

Wallenpaupack Area School District

COURSE: Video Production I

GRADE LEVEL: Grade 9 - 11

LENGTH OF COURSE: 126 hours, 1 credit, Full Semester

TEXT: Television Production Today

PUBLISHER: National Textbook Company

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COURSE DESCRIPTION:

This course is designed to allow for the full exploration of careers and opportunities in the field of video production. Specific assignments and activities are planned and each segment is interdependent on the other. Students will learn to write scripts, take production notes, set blocking, operate cameras, do switching operations, create simple editing, use computer programs for editing and writing, and experience what it feels like to be "ON" camera.

AREAS OF STUDY:

Writing for video
Use and care of video equipment
Acting for video
Artwork for video

CURRICULUM WRITING TEAM:

Robert C. Nied

DATE OF REVISION:

2003

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Course: Video Production I
Unit: Viewing the message

Grade Level: Grade 9 – 11
PA Standard: 1.2.11.A, B
1.6.11.A,B,C,D,E,F
1.7.11.A,B,C
3.2.10.A,B,C,D
9.1.12.C,F,J,K
9.2.12.A,B,D,E,F,J,K,L
9.3.12.A,C,D
9.4.12.A,B,D

Topics:	Skills:
Why do you watch television? What determines which programs you watch? History of broadcasting How do you watch television? Effects of television viewing	Be able to understand and evaluate their viewing habits Understand the effect of ratings and how they are calculated Understand the relationship of market size, ratings and the rates charged for advertising Students will have an understanding of the newer technologies and their effects on television Learn the major milestones in broadcasting history and the evolution of the nightly news
Activities:	Performance Assessment:
Create a log of your television viewing for one week: must contain at least 25 programs, the broadcast station, the time, and the targeted age group Create a list of the different broadcast stations currently viewed by the classes Thought provoking class question; "Why does television exist?" After reviewing the materials in text view first portion of film "News Reels to the Nightly News"	Evaluate the assignment, assign appropriate grade Have groups prepare a poster containing the call letters of each station Before the discussion have each student write a paragraph on "Why television exists?" After the discussion compare what the discussion was and what they wrote Have student keep a log of the development of the "News Reels to the Nightly News" Chapter quiz including essay

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Course: Video Production I
Unit: Assessing the Medium

Grade Level: Grade 9 – 11
PA 1.2.11.B
Standard: 1.3.11.E
 1.6.11.A,B,C,D,E,F
 1.7.11.A,B,C
 9.1.12.B,C,D,E,F,G,H,J,K
 9.2.12.A,B,D,E,F,J,K,L
 9.3.12.A,C,D,E
 9.4.12.A,B,D

Topics:	Skills:
Two kinds of audiences Choosing the medium for the message The Communication process	Evaluate the product and process of television Recognize effective patterns of communication appropriate to the medium Become more critical listeners as viewers and listeners of the medium Become more aware of the factors affecting their choice of television and radio programs Be aware of the effects of television viewing Recognize propaganda techniques used in mass media Identify new technology
Activities:	Performance Assessment:
In class compare and contrast the different types of audiences Discussions Create a log of the television news from at least two different television stations and compare the differences between the two stations; this log must contain at least 5 nights of viewing Listen to the old time radio and compare to today's television Select and produce a radio show, complete with sound effects As appropriate to discussions videos: "Perception The Art of Seeing", "The Art of Listening", and "Say it Better: Fearless Public Speaking" Write an advertisement for radio After reviewing the materials in text view next portion of film "News Reels to the Nightly News"	Create a comparison of live performance and television performance/viewing Class participation in discussions and the completed log containing the written comparison Oral or written comparisons of the two mediums Evaluation of the performance concentrating on the evidence of rehearsal Discussion before and/or after each video and quiz when appropriate Have student continue the log of the development of the New Reels to the Nightly News Read and produce (select) radio ad, collect and grade all Chapter quiz including essay

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Course: Video Production I

Grade Grade 9 – 11

Level:

Unit: Visualizing the message

PA 1.2.11.A, B

Standard: 1.6.11.D,E,F
3.1.12.A,D
3.2.12.B
3.7.12.D,E
3.8.12.A,B,C
9.1.12.A,B,C,D,E,F,G,H,I,J,K
9.3.12.A,B,C,D,E,F,G,H,I,J
9.4.12.A,B,C,D
13.2.11.B,G
13.3.11.A,C

Topics:	Skills:
<p>The television camera Lenses Camera movement Switching equipment Picture composition Visuals: Two-dimensional Visuals: Three-dimensional Special effects</p>	<p>Understand how a television camera captures and transmits a signal (picture) Have a better understanding of the different types of lenses and how they affect the picture Be able to select correctly between a telephoto and wide-angle lenses Create a radio correct two-dimensional visual Understand the components of three-dimensional visual and that manipulation of these components change how the audience sees the picture Know different special effects used in television and where they might be found</p>
Activities:	Performance Assessment:
<p>Demonstration of the television camera's parts and where they are found Discussion on the technological advancements made with the video camera Demonstration of the differences in the wide-angle camera lenses and the telephoto lenses Create a two dimensional visual in the two aspect ratios currently found in television</p>	<p>Identification quiz Response to classroom questions, quiz questions included in chapter quiz Select, know, and describe the different lenses Evaluation of the visuals according to composition and aspect ratios Observation and evaluation of the students process in the selection of the components and application of the appropriate technology. Eventually the evaluation of the completed project according to predetermined rubrics</p>

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Activities: (con't)	Performance Assessment: (con't)
Long term assignment: "Still picture music video" completion in two to three weeks Create a floor plan of our studio As appropriate to discussions Videos: "Invisible Persuader: The Battle for Your Mind" and "The Unbiased Mind: Obstacles to Clear Thinking" Demonstration of proper camera movement and the correct terms Introduction of storyboards in the creation of a multi media project. I.e. "Still Picture Music Video" After reviewing the materials in the text view next portion of the film "News Reels to the Nightly News"	Evaluation of the accuracy and completeness of the assignment Discussion before/and or after each video and quiz when appropriate Identification quiz on the demonstrated camera movements Correct use of the storyboard Have student continue the log of the development of the New Reels to the Nightly News Chapter quiz including essay

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Course: Video Production I

Grade Grade 9 – 11

Level:

Unit: Sounding the Message

PA 1.2.11.A, B

Standard: 1.3.11.B,C,E,F
 1.4.11A,B,C,D
 1.5.11.A,B,C,D,E,F
 1.6.11.A,B,C,D,E,F
 1.7.11.A,B,C
 1.11.11.H
 3.1.12.A,D
 3.2.12.B
 3.6.12.B
 3.7.12.D,E
 3.8.12.A,B,C
 9.1.12.A,B,C,D,E,F,G,H,I,J,K
 9.3.12.A,B,C,D,E,F,G,H,I,J
 9.4.12.A,B,C,D
 13.2.11.B,G
 13.3.11.A,C

Topics:	Skills:
Sound sources Characteristics of microphones Mounting of microphones Pickup patters of microphones Frequency range Types of microphones Acoustics Performers use of the microphone The audio board Communicating by sound along (radio) Nonverbal cues for radio and television direction	Be aware of various musical moods and the aesthetic and psychological role they play in radio and television programs Understand the effect of gain in controlling the mood Be able to correctly select a microphone for a specific purpose Be able to communicate by sound alone Select and improvise simple sound effects Create a simple radio commercial
Activities:	Performance Assessment:
Demonstration of the various microphones available in the classroom Listen to various sound effects followed by discussion on their effects on the audience Discussion on how to create sound effects Demonstration of the nonverbal cues	Identify which microphone is the best selection for a particular assignment Create some simple sound effects to be used in a radio or television production By performance demonstrate understanding of the nonverbal cues used in radio and television Successfully participate in an assigned

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Activities: (con't)	Performance Assessment: (con't)
Used in radio and television Write two 30-second radio commercial, PSA, fictional product Participate in the production of one or more radio performances After reviewing the materials in text view next portion of film "News Reels to the Nightly News"	Radio performance Evaluation of radio scripts Chapter quiz including essay

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Course: Video Production I

Grade Grade 9 – 11

Level:

Unit: Verbalizing the Message

PA 1.2.11.A, B

Standard: 1.3.11.B,C,E,F

1.4.11A,B,C,D

1.5.11.A,B,C,D,E,F

1.6.11.A,B,C,D,E,F

1.7.11.A,B,C

1.11.11.H

3.1.12.A,D

3.2.12.B

3.7.12.D,E

3.8.12.A,B,C

9.1.12.A,B,C,D,E,F,G,H,I,J,K

9.3.12.A,B,C,D,E,F,G,H,I,J

9.4.12.A,B,C,D

13.2.11.B,G

13.3.11.A,C

Topics:	Skills:
<p>Telling the story</p> <p>Developing the main character</p> <p>Genre</p> <p>Visual medium</p> <p>Using the script</p> <p>Why scripts are needed</p> <p>Types of scripted shows</p> <p>Script form</p> <p>Story board</p> <p>Timing</p> <p>Clearance and copyright</p> <p>Television guidelines</p> <p>Script evaluation</p>	<p>Recognize the various regularity agencies and regulations within the broadcast media</p> <p>Be able to prepare a script in various formats</p> <p>Be able to participate in various aspects of a production and communicate to the various members of a production staff</p> <p>Know the difference between back timing and front timing</p> <p>Be able to recognize the difference between a "scripted" show and a partially "scripted" show</p> <p>Become familiar with the copyright regulations</p>
Activities:	Performance Assessment:
<p>Continue still music video</p> <p>Write a news story that is school related, capture appropriate images and produce the story</p> <p>Create a list of ten currently seen television programs and determine if they are scripted or partially scripted</p> <p>View video "Invisible Persuaders – The Battle for your Mind" and "The Unbiased Mind – Obstacles to clear Thinking"</p>	<p>Completion of the "Still Music Video" evaluation of contents, and ability to convey the "Story"</p> <p>Collect and evaluate all homework</p> <p>Completion and production of the television commercial</p> <p>Chapter quiz including essay</p>

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Activities: (con't)	
Re-write their radio scripts for a 1 minute television commercial After reviewing the materials in text view the next portion of film "News Reels to the Nightly News"	

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Course: Video Production I

Grade Grade 9 – 11

Level:

Unit: Producing the
Message

PA 1.1.11.A,D,H

Standard: 1.2.11.A, B

1.3.11.B,C,E,F

1.4.11A,B,C,D

1.5.11.A,B,C,D,E,F

1.6.11.A,B,C,D,E,F

3.1.12.A,C,D

3.2.12.C,D

3.6.12.B

3.7.12.C,D,E

3.8.12.A,B,C

9.1.12.A,B,C,D,E,F,G,H,I,J,K

9.3.12.A,B,C,D,E

9.4.12.A,B,C,D

Topics:	Skills:
<p>The production team Rehearsal and production procedures Team members memory aids</p>	<p>Demonstrate the ability to plan and organize elements of television production Demonstrate interpersonal skills necessary for television production Know the various technical names for the various positions within a television production</p>
Activities:	Performance Assessment:
<p>Guided assignment "Demonstration", students are to create a demonstration show for production. This becomes a culmination of the entire course to date, Audio, Video, production, graphics, etc. Show videos as appropriate; "The Video Production Studio", behind the scenes in TV/Film production Production of the "Demonstration" piece After reviewing the materials in text view portion of film "News Reels in the Nightly News"</p>	<p>Having all the proper documentation and materials available for the "Demonstration" assignment, on time and in the correct format The actual successful production of the "Demonstration" Participation in the producing of others production piece Participation in discussions related to "News Reels of the Nightly News". These are current segments, which have an impact on how we view the world because of television Chapter quiz including essay</p>

Wallenpaupack Area School District

Course: Video Production I

Grade Grade 9 – 11

Level:

Unit: Recording the
Message

PA 1.2.11.B

Standard: 1.3.11.E

1.4.11A,B,C,D

1.5.11.A,B,C,D,E,G

1.6.11.A,B,C,D,E,F

1.7.11.A,B,C

3.1.12.A,C,D

3.2.12.A,C,D

3.6.12.B

3.7.12.C,D,E

3.8.12.A,B,C

9.1.12.A,B,C,D,E,F,G,H,I,J,K

9.2.12.A,B,C,D,E,F,J,K,L

9.3.12.A,B,C,D,E

9.4.12.A,B,C,D

Topics:	Skills:
History of recording video Types of video recorders, tape to DVD Operation of video tape recording Operation of digital recording Electronic field production Editing video tape Assemble editing Insert editing Digital editing Tape (video) library HDTV, computers, moviemaking	Understand the process of editing videotape Understand the difference between videotape and nonlinear video Develop a basic understanding between the difference of analog and digital recordings Use and understand the importance of "production logs" Be able to explain, or demonstrate the process of shooting remote and editing a finished piece
Activities:	Performance Assessment:
Demonstration/lecture on the process and format of editing Students who have finished the demonstration assignment will have the opportunity to film and edit a true remote story, provided all required paperwork is completed After reviewing the materials in text view the next portion of film "News Reels to the Nightly News" Discussion and writing assignment of the content of "News Reels to the Nightly News" segments	The actual successful production of the "Demonstration" piece Participation in the producing of others production piece Participation in discussions related to "News Reels to the Nightly News". These are current segments, which have an impact on how we view the world because of television Chapter quiz including essay Evaluation of advanced assignments and students qualify

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Course: Video Production I

Grade Grade 9 – 11

Level:

Unit: Considering Careers in
Media

PA

Standard:

Topics:	Skills:
Overview of all the positions previously covered in the course Preparation for careers in media Broadcast, non-broadcast, and cable TV Creatively being there, personal experience by Brianne Murphy (editorial from text)	Be able to evaluate whether the student fits into the career requirements and talent to be in the television industry
Activities:	Performance Assessment:
Overview of text and various resources for careers in media Writing of a two page minimum research paper on a selected career in Video Culminating discussion of careers in television After reviewing the materials in text view next portion of film "News Reels to the Nightly News"	Completion of writing assignment with appropriate documentation and format Written personal impact of television on "your" every day life as based on the information presented in "News Reels to the Nightly News" Final exam including essay