

Orange School District



TV Production

Curriculum Guide
2011 EDITION

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Course Description

TV Production

A. Major concepts/content.

This course provides opportunities for students to develop skills in: - History of television - Basic video camera operation - Postproduction skills in graphics, audio, and editing- Scriptwriting and storyboarding - Skills in direction and production of video projects

B. Special note. Students in Television I produce the following: Video Montage, Interview, Audio/Video Commercial, Public Service Announcement, Animation, Movie Trailer, News brief, Music Video and various other projects.

C. After successfully completing this course, the student will:

1. Exhibit knowledge of the history of television.
2. Identify and describe camera components.
3. Operate a video camera.
4. Plan, script and storyboard a video project.
5. Complete postproduction of a video project, including graphics, audio dub, and editing.
6. Understand career opportunities in the television industry.

TV PRODUCTION COURSE OUTLINE

At the completion of TV Production, all students should be able to:

- exhibit knowledge of the history of television
 - o early inventors
 - o research and development process
 - o establishment of standards
 - o emergent technologies
- properly use a camcorder, tripod and microphone
 - o camcorder
 - auto focus/manual focus
 - battery and a/c power
 - tape loading
 - firewire and mic inputs
 - o tripod
 - set up
 - safe set up with camera
 - benefits of using a tripods
 - circumstances when tripods use is impractical or unfeasible
 - o microphone
 - lapel
 - handheld
 - wired and wireless
- interview a subject using proper picture composition
 - o rule of thirds
 - o lighting
 - o troubleshooting bad lighting situations
- plan, script, storyboard, and complete a video project
 - o Interview
 - o Instructional Video
- Demonstrate digital video editing and production techniques using appropriate software
 - o FCP (Final Cut Pro) or other appropriate software
 - Properly set up files and folders for work
 - Edit video and create graphics within FCP
 - o LiveType
 - Modify existing templates
 - Import into FCP
 - SoundTrack

- Create a simple soundtrack and sound effects for FCP
- o PhotoShop
 - Create lower third for use in FCP
 - Manipulate photo or other graphic for use in FCP
 - Understand the purpose for inserting blank layers between PS layers and merging layers
 - Understand the purpose for saving merged and unmerged copies of PS documents
- o PowerPoint
 - Create a slide show in Powerpoint
 - Demonstrate appropriate graphic composition including color contrast and readability
- Practice basic equipment safety
- Plan and produce a news package appropriate for airing on the school news show
- Use field and studio production equipment properly
- Demonstrate digital video editing and production techniques using appropriate software
 - o FCP or other appropriate software
 - o LiveType
 - o PhotoShop
 - o PowerPoint
- Practice basic equipment safety
- Understand that successful productions involve team effort
- Function as a team member
- Give and follow instructions

ELEMENTS OF PRODUCTION

BROADCAST

Broadcast Elements

- Visual Composition
- Interview
 - o Questioning Techniques
 - o Active listening Techniques
- Safety
- Scripting

<p>ELEMENTS OF PRODUCTION BROADCAST</p> <p>Broadcast Elements</p> <ul style="list-style-type: none"> • Visual Composition • Interview <ul style="list-style-type: none"> ○ Questioning Techniques ○ Active listening Techniques • Safety • Scripting <p><i>Using the camcorder and the iMac</i></p>	<p>CAMERA AND COMPUTER TECHNOLOGY AND TECHNIQUES</p> <ol style="list-style-type: none"> 1. <i>Initiate dialogue with students about television, film and photography.</i> 2. <i>Explore various camera techniques</i> 3. <i>Melding of the video with the iMac computer</i> 4. <i>Safety issues and the specific care needed in working with cameras, computers and associated technology.</i> <p>VIDEO EDITING</p>	<ul style="list-style-type: none"> • Student introductions that include their experience level with photography and videography; movies and TV shows he/she likes. • Record and playback interview of a student by another, showing superior sound with external microphone. • A few students then use the camera to interview other students and tape is played back on the TV. Discuss how the video and audio can be improved. • Use “Photo Booth” program to make self portraits: 1 Black and White, 1 with a color effect; save to the desktop and rename with student’s name.
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<p>Create a short movie to learn the basics of camera operation.</p>	<ol style="list-style-type: none"> 1. <i>Introduction to the basic grammar of cinematography: Wide Shot, Medium Shot, Closeup, Extreme Closeup; establishing shot.</i> 2. <i>Show how they’re used in examples from popular films, TV shows and music videos.</i> 3. <i>Shoot a short movie, editing in the camera, using an appropriate mix of the shot types above, beginning with an establishing shot.</i> 	<ul style="list-style-type: none"> • Differentiate clips of films and point out the use of Wide, Medium, Closeup and Extreme Closeup shots. • Brainstorm movie idea which can be filmed in or near the classroom. • Decide on a movie idea and write a simple script (With the teacher’s assistance). • Shoot the movie, stopping at the end of each shot and moving the camera.
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<p><i>Introduction to Digital Photography from camera to computer.</i></p>	<ol style="list-style-type: none"> 1. <i>Demonstrate how to operate a camera.</i> 2. <i>Composing photos in the viewfinder.</i> 3. <i>Show how to import digital photos from the camera to a computer.</i> 4. <i>Understand digital assets management.</i> 5. <i>Identify basic parts of the camera</i> 6. <i>Explain the purposes of the lens, viewfinder, shutter and memory card.</i> 	<ul style="list-style-type: none"> • Students will be able to use both the rangefinder and the LCD viewfinders. • Understand the importance of framing, while avoiding too much headroom and holding the camera steady. • How to handle the camera and press the shutter. • Take successful photos. • Connect camera or card reader to PC and use Windows utility to import image files. • Demonstrate how to name files uniquely so the can easily be found later. • Understand the importance of never changing original camera file names.
<p><i>Introduction of Media Literacy by way of Children's advertising.</i></p>	<ol style="list-style-type: none"> 1. <i>Introduction of Media Literacy by looking at children's advertising.</i> 2. <i>Examine the Target audience, the money flow and the connection of advertisers to program content.</i> 3. <i>Become aware of the techniques in TV ads which are used to grab and keep the attention of the audience.</i> 4. <i>Discuss the influence of celebrities and their impact on buying.</i> 	<ul style="list-style-type: none"> • Identify Target Audience as it relates to a specific advertisement. • Correlate the relationship between the target audience of advertisements and the content of the program during which the advertisement is aired. • Point out examples of celebrity endorsements and their relationship with the companies that they sponsor.

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Key Elements and Ideas	CONTENT (What students should know)	Performance Indicators/Targets (What students will be able to do)
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<i>Part A-Introduction to writing a script for a Public Service Announcement (PSA)</i>	<ol style="list-style-type: none"> 1. Definition and recognition of a Public Service announcement. 2. Differentiate a well informative PSA versus a PSA needing improvement. 3. Know the roles and responsibilities of those involved when creating a PSA. 	<ul style="list-style-type: none"> • Learn how to define and recognize a PSA. • View student and professional PSA's • Analyze and critique different PSA's. • Suggests topics for PSA's and work to brainstorm different concepts. • Write an original script, draw a storyboard, and assign roles: director, camera, sound, script and actors.
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<i>Part B-Use of a microphone and camcorder for a Public Service Announcement (PSA).</i>	<ol style="list-style-type: none"> 1. Learn the directional microphone and its use. 2. Knowledge on operation of the camera. 3. Perform necessary roles during the taping of the PSA. 	<ul style="list-style-type: none"> • Hold microphone and operate camera. • Shoot movie using directional microphone for audio. • Shoot a variety of camera angles for the same shot.
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<i>Part C-Editing with iMovie for Public Service Announcement (PSA).</i>	<ol style="list-style-type: none"> 1. Learn the techniques of editing an iMovie using a projector. 	<ul style="list-style-type: none"> • Transfer movie from tape into computer. • Select best takes to use from the tape. • Organize clips on a timeline. • Add titles at the beginning and credits at the end. • Show how a finished timeline looks and plays.
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<i>Introduce and explore long- form documentary.</i>	<ol style="list-style-type: none"> 1. <i>Introduction to the long- form contemporary documentary.</i> 2. <i>Development and awareness of how films are construction.</i> 3. <i>Understand the impact of the presence of the film team (camera and sound) has on the way people interview on camera.</i> 	<ul style="list-style-type: none"> • View a long-form contemporary documentary. • Log the soundtrack music, noting each instance of music and determining its purpose-up/down mood; theme; emphasis, filler, etc. • Discuss the roles and responsibilities of the filmmakers.
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<i>Creation of music on the computer.</i>	<ol style="list-style-type: none"> 1. <i>Creating loop-based music tracks on the iMac using Apple Garageband program.</i> 2. <i>Understanding the guidelines of music ownership.</i> 	<ul style="list-style-type: none"> • Understand the basics of music creation through teacher demonstrations. • Use the computer to create own music tracks. • Share and play created works with fellow classmates.
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<i>Creation of a silent movie with original music.</i>	<ol style="list-style-type: none"> 1. <i>Knowledge in how to shoot and edit a silent movie.</i> 2. <i>Demonstrate how to add original music in post using Apple Garageband program.</i> 	<ul style="list-style-type: none"> • View and compare previous student works as well as classic silent movies. • Develop a script. • Assign roles and responsibilities. • Shoot movie. • Edit movie and add the original musicform Garageband program and/or sound effects from iMovie.
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<i>Phototgraphy-Create Studio Portraiture</i>	<ol style="list-style-type: none"> 1. <i>Demonstrate how to pose the subject, how to use light, how to get a good expression from the</i> 	<ul style="list-style-type: none"> • View slides of classic portrait photos and a range of contemporary styles. • Create formal studio portraiture with
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	<i>subject.</i> 2. <i>Understand the technical aspects of exposure and focus.</i>	digital cameras using 1 light and a reflector, then 3 lights and a reflector.
<i>Retouching photos and making digital prints.</i>	1. <i>Use Adobe Photoshop to retouch and manipulate portrait photos.</i> 2. <i>Use and Epson Photo printer and Epson photo paper to make quality prints for mounting and displaying.</i>	<ul style="list-style-type: none"> • Selects files and imports into Photoshop. • Explains different formats such as jpeg, tiff, psd and which to use for various purposes. • Works on a photo which includes cropping, changing brightness and contrast, color and rotating. • Add titles and other text to a photo.
<i>Media Literacy-Exploration of techniques used to market Youth.</i>	1. <i>Examine the ways in which persuasive appeals are used in advertising.</i> 2. <i>Understand the influence of the media in the lives of teens</i>	<ul style="list-style-type: none"> • Assigned topics from “No Logo” study guide (Media Education Foundation) to research and present verbally or through video. • Screen video of “Merchants of Cool”. Afterwards, discuss the influence of marketing and how youth can limit the extent to which they are influenced by marketing.
<i>Introduction to interviewing and filming an interview with 1 camera.</i>	1. <i>Learn how to interview-composing open ended questions, active</i>	<ul style="list-style-type: none"> • Read from EVC “Guide to Interviewing”. Discuss importance of

	<i>listening and responding to answers with appropriate follow-up, keeping the interview on-topic.</i> 2. <i>Learn how to film an interview.</i> 3. <i>Demonstrate the use of the 2 shot, close-ups, over the shoulder shot.</i> 4. <i>Understand the importance of nodding/reaction and other cutaways.</i>	writing and asking open questions and being an active listener while interviewing. Lastly being able to ask follow-up questions. <ul style="list-style-type: none"> • Watch 60 Minutes interview of Morgan Freeman and analyze camera angles and why each angle was edited. • Shoot an interview with one camera, three times from three angles including cutaway/reaction shots.
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<i>Continuity editing of an interview.</i>	1. <i>Knowledge of Continuity editing (interviewing using one camera to look like three cameras).</i> 2. <i>Editing using cutaways, J and L cuts.</i>	<ul style="list-style-type: none"> • Screen different interviews making notes of the continuity editing. • Explain J and L cuts and how to do them in iMovie. • Edit interview, cutting out some parts and replacing with cutaways.

<i>DVD Production-Creating a DVD which includes encoding, menu design and label printing.</i>	1. <i>DVD production and creating a menu design.</i> 2. <i>Illustrate a slide show of still photos.</i> 3. <i>Demonstrate how to add original music to the slide show</i> 4. <i>Execute the steps of printing</i>	<ul style="list-style-type: none"> • Demonstrate how to get movies into iDVD from iMovie. • Show how to make a slide show of stills. Include music to the slide show.

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<p><i>HISTORY OF TELEVISION</i></p> <p><i>ELEMENTS OF PRODUCTION</i></p> <p>VIDOGRAPHY</p> <ul style="list-style-type: none"> • Television • Film • Internet • Capturing & Editing software <ul style="list-style-type: none"> ○ Final Cut Pro ○ Garage Band ○ Avid ○ Imovie ○ Photobooth <p>Script Writing</p> <p>Cameras</p> <p>Editing</p> <p>Media Literacy</p>	<p><i>PRODUCTION OVERVIEW</i></p> <p><i>Broadcast Elements</i></p> <ul style="list-style-type: none"> • Interview <ul style="list-style-type: none"> ○ Questioning Techniques ○ Active listening Techniques • Safety • Scripting • Cinematography <ul style="list-style-type: none"> ○ Panning ○ Closeups ○ Cutaways <p><i>Cameras</i></p> <ul style="list-style-type: none"> • Operation • Lens • Viewfinder • Shutter • Memory <p><i>Photos</i></p> <ul style="list-style-type: none"> • Composition • Import • Digital assets management <p><i>Media Literacy</i></p> <ul style="list-style-type: none"> • Advertising <ul style="list-style-type: none"> ○ Persuasion ○ Marketing • Target Audiences • Public Service Announcements • Documentary <p><i>I-Movie</i></p> <p><i>Visual</i></p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the television production technology program instructional system, safety procedures and trade terminology. • Stage a set as directed for television production. • Perform lighting activities for a planned production. • Demonstrate correct use of basic equipment used in television production. • Demonstrate ability to identify different types of script copy. • Demonstrate ability to interpret a broadcast style script. • Exhibit knowledge of the television production team. • Exhibit ability to apply skills through planning, writing, directing, editing and recording a television program. • Perform video tape recording and editing operations. • Perform television production and programming activities. • Perform character generator and special effects generator functions. • Operate television studio audio control system. • Perform electronic news gathering (ENG) and electronic field production (EFP) equipment functions. • Demonstrate ability in studio production operations. • Write, produce, direct and edit a variety of

	<p><i>Sound</i> <i>Looping</i> <i>Music</i></p> <p><i>Adobe Photoshop</i></p>	<p>television scripts</p> <ul style="list-style-type: none"> • Demonstrate an independent level of proficiency in one or more areas of television production. • Demonstrate an ability to specialize in one or more areas of television production. • Translate a written script into a full television production. • Demonstrate appropriate communication skills. • Demonstrate appropriate math skills. • Demonstrate appropriate understanding of basic science. • Demonstrate employability skills. • Demonstrate an understanding of entrepreneurship. • Demonstrate computer operations in Television Production.
ELEMENTS OF COMPOSITION	<p>Questions to consider</p> <p>1. What's the reason for the shoot? ^[SEP]The purpose of the shot in the scope of the spot. ^[SEP]Too slow can equal boring ^[SEP]Pick up the pace ^[SEP]Not too fast=confusion</p> <p>2. Strive for a feeling of unity. ^[SEP]Your productions are arranged so they are unified ^[SEP]Your production supports your basic idea ^[SEP]</p> <p>3. Compose around a single center of interest. ^[SEP]Compose your scenes around your theme ^[SEP]Does the shot fit the theme? ^[SEP]Is it symbolic of your scene? ^[SEP]Stay away from multiple centers of interest! ^[SEP]Shift the center of interest, ^[SEP]Through movement</p> <p>4. Observe proper subject placement. ^[SEP]Take the time to position your actors. ^[SEP]Take the time to move the camera to position the objects within the frame ^[SEP]Lead the subject ^[SEP]Rule of thirds ^[SEP]Horizontal and vertical lines ^[SEP]</p> <p>5. Maintain tonal balance. ^[SEP]Brightness and darkness ^[SEP]Dark objects suggest weight ^[SEP]Feel the weight of objects ^[SEP]Balance those objects in the scene ^[SEP]</p> <p>6. Balance mass. ^[SEP]Make sure your scenes are</p>	<p><i>Students will gain the skills to:</i></p> <ol style="list-style-type: none"> 1. Clearly establish objectives 2. Establish unity in a composition 3. Establish subject placement 4. Identify and establish tone and balance 5. Identify and utilize visual perspective 6. Convey meaning

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	<p><i>balanced</i> Move your camera to help balance</p> <p><i>Zoom in our out before you record</i></p> <p>7. Create a pattern of meaning. Use scenic elements to create meaning Open with your introduction shot full of clues Present your scene creatively</p> <p>8. Utilizing lines. Straight lines= dignity strength Curved lines=grace, beauty Horizontal lines=stability, openness Vertical lines=power, height, restriction S-lines= grace, leads eye to center</p> <p>9. Frame central subject matter. What is central to you shot? Use objects to frame your shot</p> <p>10. Use visual perspective. Camera position, far or up close Tight shot or wide shot?</p> <p>11. Convey Meaning through color/tone. Concentrate on your lighting Light=mood Bright colors=red, yellow, orange Seen first Cool colors=blue, green, purple Seen second</p> <p>12. Avoid Mergers.....adjust your shot! Tonal mergers Too much of same color Dimensional mergers Light post out of subjects head Border mergers Subject cut off by frame, Car shot, but can't see wheels</p> <p>13. Control the number of prime objects. Stick with odd numbers Odd is visually pleasing</p> <p>14. Balance, complexity, order. Complexity without order Equals confusion Order without complexity produces boredom Balance order and confusion!</p> <p>15. Utilize meaning suggested by movement. Where the actions come from Where the action goes to Upward motion=getting out of a chair=progression Downward motion=opposite=settling left to right is more pleasing Action towards camera diagonally from corner left to to right</p>	