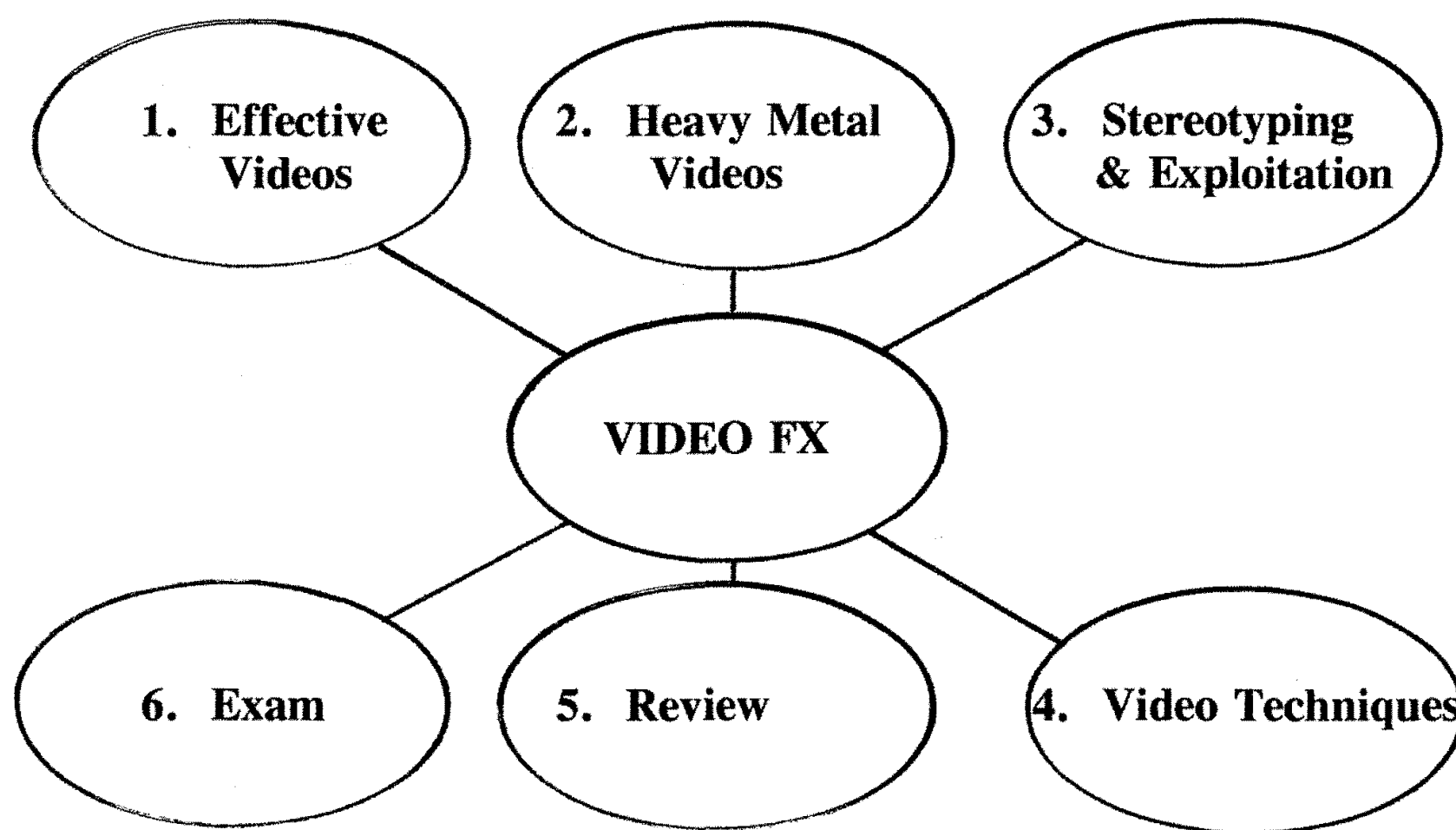


VIDEO FX

UNIT OVERVIEW

In this unit, students explore in detail the exciting advertising medium of videos. Students learn what components make effective videos as well as examine the techniques used in making videos. This unit places an emphasis on critical thinking and valuing skills.

STUDENT ASSIGNMENTS



1. **Effective Videos** - Videos are viewed to determine the three components of effective videos.
2. **Heavy Metal Videos** - Characteristics of Heavy Metal videos are examined.
3. **Stereotyping & Exploitation** - These two current issues are investigated with students stating opinions and then giving reasons supporting their views.
4. **Video Techniques** - A detailed study of the various techniques used to make videos.
5. **Review** - Students prepare for an exam.
6. **Exam** - In a two part format, a sample exam combines written questions with questions based on videos viewed by students.

ASSIGNMENT #1 - COMPONENTS OF EFFECTIVE VIDEOS

Student Objectives and Activities

- Students will understand and be able to identify the three components of effective videos.

1. Visual Sensory Imagery
2. Story
3. Identifying

- Students complete the worksheet "Components of Effective Videos"

Suggested Teaching Strategies

- Before class, record three videos. One having effective visual images, the second having a good story to it and the third video having numerous situations that students can identify with. (Magazine advertisements can also be used to demonstrate the three components)
- Use overhead to present notes on the three components.
- Students should be able to give an example of each component (e.g. Brian Adam's guitar covered with leaves on the video "Cuts Like a Knife" uses effective visual imagery to paint an interesting picture)
- Show the first video and have students complete the first part of the worksheet.
- Show the remaining videos and complete the corresponding questions.
- **Optional:** Show a fourth video and have the students evaluate the effectiveness of the video for practice. Students should decide whether or not the video has good visual imagery, a story, or things that they can identify with when they are determining if the video is effective.

ASSIGNMENT #2 - HEAVY METAL VIDEOS

Student Objectives and Activities

- Students will understand three common characteristics of typical Heavy Metal Videos.
- Students will evaluate four videos and determine which video is most effective in completing the worksheet "Heavy Metal Videos".

Suggested Teaching Strategies

- Record four Heavy Metal Videos (Much Music has a "Power Hour" on Thursdays)
- Students view the videos and do the worksheet before the notes on Heavy Metal Videos are presented.
- Show students three typical videos which exhibit the three characteristics of metal videos
 1. Live Shots of the Band
 2. Harsh Lighting
 3. Provocative Visual Imagery
- Students try to identify these three common characteristics.
- Teacher can question students as a class to help them come up with three things in common.
- After answering question number three, show a fourth metal video that is not so typical. Students must determine similarities and differences between this video and the first three videos.
- Question number eight asks the students to choose which of the four videos is the most effective. Remind them to use their knowledge of effective videos in answering. This is their opinion and they should be able to support their reasons for choosing a particular video as the most effective.
- Present the notes on Heavy Metal Videos.

VIDEO FX - COUNTDOWN TO EXCELLENCE

In this unit you will explore in detail the exciting advertising medium of music videos. You learn what components make effective videos as well as examine techniques used in making videos ranging from heavy metal to country.

Each student begins with 100 marks. As assignments are handed in, marks will be deducted.

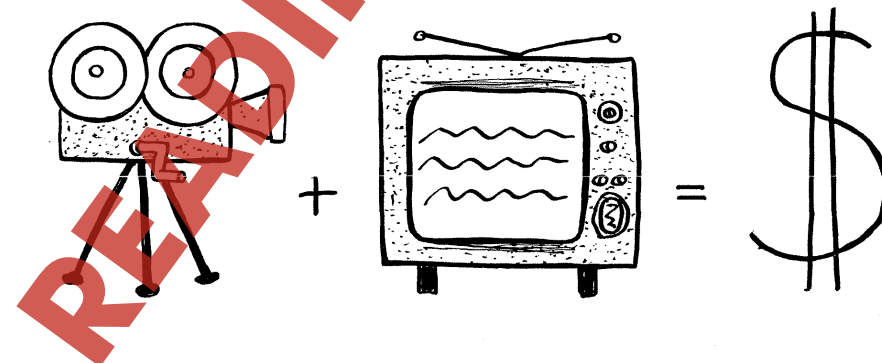
VIDEO FX		STUDENT NAME _____		
ASSIGNMENT	MARKS ASSIGNED	MARKS DEDUCTED	RUNNING TOTAL	
1. Components of Effective Videos Possible 10 Marks				
2. Heavy Metal Videos Possible 10 Marks				
3. Exploitation & Stereotyping Possible 10 Marks				
4. Video Techniques Possible 20 Marks				
5. Review Possible 20 Marks				
6. Exam Possible 30 Marks				
TOTAL			_____%	

EARLY HISTORY

The first videos were not videos at all, they were short film clips. The Beatles (and others) made short films of their songs to help sell their records. However, back then, films were too expensive for the general public to afford, so this idea never caught on.

In the early eighties, record companies began to make videos using video tape as a medium. Videos were not successful at first but a TV network was established in New York that played only Rock Music Videos. MTV started a video craze and almost all newly released songs had videos to help sell the songs.

Today, videos are still important in selling, tapes and CDs. Songs are rarely successful unless they have an effective video to go along with it.



COMPONENTS OF EFFECTIVE VIDEOS

NAME: _____

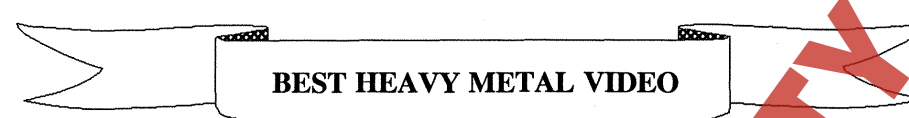
Note: All questions will be Answered In Full Sentences (A.I.F.S) unless otherwise stated.

1. Visual Sensory Imagery is the first component of effective videos. What is meant by Visual Sensory Imagery? (A.I.F.S.)

2. The first video entitled _____ by _____, has many examples of effective visual imagery. List three examples.
 - a) _____
 - b) _____
 - c) _____

4. Story is the second component of effective videos. In the video _____ by _____, briefly summarize the story-line in point form.
 - _____
 - _____
 - _____

You must select the best video and submit a written statement to the producers justifying your choice for the most effective Heavy Metal Video.



WINNER: _____ BY: _____

JUSTIFICATION:

Signature of Judge _____

VIDEO TECHNIQUES - GROUP PROJECT

GROUP MEMBERS: _____

1. **Black and White Photography**
2. **Video Switching Effects**
 - Split Screens
 - Fast and Slow Motion
 - Screen Overlaps
3. **Animation**
4. **Computer Animation**
5. **Bluescreen Effects**

Each group is to select and record on VHS tape videos which contain examples of each technique. (Some videos may contain more than one technique) Using the worksheet provided, the technique, as well as a description of where it occurs in the video should be identified. A maximum of four videos should be used.

EXAM - VIDEOS

NAME: _____

PART I

1. List three components of effective videos.
 - a) _____
 - b) _____
 - c) _____

2. List five techniques used in making videos.
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

3. List three characteristics of Heavy Metal videos.
 - a) _____
 - b) _____
 - c) _____

4. What component of effective videos is usually most common in Heavy Metal videos? How does this emphasis impact the video's overall effectiveness?

5. What are the pros and cons of computer animation compared to animation without computers? (A.I.F.S.)

VIDEO FX

NAME: _____

X T H E B O X C H K K B T A Z A K P I N W
 F B E L Y S Y L N G N Y S E V D H V E Z K
 N Q A F F B A B L E U K V R S I G E S R Y
 U Y V G R A C I E X V N F H O B R H P P F
 Q T Y G B V D R D Q A C S Y V C P P B S A
 M Q M H J I C K P E C D R N S A K U E L F
 W O E A M S C R E E N O V E R L A P A O F
 C L T N T U T P V X T T U E G O M K T W P
 S G A I Y A C E S S P L I N R V S J L M S
 G Z L M O L Q H R V B L X F T T I E E O B
 F P N A Z I R M M E I R O G Y R I D S T D
 S R S T G M D Z Q U O V U I U I Y S E I X
 M R D I N A E H N Z S T V H T U N O I O P
 G S V O P G Z T V D U I Y E L A V G P N K
 W H Z N J E Z B A Z F F C P N E T B Z T G
 L J A C H R D R P L R O Y K I M J I S D Q
 P L O L D Y B R W B I P U Z O N G B O C B
 A T B W W U Q B G G F C W V U H G F Q N U
 Z C S O H H H H E A P S A Z B W G W G U Y

VIDEO
 MTV
 ACDC
 STORY
 ADVERTISING
 ANIMATION
 EXPLOITATION
 IDENTIFYING

SLOW MOTION
 STEREOTYPING
 VCR
 METALICA
 VISUAL IMAGERY
 BEATLES
 SCREEN OVERLAP
 COUNTRY

SPLIT SCREEN
 ROCK
 THE BOX
 GUNS N' ROSES
 RAP
 HEAVY METAL
 BLUESCREEN
 MUCH MUSIC

ANSWER KEY

UNIT #5 - REVIEW

Objectives and Activities

Students will review material for upcoming exam by completing a worksheet.

UNIT #6 - SAMPLE EXAM

This sample exam is divided into two parts.

After completing the written section (Part I), students must watch videos selected by the teacher and answer corresponding questions in Part II of the exam.

Note ***

This is a sample exam only and teachers may choose to ask different questions based on the material covered.

UNITAL LESSON #1 - VIDEOS WITH MESSAGES

Videos contain messages concerning current issues and world problems. (e.g. Rain Destruction, War, Pollution, Aids, etc) Teachers may want to design an assignment to identify messages in videos.

UNITAL LESSON #2 - WORDSEARCH

Answer Key for: VIDEO FX (easy)

E B O X N .
 G N E . .
 A R E . .
 C I E . V N O . R
 V D R D . A C S Y . C P . B S .
 I C E C D R N S A K . E L .
 A M S C R E E N O V E R L A P A O .
 N T U T X T T U E . O T W .
 I . A C E . S P L I N R V S . L M .
 M . L . H R . B L . F T T I E E O .
 A . I M E O . Y R I D S T .
 T . M U O I . I Y S E I .
 I . A E S T T . N . I O .
 O . G . T I Y A . G . N .
 N . E A C P T G
 R L I I
 Y I N O
 C G N
 A

Answer Key for: VIDEO FX (hard)

N O I T A M I N A C . Y
 . B A D I . P R . B
 . L C S V . A O . E
 . U D O U E L T . A
 . E C . U M P R S . T
 . S N H E A V Y M E T A L
 K C O R . C T . R V E I E
 . R U R . S E S O R N S N U G .
 . E . M . G N I Y F I T N E D I I
 . E M V I D E O N
 . N O I T A T I O L P X E T G
 V . A . V C R Y H
 C C P . E
 Y R E G A M I L A U S I V . B
 L T N O
 A I G X
 T L
 E P
 N O I T O M W O L S