

Introduction to TV Production

Course Description

Students enrolled in ***Introduction to TV Production*** will review the history of broadcasting and discover a world of emerging technologies, as well as time tested storytelling and scriptwriting assignments. The ability to create video based projects will allow students to enter the world of visual media as it stands highly prevalent in society today. This creativity will hopefully spark an interest in video journalism, comedy, public service, school initiatives, community activities, and much more. In addition, the mastery of skills used in this class will be broken down into four units and can be used in other cross-curricula initiatives and/or projects.

Introduction to TV Production

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Fundamentals of Television: An overview	approx. 8 weeks
Unit 2	Pre-Production, Ongoing all year	approx. 9 weeks
Unit 3	Production, Ongoing all year	approx. 8 weeks
Unit 4	Post Production, Ongoing all year	approx. 10 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<p style="text-align: center;"><u>Time/General</u></p> <ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<p style="text-align: center;"><u>Processing</u></p> <ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<p style="text-align: center;"><u>Recall</u></p> <ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<p style="text-align: center;"><u>Assistive Technology</u></p> <ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<p style="text-align: center;"><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<p style="text-align: center;"><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<p style="text-align: center;"><u>Organization</u></p> <ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Individual Projects or with Partners
- Self-Selected Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Storyline Analysis
- Create an Original Film, Video, or Storyline
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing on various TV Production topics
- Close reading of broadcasting content
- Create a brochure for TV Production
- Keep a running word wall of TV Production/Video vocabulary

Social Studies

- Research the history of TV Production
- Research prominent historical producers in film
- Use broadcasting historical references to solve problems

World Language

- Translate TV Production content
- Create a translated index of broadcasting vocabulary
- Generate a translated list of words and phrases related to TV Production

Math

- Research TV producer salaries for a geographic area and juxtapose against local cost of living
- Go on a broadcasting scavenger hunt
- Track various data, such as the impact of broadcasting on economics, career opportunities and salaries, and the financial status of individuals currently occupying careers in broadcasting

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on TV Production
- Design a logo or create a Glogster for more in-depth interaction with other students and educators with similar interests

Science

- Research the environmental impact on broadcasting
- Research latest developments in TV Production
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

- 9.3.12.AR.01 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.02 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- 9.3.12.AR.03 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.04 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and in communications workplace.
- 9.3.12.AR.06 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Pathway: AV Technology & Film Career Pathway (AR-AV)

- 9.3.12.AR-AV.1 Describe the history, terminology, occupations, and value of audio, video and film technology.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and film productions
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.

Common Career Technical Core (CCTC)

Arts, A/V Technology & Communications

AR.01 - Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology Communications Career Cluster.

- AR 01.1 - Summarize the features of the partnership that technology and the arts have in developing presentations and productions.
- AR 01.2 - Analyze how the roles of creators, performers, technicians, and others are similar and different from one another.
- AR 01.3 - Discuss how specific organizational policies, procedures, and rules help employees perform their jobs.
- AR 01.4 - State how various Career Pathways within the cluster work together to generate productions, media, and other activities.

Pathway: AV Technology & Film Career Pathway (AR-AV)

AR-AV.01 - Describe the history, terminology, occupations, and value of audio, video and film technology.

- AR-AV 01.1 - Explain the history of film.
- AR-AV 01.2 - Analyze various careers and their job descriptions in audio/video technology and film.
- AR-AV 01.3 - Explain the value of having a broad general knowledge of fine arts and cultural and regional diversity.

AR-AV.02 - Demonstrate the use of basic tools and equipment used in audio, video and film production.

- AR-AV 02.1 - Describe the types of microphones, pick-up patterns, and techniques required for a variety of audio presentations.
- AR-AV 02.2 - Employ knowledge regarding audio equipment used for productions including basic recording equipment, equalizers, mixing consoles, and quality-monitoring equipment.
- AR-AV 02.3 - Illustrate the techniques required for synchronization of audio with video and multiple sound tracks.
- AR-AV 02.4: Write audio scripts for various types of programs.
- AR-AV 02.5: Apply knowledge of lighting requirements to a planned production.
- AR-AV 02.6: Demonstrate operation of video systems.
- AR-AV 02.7: Demonstrate camera operations and video signals.

AR-AV.03 - Demonstrate technical support skills for audio, video and film productions.

- AR-AV 03.1: Demonstrate how to repair and service transmitting and receiving systems.
- AR-AV 03.2: Employ knowledge of wireless and wired transmission systems.
- AR-AV 03.3: Demonstrate installation of cabling for audio/video productions.
- AR-AV 03.4: Demonstrate the installation of a wireless audio/video system.
- AR-AV 03.5: Demonstrate how to troubleshoot audio/video system operations.

AR-AV.04 - Demonstrate technical support skills for audio, video and film productions.

- AR-AV 4.1: Apply knowledge of the critical elements in designing a production to activities in the preproduction stage.
- AR-AV 4.2: Identify the basic functions and resources for editing an audio/video production.
- AR-AV 4.3: Apply computer-based development in video production and editing, with an emphasis on digital technology.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure:

- CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RI.9-10.1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Range of Writing:

- CCSS.ELA-LITERACY.W.9 -10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.9 -10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9 -10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-LITERACY.W.9 -10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCSS - English-Language Arts – Speaking and Listening

Comprehension and Collaboration

- CCSS.ELA-LITERACY.SL.9 -10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9 -10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

- CCSS.ELA-LITERACY.SL.9 -10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- CCSS.ELA-LITERACY.SL.9 -10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.9 -10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS - English-Language Arts – Language

Conventions of Standard English

- CCSS.ELA-LITERACY.L.9 -10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.9 -10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.9 -10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.9 -10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Course: Introduction to TV Production</p> <p>Unit: 3 – Production</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: This unit requires students to use audio/visual technology and studio equipment to demonstrate appropriate TV Production skills based on information learned in Units 1 and 2. Students will now be responsible for using industry standard software coupled with their creative ideas established in the pre-production phase of Unit 2 to produce a short film using camera, lighting, editing, and sound techniques. Students will incorporate special effects that will help develop a personal style while continuing to gain hands-on training in broadcasting. Written and performance assessments will be used to evaluate student progress.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.12.AR.01, 9.3.12.AR.02, 9.3.12.AR.03, 9.3.12.AR.04, 9.3.12.AR.06, 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04</p>	
<p>Common Career Technical Core (CCTC): AR.01, AR.02, AR.03, AR.04, AR-AV 01.2, AR-AV 02, AR-AV 04</p>	
<p>Common Core State Standards (CCSS): RL.9-10.4, RI.9-10.1, RI.9-10.4, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8, SL.9-10.1; SL.9-10.2; SL.9-10.4; SL.9-10.5; SL.9-10.6, L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Apply scriptwriting and production techniques to create the first scene of an original short film.</p> <p>NJSLS: 9.3.12.AR.01, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3</p> <p>CCTC: AR-AV 02, AR-AV 03, AR-AV 04</p> <p>CCSS: L.9-10.1, L.9-</p>	<p>Why is scriptwriting, production techniques and other creative elements important to connect/link during the production process?</p> <p>What are some film techniques that can be used to emphasize important parts of a scene?</p>	<p>Apply media writing and production techniques to create original projects.</p> <p>Develop creative voices.</p> <p>Apply and incorporate major concepts and/or approaches in a scene.</p> <p>Demonstrate an understanding of the TV production process by</p>	<p>Warm Up Run a final test of all necessary equipment for production.</p> <p>Test Run Test all special effect techniques from online sources and bookmark the addresses for easy access during the production phase.</p>	<p>Film Directing Tips http://actioncutprint.com/film-directing-tips/</p> <p>Five Stages of Shooting Film http://actioncutprint.com/filmmaking-articles/filmmakingarticle-05/</p> <p>Making Your First Movie</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
10.6	In what way can lighting impact the appearance of a character?	analyzing one's own work.	<p>Lighting Sample lighting formats to experience the actual effect.</p> <p>Design a Set Have crew members design a set for the first scene.</p>	http://www.howcast.com/videos/64172-how-to-make-your-first-movie-phase-7-shooting/
<p>Apply scriptwriting and production techniques to create the second scene of an original short film.</p> <p>NJSLS: 9.3.12.AR.01, 9.3.12.AR.03, 9.3.12.AR.06, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3</p> <p>CCTC: AR-AV 02, AR-AV 03, AR-AV 04</p> <p>CCSS: L.9-10.1, L.9-10.6</p>	<p>How can the transition of one scene to another effect the viewer?</p> <p>What are three effective ways to transition scenes?</p> <p>What are primary ways to capture an audience in film?</p> <p>Which element of the production process do you feel is most important? Explain.</p>	<p>Demonstrate proficiency in the recording process.</p> <p>Develop a conceptual and critical understanding of the filming process.</p> <p>Use current technologies in the production process.</p> <p>Apply fundamental concepts during production to demonstrate appropriate use of industry software and resources.</p>	<p>Music Soundtrack Create and manipulate audio using a computer program or Garage Band.</p> <p>Create a Title Create an original namebar using a computer program such as LiveType or Photoshop.</p> <p>Design a Set II Have crew members design a set for the second scene.</p>	<p>Capturing Great Scenes http://photo.stackexchange.com/questions/8877/how-to-capture-the-scene-exactly-as-my-eyes-can-see</p> <p>Shooting High Contrast http://www.amateurphotographer.co.uk/technique/camera_skills/how-to-tackle-high-contrast-4445</p> <p>Samples of High Contrast Scenes http://mashable.com/201</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Apply scriptwriting and production techniques to create the third scene of an original short film.</p> <p>NJSLS: 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04</p> <p>CCTC: AR-AV 02, AR-AV 03, AR-AV 04</p> <p>CCSS: L.9-10.1, L.9-10.6</p>	<p>How can the closing scene create a lasting impact on viewers?</p> <p>What are key production techniques that can be used to add drama or an impactful effect?</p> <p>Why is it important that every conflict have a potential solution?</p> <p>How might you ensure that every scene has a clear purpose?</p>	<p>Consistent use of the production schedule to stay on task.</p> <p>Consistent use of the production checklist to cover all pre-planned activities.</p> <p>Interpersonal communication and collaborative production skills.</p> <p>Explore opportunities to make enhancements.</p>	<p>Camera Angles Incorporate various angle techniques to build a variety of different shots. This will allow for more choices and footage to manipulate in the post-production phase.</p> <p>Design Your Own Graphic Use the computer to design a digital graphic.</p> <p>Design a Set III Have crew members design a set for the third scene.</p>	<p>4/08/29/harsh-light-photo-challenge-roundup/#IZbRTxht5kqx</p> <p>When and How to Zoom http://www.ibm.com/support/knowledgecenter/SS9UMF_10.1.0/guide/USRPIIzoomscenesetup.html</p> <p>Sample of Zooming Technique https://www.quora.com/Before-drones-how-were-zooming-out-scenes-shot</p> <p>Zooming on a Mac https://filmora.wondershare.com/video-editing-tips/how-to-zoom-video.html</p>
<p>Construct solutions to production problems using appropriate strategies and concepts in each discipline</p>	<p>Why is it important to be constructive with criticism in the production phase?</p> <p>How might crew</p>	<p>Discuss input/feedback from crew members.</p> <p>Examine all footage using domain-specific</p>	<p>Problem-solve Presentation Share with peers the types of problems that were discovered during</p>	<p>Troubleshooting guide http://www.cybercollege.com/survey.htm</p> <p>Production</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>(filming, editing, lighting, sound, script).</p> <p>NJSLS: 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04</p> <p>CCTC: AR-AV 02, AR-AV 03, AR-AV 04</p> <p>CCSS: L.9-10.1, L.9-10.6</p>	<p>members ensure respect for its team during the editing processes?</p> <p>What might be some predictable challenges during the production routine?</p> <p>What does it mean to have a consensus?</p>	<p>vocabulary.</p> <p>Use problem-solving strategies to enhance work.</p> <p>Use collaborative measures amongst crew members to work effectively as a team.</p>	<p>production and helpful solutions.</p> <p><u>Inquiry-based Learning</u> Students will generate a list of questions and/or concerns to share with peers during the post-production phase.</p> <p><u>Research</u> Research new industry software/hardware that might offer more creative aspects to filming and/or time-reducing capabilities.</p>	<p><u>Coordination</u> http://howtofilmschool.com/working-as-a-production-coordinator/</p> <p><u>Creative Problem-solving in Film</u> http://www.premiumbeat.com/blog/feature-filmmaking-creative-problem-solving/</p>
<p>Create quality audio and video in the editing process using current resources.</p> <p>NJSLS: 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04</p> <p>CCTC: AR-AV 02, AR-</p>	<p>Which techniques have you learned to manipulate best?</p> <p>Why is it important to analyze all elements of the production process?</p> <p>Which broadcasting type (radio or TV) do you feel</p>	<p>Exhibit a strong focus on film and sound clarity, story structure, and brevity.</p> <p>Solicit input from peers/different crew teams.</p> <p>Review and select editing</p>	<p><u>Garage Band</u> Import a song into Garage Band and adjust its sound to experience different feels.</p> <p><u>iMovie</u> Import a clip from recorded footage to manipulate using</p>	<p><u>Better Production Audio</u> http://nofilmschool.com/2012/05/getting-better-production-audio</p> <p><u>Sound Recording Tips</u> http://www.lavideofilmaker.com/location-sound-recording/location-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>AV 03, AR-AV 04</p> <p>CCSS: L.9-10.1, L.9-10.6</p>	<p>have the greatest influence on the public? Explain.</p> <p>In what way, can you ensure optimal sound quality?</p>	<p>tools to improve sound and picture clarity.</p> <p>Explore additional ways to add special effects.</p>	<p>iMovie.</p> <p>Copyright It Have students research ways to get original work published.</p>	<p>sound-recording-shotgun-microphone-placement.html</p> <p>Recording High Quality Audio https://music.tutsplus.com/tutorials/how-to-record-high-quality-audio-for-film-tv--audio-641</p>
<p>Describe and analyze elements in the production process.</p> <p>NJSLS: 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04</p> <p>CCTC: AR-AV 02, AR-AV 03, AR-AV 04</p> <p>CCSS: L.9-10.1, L.9-10.6</p>	<p>What should be a required sequence for troubleshooting?</p> <p>What is the best way to identify problems and potential solutions?</p> <p>What elements will you use to determine the success of all recorded footage?</p>	<p>Thoroughly examine work to identify areas in need of improvement.</p> <p>Develop a checklist for the post-production process.</p> <p>Describe interrelated activities for the production process. Discuss the duties of crew members to make changes/assignment</p>	<p>Famous Producers Research at least two popular film producers to find stories about the start of their careers. Particularly focus on their experiences in production.</p> <p>Famous Scriptwriters Research at least two popular film writers to find stories about the start of their careers.</p>	<p>Three Stages of Every Production http://www.thevideoeffect.tv/2013/06/26/video-pre-production-and-post-production/</p> <p>The Production Process http://www.mediacollege.com/glossary/p/production-process.html</p> <p>Preparing for Post-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>adjustments where needed.</p>	<p>Particularly focus on their experiences with scriptwriting.</p> <p>Famous Composers Research at least two popular film composers to find stories about the start of their careers. Particularly focus on their experiences in producing music for the big screen.</p>	<p>production http://www.rock-your-world.org/making-films/producing-documentaries/post-production-basic-preparing-for-video-editing/</p>

Unit 3 Vocabulary

Aperture	Focal plane	Recorder
Assemble Edit	Focus	Reflected light
Attack Edit	Frame	Resolution
Audio	Full Body Shot	Riser
Available light	Full Shot	Safe area
Back focus	Generation	Sensitivity
Backlight	Hue	Safe area
Bloom	Import	Storyboard
Broad	Interlace	Teleprompter
Byte	Key	Three-Act Structure
Camera cap	Key light	Tilt
Capture card	Latent image	Video
Chroma	Lens	Zoom
Compression	Long shot	
Contrast	Lux	
Credits	Master	
Critical focus	Medium Close Up	
Cut	Medium Shot	
Dolly	Mixer	
Export	Nose room	
Fade	Phase	
Fidelity	Photoshop	
Field	Pixel	
Filter	Premiere	
Frag	Profile	
Flare	Quad	
	Receiver	

Suggested Unit Projects

Choose At Least One

<p>News Segment Use iMovie https://support.apple.com/imovie to create a news package with crew members. Use information and/or stories within the school or Paterson. Utilize graphic organizers to display your concept and sequence, and include at least 2-3 original graphics.</p>	<p>Public Service Announcement Use production skills to create a 30-60 seconds PSA. Unlike a commercial a PSA does not sell anything. Categories can include the following: Anti-bullying, Peer Pressure, Depression, Drinking and Driving, Animal Cruelty, Pollution, Green Living, etc.</p>
---	---

Suggested Structured Learning Experiences

<p>Cablevision of Paterson 100 Hamilton Plaza Paterson, New Jersey 07505 Phone: 973-279-6660 http://www.cablevision.site.findly.com</p> <p>WWOR TV 9 43 Meadowlands Pkwy. Secaucus, New Jersey 07094 Phone: 201-348-0009 http://www.my9nj.com</p>	<p>WNET 825 Eight Avenue New York, NY 10019 Email: internships@wnet.org <i>(for Structured Learning Experience inquiries)</i> http://www.wnet.org</p> <p><i>*Note: NJTV (New Jersey Public Television) Studio is located in Newark, NJ. All inquiries and responses are communicated via email only.</i></p> <p>Apple Store 1400 Willowbrook Mall Wayne, NJ 07470 Phone: 973-339-2800 http://www.apple.com</p>
---	---