos. Write students' responses on the board. See <p>Top 10 K-Pop Songs of All Time</p> <ol style="list-style-type: none"> 1. "Lollipop" by Bigbang & 2NE1 2. "Trouble Maker" by Trouble Maker 3. "Monster" by Bigbang 4. "Twinkle" by TTS (Taetiseo) 5. "Because I'm the Best" ("Roll Deep" internationally) by Hyuna ft. Jung Ilhoon 6. "Run" by BTS 7. "Don't Wanna Cry" by Seventeen 8. "Face" Nu'est 9. "Really Really" by Winner 10. "Up&Down" EXID <p>for titles and lyrics of numerous popular KPop songs that may be familiar to students.</p> <ul style="list-style-type: none"> • Let the class vote on one song they want to create for their KPop music video. <p>Lesson 2</p> | | |

Have the class brainstorm ideas for the KPop video and write one paragraph music video treatment.

Lesson 3 to Completion

- Have students work together to write the script and draw story boards; choose the cast; make costumes, props, and scenery; and create a list of shots to be staged.
- Let students practice the video, first without the camera, then with the camera.
- Complete the filming of the video. Review and edit the footage on iMovie for a Rough Cut. Then have to teacher review and give feedback for a Final Cut. Export footage and upload Final Cut to our PHS TV YouTube Channel. Enjoy the finished project!

Variations:

- Idea 1: If school rules permit, let students film off campus and edit video on Adobe Premiere Pro.
- Idea 2: Let advanced students work in teams to create the KPop videos other weekend and check out equipment. Provide assistance when needed.

Demonstrate the steps to use a camera, discuss music video angles, compositions, editing pacing and provide camera care and safety tips:

1. Choose a point of view
2. Shoot on video mode and press the record button
3. White balance the camera
4. Use tripod, monopod, or stabilizer

Give them their assignment: Pick Teams of five=six members

Director will monitor the list of shots that his/her group has already done.

**Rigor/Relevance Framework –
Note the activity or component and where it is relevant:**

A - Acquisition: Recall shots/angles of various composition terms.

B - Application: Follow written directions to shoot specific video angles/shots utilizing a DSLR camera or camera phone.

C - Assimilation: Compare and contrast several KPop music videos to evaluate composition, audience, and clarity.

D - Adaptation: Write composition definitions for each photo for portfolio

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| Differentiated Learning Needs | <ul style="list-style-type: none"> • Small groups • Think-Pair-Share • Journaling |
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Guided Practice/Monitoring
What is/are the activity/activities you will use that allow(s) students to demonstrate new knowledge from this lesson? How will you monitor to determine the level of mastery and provide individual remediation as

Music Video Definition Match Game (Find your definition and definitions find your key terms):

1. Star image

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| <p>needed? Note the appropriate quadrant that the guided practice activity applies to.</p> | <p>The way a star is perceived by the public, this may not reflect the actual personality of the actor</p> <p>2. Cross fade Gentle edit to represent the passing of time or location</p> <p>3. Cutaway In editing this is a shot that cuts out of the frame but in the vicinity of the previous shot, normally used to add interest and detail</p> <p>4. Establishing shot A wide shot that allows the viewer to see the context of the action</p> <p>5. Tracking shot A camera movement achieved by using a 'dolly' or handheld in/on a vehicle. Used to follow characters in motion</p> <p>6. Montage An approach in editing where images are not seamlessly flowing together, rather they simply follow one another to create a series of clashes, the audience have to participate in the construction of meaning</p> <p>7. Animation The bringing to life of still images, models etc which are shot in sequence to produce the illusion of movement</p> <p>8. CGI Computer Generated Imagery The use of digital technology to create artificial and complex imagery look realistic</p> <p>9. Chromakey An effect used in the compositing of two moving images. Footage A is shot against a 'Blue Screen' (the blue is edited out during post prod) footage B is placed behind footage A to complete the composite. ie a man flying over a skyscraper</p> <p>13.) Submit all music videos through PHS TV YouTube.</p> |
| <p>Rigor/Relevance Framework –</p> | |
| <p>Note the activity or component and where it is relevant:</p> | |
| <p>A - Acquisition: Recall definitions of various music video key terms</p> | |
| <p>B - Application: Follow written directions to shoot specific music video shots utilizing a DSLR camera or camera phone.</p> | |
| <p>C - Assimilation: Compare and contrast several video shots to evaluate composition, audience, and clarity.</p> | |
| <p>D - Adaptation: Write composition definitions for each music video key term for portfolio</p> | |
| <p>Differentiated Learning Needs</p> | <p>Think Pair Share</p> |
| <p>Recap/Closure Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion or frustration and to reinforce major points learned.</p> | <p>Think outside the box and experiment with your KPop music video skills - you never know whether an idea will work until you try it. Evaluate students' contributions and participation in the project.</p> <p>Conclusion: This lesson correlates to the National Standards</p> <p>Fine Arts:</p> <p>NA-M.K-4.6</p> |

[NA-M.5-8.6](#)

[NA-M.9-12.6](#)

Language Arts:

[NL-ENG.K-12.4](#)

[NL-ENG.K-12.5](#)

[NL-ENG.K-12.6](#)

Fine Arts:

[NA-VA.K-4.1](#)

[NA-VA.5-8.1](#)

[NA-VA.9-12.1](#)

Fine Arts:

[NA-T.K-4.1](#)

[NA-T.K-4.2](#)

[NA-T.K-4.3](#)

[NA-T.5-8.1](#)

[NA-T.5-8.2](#)

[NA-T.5-8.3](#)

[NA-T.9-12.1](#)

[NA-T.9-12.2](#)

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| Independent Practice What is the independent activity that students will complete? The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings. This may be a homework assignment. | H.W. Go home and practice shoot each music video shot for videography showreel! | |
| | Rigor/Relevance Framework – | |
| | Note the activity or component and where it is relevant: | |
| | A - Acquisition: | |
| | B - Application: | |
| | C - Assimilation: | |
| D - Adaptation: | | |
| | Differentiated Learning Needs | Journaling |
| Summarize, Evaluate & Reflect After teaching the lesson, ask students to reflect on their learning. Instructors too should reflect on the lesson, its success and how it can be improved. | Teacher: | |
| | Student: | |

Anchor Standards/Career Ready Practices

Please indicate (✓) which of the Anchor Standards/Career Ready Practices are addressed in this lesson.

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| <input checked="" type="checkbox"/> Communications | <input type="checkbox"/> Personal Health & Financial Literacy | <input checked="" type="checkbox"/> Creativity & Innovation |
| <input checked="" type="checkbox"/> Career Planning | <input type="checkbox"/> Responsible Citizen | <input type="checkbox"/> Research Practices |
| <input checked="" type="checkbox"/> Technology for Productivity | <input type="checkbox"/> Integrity, Ethics & Effective Management Responsibilities | <input type="checkbox"/> Decision Impacts on Environment, Society & Economics |
| <input checked="" type="checkbox"/> Problem Solving & Critical Thinking | <input checked="" type="checkbox"/> Team Work, Culture & Global Competence | |

- Communications** - Using industry sector terminology and protocols in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6) *(CRP) – Communicate clearly, effectively, and with reason.*
- Career Planning** - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2) *(CRP) – Develop an education and career plan aligned to personal goals.*
- Technology for Productivity** - Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the industry sector workplace environment. (Direct alignment with WS 11-12.6) *CRP – Apply technology to enhance productivity.*
- Problem Solving & Critical Thinking** - Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7) *(CRP) – Utilize critical thinking to make sense of problems and persevere in solving them.*
- Personal Health & Financial Literacy** - Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the industry sector work environment. (Direct alignment with RSTS 9-10, 11-12.4) *CRP – Practice personal health and understand financial literacy.*
- Responsible Citizen** - Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the industry sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1) *CRP – Act as a responsible citizen in the workplace and community.*
- Integrity, Ethics, & Effective Management Responsibilities** - Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d) *CRP – Model integrity, ethical leadership, and effective management.*
 - Team Work, Culture, and Global Competence** - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution. (Direct alignment with SLS 11-12.1b) *CRP – Work productively in teams while integrating cultural/global competence.*
 - Creativity & Innovation** – (CRP #10) - **Demonstrate creativity and innovation.**
- Research Practices** – (CRP # 11) - **Employ valid and reliable research strategies.**
- Decision Impacts on Environment, Society, and Economics** (CRP #12) - **Understand the environmental, social, and economic impacts of decisions.**