



TV Production Unit 2: Melding Video and Journalism

Unit Focus

In this unit students will learn the elements of television news story production including proper interview technique and script writing. Students will also learn how to balance selecting a story with their audience in mind, meeting the technical challenges of creating the story along with doing both in a creative fashion. In the culminating PBA, students will participate in a statewide student news program in hopes of airing their news stories throughout the state and competing for awards.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Goals and Standards Technology Education (CTE) <ul style="list-style-type: none"> Describe the various video production processes, when integrated together to create a successful message. <i>TE.DV.A.1</i> Identify a target audience and design an appropriate message for the target market. <i>TE.DV.C.8</i> Identify and describe the script elements of storyboarding, two column, and screenplay format. <i>TE.DV.C.10</i> Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials. <i>TE.DV.C.13</i> Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques. <i>TE.DV.D.14</i> Describe the various types of sound equipment and techniques used with handheld, lavalier, shot gun, condenser, omni and directional methods. <i>TE.DV.D.15</i> Describe the equipment and personnel necessary for producing a field production. <i>TE.DV.D.17</i> Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. <i>TE.DV.E.18</i> Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme 	<i>Students will be able to independently use their learning to...</i> T1 Communicate effectively based on purpose, task, and audience using appropriate vocabulary. T2 Explore and hone techniques, skills, methods, and processes to create and innovate T3 Work together on a common goal to meet deadlines through addressing challenges and problems along the way both individually and collectively.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Successful production requires a thorough attention to detail both in the planning and execution phases. U2 Choosing a news story carefully and knowing how to manipulate the video elements to tell the story is a main communication tool for people to share information with society. U3 Powerful video storytelling is an artful combination of high quality video, script writing, interviews, and formatting.	<i>Students will keep considering...</i> Q1 How do you streamline the video storytelling process using a basic structure, while allowing room for creative improvisation? Q2 How do you evaluate a production's content and story for validity and balance.
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Criteria for a News Story: Consequence, Prominence, Timeliness, Uniqueness, Proximity, Conflict, Emotion/Human Interest K2 The Elements of a News Story: Voice overs, Stand up, B-Roll, SOT, Nat SOT, Sound Bites, Tag Out	<i>Students will be skilled at...</i> S1 Execute sound editorial decision making when choosing a story that will be interesting to an audience S2 Research and write a compelling and properly formatted news script

Stage 1: Desired Results - Key Understandings

<p>wide, and depth of field as it relates to camera composition/framing. <i>TE.DV.E.21</i></p> <ul style="list-style-type: none"> • Create graphics and titles appropriate to the project. <i>TE.DV.F.22</i> • Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software. <i>TE.DV.F.25</i> • Edit audio for voice over, sound levels, music, and sound effects with application software. <i>TE.DV.F.26</i> <p>ITEEA - Standards for Technological Literacy <i>Technological Literacy: K-12</i></p> <ul style="list-style-type: none"> • Students will develop the abilities to use and maintain technological products and systems. <i>12</i> • Students will develop an understanding of and be able to select and use information and communication technologies. <i>17</i> <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG.1.1) • Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2) 	<p>K3 Elements of a Script: T Script Format, Conversational Dialogue, 5W's and the H, Proper News Element Formatting</p> <p>K4 Professional Interviewing Techniques:</p> <ul style="list-style-type: none"> • Multiple camera placement and editing • 9 Elements of an Interview • Release forms • 3 Point Lighting • Studio Lighting Board • Audio for Interviews (Shotgun and Boom, Wireless Lavalier, Audio Input Level Settings) <p>K5 Reporting Delivery Techniques: Stand ups, Voice overs, Diction, and Melody Smiling</p>	<p>S3 Produce a compelling and properly formatted professional video.</p> <p>S4 Evaluate and implement the technical variables when conducting a video interview.</p>
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