

Wallenpaupack Area School District

COURSE: Video Production II & III

GRADE LEVEL: Grade 10 - 12

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

TEXT: Television Production Today

PUBLISHER: Wadsworth Thompson Learning

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COURSE DESCRIPTION:

A more advanced coverage of the materials covered in Video Production I, this course will take the serious student deep into the world of television production. Students will study the various careers which are related to the television industry. A strong emphasis on writing and sequential organization is the center of the class. Individual and group projects round out the assignments and requirements. Grading is a combination of successful class work, punctually in handing in assignments, close evaluation of organizational practices, and the traditional quizzes and tests. There are out of school assignments.

AREAS OF STUDY:

- Production process
- Analog and digital television
- The camera
- Lighting
- Audio
- Switching
- Video
- Editing
- Visual effects
- Design for television
- Production

CURRICULUM WRITING TEAM:

Robert C. Nied

DATE OF REVISION:

2003

Wallenpaupack Area School District

Course: Video Production II & III

Grade Level: Grade 10 – 12

Unit: The television
production process

PA Standard: 1.2.11.A, B
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:
<ul style="list-style-type: none"> What is television all about? The basic television system The expanded television system Production elements The television studio The studio control room Master control Studio support areas 	<ul style="list-style-type: none"> Ability to identify the major parts of the television system Explain the difference between the basic and expanded systems Identify production elements Recognize and identify the parts in the studio control room and the master control room Know different types of support areas of the television studio
Activities:	Performance Assessment:
<ul style="list-style-type: none"> Read and discuss the appropriate sections of the text book Tour of the high school television studio, studio control room and master control 	<ul style="list-style-type: none"> Written quiz on text and discussion matter Identification quiz of the various television production areas Essay explaining the television Process function as an integrated series of areas

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<p>Course: Video Production II & III</p> <p>Unit: The television camera Lenses Mounting equipment Operation & picture composition</p>	<p>Grade Level: Grade 10 – 12</p> <p>PA 1.2.11.A, B</p> <p>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</p>
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Topics:	Skills:
<ul style="list-style-type: none"> Parts of the television camera From light to video signal The camera chain Types of cameras Electronic characteristics Operational characteristics Types of lenses How lenses see the world Basic camera mounts Pan and tilt Camera movements Special mounting Working the camera ENG and camera studio Screen size and field of view Framing a short Depth Screen motion 	<ul style="list-style-type: none"> Be able to identify the parts of the television camera Know the sequence involved in the camera chain Be able to select the correct camera lens for a given shot Know the difference between depth of field and depth of focus Identify correctly the various cameras movements and mounting Describe the difference between an Eng, EFP and studio camera Effectively know how to utilize screen motion on "Good" video
Activities:	Performance Assessment:
<ul style="list-style-type: none"> Read and discuss the appropriate sections of the text book Continue the camera shot's video Demonstration of the basic camera parts and camera movement Student use of the ENG type camera for a short straight shoot project Demonstration of the use of the studio camera 	<ul style="list-style-type: none"> Written quiz and text and discussion matter Graded check of notes on camera shorts Rubric evaluation of the student shot ENG camera piece

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Course: Video Production II & III

Grade Level: Grade 10 – 12

Unit: Audio

PA Standard:

1.2.11.A,B
 1.3.11.B,C,E,F
 1.4.11.A,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:
How microphones work MIC setups for music pickup Microphone use specific to ENG/EFP Microphone use specific to the studio Sound controls and how to use them Mixing and sound aesthetics	Be able to identify the various types of microphones, describe their properties and correctly choose a microphone for a specific operation
Activities:	Performance Assessment:
Read and discuss the appropriate sections of the text book Video's shaping you sound Demonstration of the various microphones found in the high school facility Create a radio program, choose and use the correct microphone (group project)	Written quiz on text and discussion matter Graded discussion on video's or graded check of notes taken during the video Evaluation of participation of the project Radio show

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Course: Video Production II & III

Grade Level: Grade 10 – 12

Unit: Switching/instantaneous editing

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>How switches work What switches do</p>	<p>Identify the types of switching done in a television studio and apply the knowledge to a television script Be able to make appropriate switches during a typical student production</p>
Activities:	Performance Assessment:
<p>Read and discuss the appropriate sections of the text book Demonstration of the switching capabilities found in the high school studio Switch for a student production, the morning broadcast Long term assignment – “The shooting of a mini documentary” al planning, production, and journal entry’s will be evaluated</p>	<p>Written quiz on text and discussion matter Identification by essay what is happening during a typical morning broadcast Successful evaluation of the student Switchers performance during the morning show</p>

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Course: Video Production II & III

Grade Level: Grade 10 – 12

Unit: Video – recording and storage systems

PA Standard:

1.2.11.B

1.3.11.E

1.4.11.A,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

3.7.12.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:
<p>How video recording works Tape and disk based recording systems Tape based recording and storage systems How video recording is done Uses of video recording and storage Operational video recording systems Video recording production factors</p>	<p>Knowledge and application of video editing Know the difference between the tape storage systems, the disk, CD DVD storage systems Knowledge of the factors limiting a video recording including the physical technological limitations</p>
Activities:	Performance Assessment:
<p>Read and discuss the appropriate sections of the text book Demonstration of the tape recording devices found in the high school studio Student recording and/or transfer from one medium to another Begin the shooting of a student produced mini documentary</p>	<p>Written quiz on text and discussion matter Identification of the various recording devices found in the high school video facility</p>

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Course: Video Production II & III
Unit: Postproduction Editing

Grade Level: Grade 10 – 12

PA 1.2.11.B

Standard: 1.3.11.E

1.4.11.A,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

3.7.12.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:
<ul style="list-style-type: none"> How post production works Editing modes Basic editing systems Linear and nonlinear editing systems Linear and nonlinear editing features and techniques Control track and time code editing AB rolling and AB roll editing Pre-editing phases Making editing decisions Editing functions Basic transition devices Major editing principles 	<ul style="list-style-type: none"> Develop a knowledge base for the editing phase of video Be able to describe the difference between linear and nonlinear editing Know what a control track does and how to sequence pictures and sound using the control track Be able to edit student produced video shot out of sequence
Activities:	Performance Assessment:
<ul style="list-style-type: none"> Read and discuss the appropriate sections of the text book Demonstration of the various types of editors found in the high school video facility Continued work on student video 	<ul style="list-style-type: none"> Written quiz on text and discussion matter Perform several edits using at least two of the different types of equipment found in the high school video facility Graded check on the planning, production, and journal entry's kept on the student video assignment

Wallenpaupack Area School District

Course: Video Production II & III

Grade Level: Grade 10 – 12

Unit: Visual effects

PA Standard: 1.2.11.A, B
 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:
Electronic effects and how to use them Standard analog video effects Digital video effects Optical effects Mechanical effects	Knowledge base to know the difference between analog, digital, optical and mechanical effects Knowledge base to determine the proper use of visual effects
Activities:	Performance Assessment:
Read and discuss the appropriate sections of the text book From the student produced min-documentary select and describe what visual effects were used or are going to be used and justify selections	Written quiz on text and discussion matter Did the student use a visual effect in their film and was it appropriated used and were there too many effects

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Course: Video Production II & III

Grade Level: Grade 10 – 12

Unit: Design for television

PA Standard: 1.2.11.A, B
 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:
<ul style="list-style-type: none"> Specification of television graphics Graphic equipment Scenery and props Television scenery Properties and set dressings Elements of scene design 	<ul style="list-style-type: none"> Know the various aspect ratios in today's television Apply the aspect ratios to set design, graphic design and videography Identify the various techniques used to create a depth of field in television
Activities:	Performance Assessment:
<ul style="list-style-type: none"> Read and discuss the appropriate sections of the text book Carefully design one of the scenes in the student's video production piece 	<ul style="list-style-type: none"> Written quiz on text and discussion matter Rubric evaluation of the scene design

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Course: Video Production II & III

Grade Level: Grade 10 – 12

Unit: Production people

PA Standard: 13.1.11.A,B,C,D,E,F,G

13.2.11.B,C,F,G

13.3.11.A,C,E

Topics:	Skills:
<p>What production, non-technical, technical, and news personal do</p> <p>Performance and acting techniques</p> <p>Auditions</p> <p>Makeup</p> <p>Clothing and costuming</p>	<p>Know various positions involved in a television production</p> <p>Demonstrate the understanding of performance/acting requirements</p> <p>Understand the importance of clothing and makeup</p>
Activities:	Performance Assessment:
<p>Read and discuss the appropriate sections of the text book</p> <p>Carefully evaluate various positions used in the students video production assignment</p> <p>Analyze the costuming used in the students video production</p>	<p>Written quiz on text and discussion matter</p> <p>Rubric evaluation of the various positions used in the student video production assignment</p> <p>Rubric evaluation of the costuming used in the students video production</p>

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Course: Video Production II & III	Grade Level: Grade 10 – 12
Unit: Producing	PA Standard: 1.1.11.A,D,H
Pre-production	1.2.11.A,B
Post-production	1.3.11.B,C,E,F
Field production	1.4.11.A,B,C,D
Big remote	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
	3.7.12.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
	9.3.12.A,B,C,D,E
	9.4.12.A,B,C,D

Topics:	Skills:
<p>What producing is all about</p> <p>Dealing with schedules, legal matters and ratings</p> <p>How the director prepares</p> <p>Moving script to scene</p> <p>Multi camera studio directing</p> <p>Single camera directing</p> <p>ENG, EFP and BIG remotes</p> <p>Covering major events</p>	<p>Understanding the organizational skills necessary to produce television</p> <p>Ability to plan a production</p>
Activities:	Performance Assessment:
<p>Read and discuss the appropriate sections of the text book</p> <p>Attend one of the cable broadcasts from the high school (football or basketball)</p> <p>Write complete production notes for a television production of your choice</p>	<p>Written quiz on text and discussion matter</p> <p>Write an observation of your cable broadcast observation</p> <p>Rubric evaluation of the production notes made in activities. (This is often the final exam and is carefully outlined before assignment)</p>