

COURSE TITLE:

TV PRODUCTION

LENGTH:

ONE YEAR

GRADES 9 – 12

DEPARTMENT:

FINE, PRACTICAL AND PERFORMING ARTS

SCHOOL:

RUTHERFORD HIGH SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

RUTHERFORD HIGH SCHOOL
Rutherford, NJ
Fine, Practical, & Performing Arts Department
TV PRODUCTION
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Today we live in a world where the tools, techniques, and technical systems for communication between people and machines have become a necessary part of our way of life. Few technologies have had a greater impact on the human condition as the inventions and discoveries in the field of communications.

This course is designed to serve the needs of students who live in a remarkable and rapidly changing age...one in which multi-billion-dollar communication industries have become the primary and pervasive sources of information, entertainment, and diversion.

This course provides students the opportunity to examine their own relationship with television and encourages an examination of the medium. Additionally, it demonstrates that the “magic” of media is carefully planned and expertly executed. This course shows that virtually everything that appears “on-air” is first written in painstaking detail. The course seeks to affirm that, for humankind, thought processes, concept, image, and language are inseparable. Finally, the course gives students the opportunity to apply language to a current communication medium and to employ the tools and technology of the trade in their own planned production.

This course offers an orientation to television production for inexperienced students. Basic training on TV studio equipment and portable equipment is provided, and students gain an understanding of the production process. Hands-on training is obtained by producing studio projects in class and working as crew members for productions outside of class. Written tests and performance tests are used to evaluate student progress, as well as assessments of individual contributions and group projects.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

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/>

VISUAL AND PERFORMING ARTS

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: INTRODUCTION TO TELEVISION (approx. 2 weeks)

- Demonstrate in oral and written fashion an analytical/critical approach to personal television viewing
- Differentiate and list various TV formats
- Demonstrate knowledge of cable systems and FCC operating rules pertaining to proper and ethical broadcasting practices
- Conduct surveys of the effects of TV upon our personal and collective lives

UNIT 2: CAMCORDERS (approx. 3 weeks)

- Experience field recording using portable video equipment
- Carry out “on-camera” performance techniques necessary in TV production
- Explore differences between tape-based and tapeless camcorders
- Explore differences between Standard Definition (SD) and High Definition (HD) formats

UNIT 3: STUDIO EQUIPMENT (approx. 10 weeks)

- Recognize and identify camera, sound, editing, and special effects
- Operate within the rigid time constraints implicit in broadcasting
- Operate and care for in-studio and portable equipment, e.g. cameras, multi-format decks, editors, character generators, etc.
- Arrange lighting, teleprompter, and other necessary materials in studio

UNIT 4: PRODUCING/DIRECTING (approx. 9 weeks)

- Identify related careers and occupations
- Cooperate in producing TV programming
- Direct a staff in the production of a TV show

- Develop complete “directable” TV scripts including video directions, audio directions, direction to talent, times (elapsed and/or remaining), notes, etc.
- Operate/direct from control room

UNIT 5: INTRODUCTION TO EDITING (approx. 12 weeks)

- Prepare audio/visual storyboards
- Understand the difference between linear/nonlinear editing
- Identify strategies and methods used in TV production
- Produce a video designed to influence the viewer toward a specific idea
- Learn and implement Final Cut Express and Final Cut Studio Pro editing software
- Study and implement stock footage libraries.
- Learn and implement Storyboard Quick software.
- Learn and implement Digital Juice, Jump Backs, Editors Toolkit, Compositor’s Toolkit, and Stack Traxx software

3. PROFICIENCY LEVELS

This is an elective course and is open to all students in Grades 9 – 12.

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
- Notebook checks
- Project participation

- **Curriculum/Teacher Assessment**

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

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

5. GROUPING

There are no prerequisites for this course.

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
- TV Production Training – The Making of the Television News Video
- Make A Movie That Tells A Story Video
- Shopware Camcorder Equipment Features Video
- Shopware Camcorder Basic Operations Video
- Shopware Camcorder Lighting & Sound Video
- Shopware Creating Visual Excitement Video
- Shopware Professional Video Production Techniques Video
- Videomaker – Magazine
- Youtube (website)
- Digital Juice (software)
- Final Cut Express (software)
- Final Cut Pro (software)
- Guest Speakers

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 the following telecommunication equipment:
 - camera systems – studio and portable
 - switcher/mixer
 - editing software
 - special effects generator
 - audio system
 - computer graphics system
 - intercom system
 - lighting systems
 - teleprompter

9. SUGGESTED ACTIVITIES

- Movie trailer
- Mood piece
- Public Service Announcements
- Commercials
- Music video
- Various TV production projects
- Show lead in
- Flag salute

10. 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

11. 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.

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 – TV PRODUCTION

Class	September	October	November	December	January
TV Production	<ul style="list-style-type: none"> • Introduce Cybertext • Modules 1&2 • Creating critical viewers • Who creates programs? • Module #3 • Final Cut Express • Mood piece project • Demo: iTunes • Project exporting 	<ul style="list-style-type: none"> • Movie trailers • Proposals, editing worksheet, storyboarding, script writing • Movie posters • Demo: Photoshop & Juicer 2 • Digital Juice • Demo: Digital Camcorders ZR 60, ZR-90, ZR-500, &ZR800 • Black striping tapes • Demo: microphones 	<ul style="list-style-type: none"> • Video Project: "One Answer Question" • Demo: Editors Tool Kit (ETK) • Modules 10-12 	<ul style="list-style-type: none"> • NJ Filmmakers of Tomorrow • Angelwish PSA • Modules 17-20 	<ul style="list-style-type: none"> • Project: 30 Second PSA • Blue screen effect • Flag salutes

Class	February	March	April	May	June
TV Production	<ul style="list-style-type: none"> • Commercials project • Superbowl ads website • Commercial 30, 45, or 60 second format • Modules 21-25 • Demo: GL-1 camcorder & wireless microphones • Create morning announcements lead-ins • Demo: TV studio & equipment • Modules 26-30 	<ul style="list-style-type: none"> • Continue with TV studio & equipment • Modules 26-30 • Modules 31-35 • Complete lead-ins for morning announcements & practice studio jobs 	<ul style="list-style-type: none"> • Morning announcements rehearsal • Project: music video 	<ul style="list-style-type: none"> • Music videos cont. • Modules 58-62 • Morning announcements 	<ul style="list-style-type: none"> • Academy Awards projects • Class projects DVD • Final exam practical footage • Final exam