COURSE TITLE:

TV STUDIO WORKSHOP

LENGTH:

FULL YEAR

GRADES 10 – 12

DEPARTMENT:

FINE, PRACTICAL AND PERFORMING ARTS

SCHOOL:

RUTHERFORD HIGH SCHOOL

RUTHERFORD, NJ

DATE:

SPRING 2015

RUTHERFORD HIGH SCHOOL
Rutherford, NJ
Fine, Practical & Performing Arts Department
TV STUDIO WORKSHOP
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. In fact, 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 source of information, entertainment, and diversion.

In this course, experienced television students apply the skills learned in TV Production to produce programs used throughout the school and district, thereby furthering their skills in television production. Students learn more advanced theories in television and will produce morning announcements and news programs, which will be seen on in-house TV's and the local cable carriers.

While participating in a more in-depth study of the medium of television, students produce finished projects used in different areas including education, information, entertainment, community service, and public relations. Many of the activities are related to the production of cable and/or closed circuit broadcast material. While examining humorous news shows and exploring various journalistic approaches, students use advanced skills to produce a daily five-minute program. By experimentation, the limits of the five minute time slot will be stretched and the full potential of this format will be realized. Students will develop methods of monitoring the show's effectiveness at informing, educating and entertaining its audience as well as assessing its impact upon public relations and community service.

2.   OBJECTIVES

A.   NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, 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

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

<u>UNIT 1:</u>   **ADVANCED STUDIO PRODUCTION AND LIVE TELEVISION TECHNIQUES**
(approx. 6 weeks)

- Arrange lighting, teleprompters, and other necessary materials in studio
- Develop complete "directable" TV scripts including video directions, audio directions, camera aspect and angle, camera movements, transitions, narration and/or dialogue, direction to talent, times (elapsed and/or remaining), notes, etc.
- Prepare audio/visual storyboards, using hard copies & software
- Operate/direct from the control room

UNIT 2: ADVANCED PRODUCING AND DIRECTING NEWS FOR LIVE TV (BOTH IN AND OUT OF STUDIO) (approx. 6 weeks)

- Experience field recording using portable video equipment
- Collaborate in producing TV programming
- Prepare work schedules and program outlines for various work stations in the studio and control room
- Use nomenclature and standard directorial terminology necessary for TV production

UNIT 3: APPEARING IN FRONT OF THE CAMERA ON LIVE TV (approx. 4 weeks)

- Direct a staff in production of TV show
- Operate and care for in-studio and portable equipment, e.g. cameras, multi-format decks, editors, character generators, etc.
- Carry out "on-camera" performance techniques necessary as part of TV production

UNIT 4: LINEAR EDITING (approx. 7 weeks)

- Identify strategies and methods used in TV production.
- Produce a video designed to influence the viewer toward a specific idea.
- Recognize and identify camera, sound, editing, and special effects.
- Learn and implement Final Cut Express and Final Cut Pro editing software.
- Study and use stock footage libraries

- Learn and implement <u>StoryBoard Quick</u> software
- Learn and implement <u>Digital Juice</u>, <u>Jump Backs</u>, <u>Editors Toolkit</u>, <u>Compositor's Toolkit</u>, and <u>Stack Traxx</u> software

UNIT 5: ELECTRONIC NEWS GATHERING (ENG)
(approx. 7 weeks)

- Prepare written proposals for in-house or cable programming
- Prepare treatments in a narrative description for proposed TV presentations
- Read and discuss literature on the legal and aesthetic constraints on content or programming

UNIT 6: TECHNICAL AND ENGINEERING SKILLS
(approx. 3 weeks)

- Graphically design, model, and construct sets for studio in general as well as for specific productions
- Operate within the rigid time constraints implicit in broadcasting

UNIT 7: VIDEO STREAMING
(approx. 3 weeks)

- Learn and implement <u>iChat</u> and <u>Skype</u> with video conferencing
- Learn and implement <u>ustream</u> for live streaming with program recording for website.
- Learn and create webcasts
- Learn and implement proper TV Studio protocol

3.   PROFICIENCY LEVELS

This is an elective course open to students in Grades 10 – 12 who have successfully completed the prerequisite of TV Production.

4. METHODS OF ASSESSMENT

- **Student Assessment**
  The teacher will provide a variety of assessments during the course of the year, including:

  o Tests and quizzes
  o Lab participation
  o Homework assignments
  o Class work
  o Notebook checks
  o Filming outside of class
  o Studio simulation
  o 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.

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

5. GROUPING

The prerequisite for this course is TV Production.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This course meets five days a week over the course of the school year. It is offered to all students in Grades 10-12 who have passed the prerequisite of TV Production.

7. RESOURCES

- Cybertext – www.cybercollege.com/tvp_ind.htm
- TV Production Training – The Making of the Television News Video

- Ken Stone's Final Cut Pro Website
  http://www.kenstone.net/fcp_homepage/fcp_homepage_index.html
- 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 & portable
  - switcher/mixer
  - special effects generator
  - character generator
  - audio system
  - computer graphics system
  - intercom system
  - lighting system
  - teleprompter

9.   SUGGESTED ACTIVITIES

- Flag salute
- Announcement lead-in
- Holiday piece

- Person at work
- Animation
- Multi-cam production
- Public Service Announcement
- Campus Corner
- District News Show
- Board of Education meetings
- School productions (plays, concerts, etc.)
- Select sporting events
- Mini-drama

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.

- 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

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 STUDIO WORKSHOP

Class	September	October	November	December	January
TV Studio Workshop	• Demo: Final Cut Express & Final Cut Studio Pro • Create morning announcement lead-ins with flag salutes • Cybertext • Modules 1&2	• Digital Juice • Jumpbacks & Editors Tool Kit • Video podcasts • Audio soundtracks	• Newscast, documentary, and news magazine • Monthly podcasts • Modules 18-20	• Campus Story • Modules 10-12 • Newscasts, documentaries, & news magazines • Work on school play • Monthly podcasts	• Campus Story • Monthly podcasts • Newscasts, documentaries, & news magazine • "My Life" Documentary

Class	February	March	April	May	June
TV Studio Workshop	• "My Life Story" • Modules 21-25 • Monthly podcasts • Continue morning announcement lead-ins. • Modules 26-30 • Fashion Show video. • Demo: Multi-Clip	• Monthly podcasts • 1/2 Hour Comcast program. • Modules 31-35	• Mini-dramas • Modules 58-62 • Monthly podcasts • Popcert video taping.	• Popcert editing • Mini-dramas • Monthy podcasts	• End of year awards show • Review • Final exam