

COURSE TITLE:

TV PRODUCTION 3: Portfolio Development

LENGTH:

ONE YEAR
GRADES 11 – 12

DEPARTMENT:

FINE, PRACTICAL AND PERFORMING ARTS

SCHOOL:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

FALL 2015

RUTHERFORD HIGH SCHOOL
Rutherford, NJ
Fine, Practical, & Performing Arts Department
TV PRODUCTION 3: Portfolio Development
FALL 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

This course is designed for students who wish to continue to develop technical skills through all three phases of production and explore new methods of digital storytelling. During the second half of the course, students will be able to further develop storytelling skills and pursue portfolio development, under contractual agreements. Emphasis is on identifying individual needs and producing video pieces that will result in a strong, competitive portfolio.

In this course, experienced television students apply the skills learned in TV Production and TV Studio Workshop to produce content to add to their portfolio in preparation of pursuing a future in a TV-related field. Students learn more advanced theories in television including advanced lighting techniques, career readiness skills, audio recording and editing, computer graphics and virtual set design as well as the technical operation of our new state-of-the-art control room.

This course is well suited for the student who:

- has taken and excelled during TV Production and TV Studio Workshop, and/or
- is pursuing communications in higher education, or
- wishes to work in an TV-related entry level job, or
- has been identified as being gifted and talented

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR TECHNOLOGY

For a complete copy of the NJ Core Curriculum Content Standards for Technology, please visit the following website:

<http://www.state.nj.us/education/cccs/>

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

EDUCATIONAL TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2

TECHNOLOGY EDUCATION, ENGINEERING, AND DESIGN: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION: Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

- CRP1:** Act as a responsible and contributing student
- CRP2:** Apply appropriate academic and technical skills
- CRP3:** Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

UNIT 1: Q1 - ENG: Electronic News Gathering

- Equipment required for an ENG shoot (camera, tripod, mic, portable light)
- Location scouting
- Filming and editing
- *Students will plan, cast, film and direct an ENG-style interview.

UNIT 2: Q1 - EFP: Electronic Field Production

- Equipment required for a typical field production (multiple cameras, tripods, mics and dedicated audio recorders/mixers, lights, reflectors/scrim)
- Location scouting

- Filming and editing
- *Students will plan, cast, film and direct an EFP-style scene as an alternate ending to a chosen show.

UNIT 3: Q2 - Studio Production

- Career preparedness for all jobs included in a studio production (audio, VTR, TD, CG, Director, Producer, Camera operator, teleprompter, talent, floor manager)
- Lighting design
- Scripting / storyboarding for a show
- Design and build a virtual set
- Design CG titles
- *Students will plan, cast, operate, direct and produce a live-to-tape show including 2+ rehearsals.

Unit 4: Q2 - Continuing education and career research (college prep)

- Continuing education offering TV-related programs: Tech Schools, Art Schools, GE Schools and other local schools
- Internships and other options for those not pursuing higher education
- Means to sharing a student portfolio (DVD, file-based, social media)
- * Students research schools offering programs for selected major and ID admissions requirements including portfolio needs. Students will also create a base-line portfolio using existing projects from the TV1, TV2 and TV3 class in addition to independent projects created outside of the classroom.

Unit 5: Q3 - Portfolio Development

- *Students will identify two elements of their portfolio that need development. They will define the two quarterly project they will complete through the creation of a treatment/proposal. Students will also define assessment tools pertaining to the individual goals and portfolio needs.

Unit 6: Q4 - Portfolio Development

- *Students will identify two elements of their portfolio that need development. They will define the two quarterly project they will complete through the creation of a treatment/proposal. Students will also define assessment tools pertaining to the individual goals and portfolio needs.

3. PROFICIENCY LEVELS

This is an elective course open to students in Grades 11 – 12 who have successfully completed the prerequisite of TV Production and TV Studio Workshop.

4. METHODS OF ASSESSMENT

Student Assessment

The teacher will provide a variety of assessments during the course of the year, including:

- Tests and quizzes
- Lab participation
- Homework assignments
- Class work
- Filming outside of class
- Studio simulation
- Project participation

Curriculum/Teacher Assessment

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the TV Studio Workshop program.

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self evaluation/PDP
- Supervisor/Principal evaluation
- Suggestions for changes to supervisor

5. GROUPING

The prerequisites for this course are TV Production and TV Studio Workshop.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This course meets five days a week over the course of one school year. It is offered to all students in Grades 9 – 12.

7. RESOURCES

- Cybertext – www.cybercollege.com/tvp_ind.htm
- Media College - www.mediacollege.com
- Lynda.com
- Ken Stone's Final Cut Pro Website:
http://www.kenstone.net/fcp_homepage/fcp_homepage_index.html
- Videomaker – Magazine
- Youtube (website)
- Final Cut Pro (software)
- Guest speakers
- Field Trips
- Software and equipment user manuals

8. METHODOLOGIES

The following methods of instruction will be incorporated into the daily class activities:

- Lecture/discussion
- Video presentations
- Class work
- Group discussion
- Homework
- Field recording
- Video production teamwork
- Teacher demonstration and student performance utilizing telecommunication equipment:

9. SUGGESTED ACTIVITIES

- Q1: Students will plan, cast, film and direct an ENG-style interview.
- Q1: Students will plan, cast, film and direct an EFP-style scene as an alternate ending to a chosen show.
- Q2: Students will plan, cast, operate, direct and produce a live-to-tape show including 2+ rehearsals.

- Q2: Students research schools offering programs for selected major and ID admissions requirements including portfolio needs. Students will also create a base-line portfolio using existing projects from the TV1, TV2 and TV3 class in addition to independent projects created outside of the classroom.
- Q3: Students will identify two elements of their portfolio that need development. They will define the two quarterly project they will complete through the creation of a treatment/proposal. Students will also define assessment tools pertaining to the individual goals and portfolio needs.
- Q4: Students will identify two elements of their portfolio that need development. They will define the two quarterly project they will complete through the creation of a treatment/proposal. Students will also define assessment tools pertaining to the individual goals and portfolio needs.

10. INTERDISCIPLINARY CONNECTIONS

Based on the New Jersey Core Curriculum Content Standards, this course requires the use of mathematics and language arts through the use of time code calculations and reading modules in cybertext. Writing skills are met when creating scripts for projects and written homework assignments. Visual and Performing Arts Core Curriculum Content Standards are met through learning and applying TV equipment and software to create various television productions.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects
CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

11. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress

is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

12.PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. Curriculum Map

Class	September	October	November	December	January
TV Production 3: Portfolio Development	Unit 1: ENG (Electronic News Gathering)	Unit 1: ENG (Electronic News Gathering) and Unit 2: EFP (Electronic Field Production)	Unit 2: EFP (Electronic Field Production) and Unit 3: Studio Production	Unit 3: Studio Production	Unit 4: Continuing Education and Career Research (college prep)
Class	February	March	April	May	June
TV Production 3: Portfolio Development	Unit 5: Portfolio Development <ul style="list-style-type: none"> • Review and organize individual contracts • Number of projects/grade quality • Class individualized by week #2 • Weekly checkups 	Unit 5: Portfolio Development <ul style="list-style-type: none"> • Review and organize individual contracts • Number of projects/grade quality • Class individualized by week #2 • Weekly checkups 	Unit 6: Portfolio Development <ul style="list-style-type: none"> • Review and organize individual contracts • Number of projects/grade quality • Class individualized by week #2 • Weekly checkups 	Unit 6: Portfolio Development <ul style="list-style-type: none"> • Review and organize individual contracts • Number of projects/grade quality • Class individualized by week #2 • Weekly checkups 	Presentation of final portfolios