

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION

TV Production 2

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| Length of Course: | Term |
| Elective/Required: | Elective |
| Schools: | High School |
| Eligibility: | Grade 9-12 |
| Credit Value: | 5 Credits |
| Date Approved: | DRAFT |

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Course Description and Objective

The Edison Public School District is committed to improving the instruction and needs of each student as well as challenging them academically. The district recently added a new program to the curriculum in order to expand creative learning. *TV Production 2* is a new course that will allow students to further their knowledge of the film industry and to also give students a safe environment to express themselves in a new and creative way. *TV Production 2* is an extension of *TV Production 1* as its prerequisite.

This is a hands-on course that will expose students to new techniques and will give them the knowledge of everything that goes into producing not only a film but also different media outlets such as commercials, newscast packages, and audio segments. This course will prepare them for college level courses if they choose to study media after high school. The course will continue to include the three major steps of a film process which is learned in *TV Production 1*.

The goal of this course is to not only further teach students about production but to also teach them skills they can use in other daily life tasks. Students will learn and develop creative thinking, critical thinking, communication skills, problem solving skills, working with others, time management, writing tools, analyzing data, and more. The main focus will be the production of films and media segments in the industry which ties into many other aspects that can be executed outside the classroom.

This curriculum guide was created by Andrea Catalfamo - John P Stevens High School
Advised by Jennifer Fischer - Supervisor of 21st Century Skills

TV Production 2 Pacing Guide

| UNIT | TIME FRAME | MP |
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| Introduction to Media Review | 1 Week | 1 |
| Audio Mixing: Overview, Pre-Production, Production, Post Production, Review and Assessment | 4-5 Weeks | 1 |
| PSA: Overview, Pre-Production, Production, Post Production, Review and Assessment | 4 Weeks | 1 |
| Documentary: Overview, Pre-Production, Production, Post Production, Review and Assessment | 15 Weeks | 2/3 |
| Commercials: Overview, Pre-Production, Production, Post Production, Review and Assessment | 3 Weeks | 3 |
| Newscast Segments: Overview, Pre-Production, Production, Post Production, Review and Assessment | 5-6 Weeks | 3/4 |
| Open Dialogues: Overview, Pre-Production, Production, Post Production, Review and Assessment | 3 Weeks | 4 |

Course Outline

- I. INTRODUCTION TO MEDIA REVIEW - Review of TV Production 1**
- A. Course Components and Requirements
 - B. Production Binder/ Organizing Materials
 - C. Job Descriptions/Responsibilities

| AREAS OF FOCUS | |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Audio Mixing ● Public Service Announcements ● Documentaries | <ul style="list-style-type: none"> ● Commercials ● Newscast Segments ● Open Dialogues |

Each *Area of Focus* will adhere to the following sequence of study:

- II. OVERVIEW**
- A. Purpose
 - B. Audience
 - C. Analysis of Mentor Media
 - D. Topic-Specific Vocabulary
- III. PRE-PRODUCTION**
- D. Identifying a Subject/Idea
 - E. Creating a Script
 - F. Creating a Storyboards
 - G. Creating a Shot Lists
 - H. Creating a Location Scouting
 - I. Creating a Scheduling
 - J. Creating a Crew Sheets
- IV. PRODUCTION**
- K. Audio
 - L. Props
 - M. Staging
 - N. Setting up a Scene
 - O. Filming Process
- V. POST-PRODUCTION**
- P. Dumping Footage
 - Q. Organizing Footage
 - R. Editing Footage
 - S. Rendering Footage into a Video File
 - T. Review Films

Basic Texts

Textbooks*:

Hewitt, John and Vazquez, Gustavo. Documentary Filmmaking: A Contemporary Field Guide, Epi Edition. United Kingdom, Oxford University Press. 2009

Hurbis-Cherrier, Mick. Voice and Vision: A Creative Approach to Narrative Film and DV Production, 1st Edition. United States of America, Focal Press. 2007

Ryan, Maureen A. Producer to Producer: A Step-By-Step Guide to Low-Budgets Independent Film Producing, Michael Wiese Productions. 2010

Simon, Deke. Film + Video Budgets, 5th Edition. Michael Wiese Productions. 2010

Snyder, Blake Save The Cat! The Last Book on Screenwriting You'll Ever Need.
Michael
Wiese Productions. 2005

*Textbooks and resources will be available. No need to purchase.

UNIT TITLE: Introduction to TV Production/Review

| Introduction to TV Production/Review |
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| <p>Unit Objectives/Enduring Understandings: Students will be able to identify the job responsibilities per production and which equipment goes with that job requirement. Students will also be able to identify and recreate the different types of film techniques such as camera angles, shots, movements, room lighting, and object placement.</p> <p>Essential Questions: What types of videos will I create in TV Production? What kind of equipment is necessary for each project? How will different camera techniques change the outcome of my film? Why is each job important to the production outcome?</p> <p>Unit Assessment: Students will rotate jobs throughout the year on multiple projects and will be tested on how well they know the responsibilities and equipment needed to complete each job/task.</p> |

| Standards | |
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| CRP1. | Act as a responsible and contributing citizen and employee. |
| CRP2. | Apply appropriate academic and technical skills. |
| CRP6. | Demonstrate creativity and innovation. |
| CRP7. | Employ valid and reliable research strategies. |
| CRP8. | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP9. | Model integrity, ethical leadership and effective management. |
| CRP10. | Plan education and career paths aligned to personal goals. |
| CRP11. | Use technology to enhance productivity. |
| 9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| 9.3.12.AR-AV.1 | Describe the history, terminology, occupations and value of audio, video, and film technology. |
| 9.3.12.AR.1 | 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.2 | Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. |

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| 9.3.12.AR.3 | Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. |
| 9.3.12.AR.4 | Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. |
| 9.3.12.AR.5 | Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways. |
| 9.3.12.AR.6 | Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. |
| 9.3.12.AR- PRF.5 | Explain key issues affecting the creation of characters, acting skills and roles. |

| Core Content | | Instruction Actions | |
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| Concepts What students will learn. | Skills What students will be able to do. | Activities/Strategies | Assessment Check Points |
| <p>How to keep important documents organized in a Production Binder.</p> <p>The many roles and jobs involved to create a film from start to finish.</p> <p>Who is responsible for what on a film set.</p> | <p>Organize important documents in order for a smooth video shoot.</p> <p>Identify the many jobs available in the industry and the responsibilities of each job/role.</p> | <p>Students will create a Production Binder where they will store their documents from Pre-Production to Post-Production.</p> <p>Students will experience what it's like working in the many roles of the industry throughout the year.</p> | <p>Do Nows</p> <p>Binder Check</p> <p>Quiz/Test</p> |

SEQUENCE OF STUDY: Pre-Production

| Pre-Production |
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| <p>Unit Objectives/Enduring Understandings: Students will be able to plan a production on their own and then carry it out in the production phase.</p> <p>Essential Questions: How will storyboarding and scheduling in pre-production help me film a project? Why is planning a video shoot important? How accurate do my plans need to be and how will it affect the project outcome?</p> <p>Unit Assessment: Students will be tested on the pre production worksheets that are necessary for a video shoot. They will be tested on completion, correctness, and order in their production binders. Being organized is important during a video shoot and the final product reflects it.</p> |

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| CRP8. | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP9. | Model integrity, ethical leadership and effective management. |
| CRP10. | Plan education and career paths aligned to personal goals. |
| CRP11. | Use technology to enhance productivity. |
| 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.4 | Design an audio, video and/or film production. |
| 9.3.12.AR-JB.3 | Plan and deliver a media production (e.g., broadcast, video, internet, and mobile). |
| 9.3.12.AR-PRF.6 | Create stage, film, television or electronic media scripts in a variety of tradition and current formats. |
| 9.1.4.A.5 | Apply critical thinking and problem-solving skills in classroom and family |

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| 9.1.4.E.2 | <p>settings.</p> <p>Demonstrate effective communication using digital media during classroom activities.</p> |
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| Core Content | | Instruction Actions | |
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| Concepts What students will learn. | Skills What students will be able to do. | Activities/Strategies | Assessment Check Points |
| <p>How to identify multiple types of story/ideas and turn it into a script.</p> <p>Camera and equipment review</p> <p>How to storyboard different types of media packages</p> <p>Creating shot list for different types of media packages.</p> <p>Location scouting for different types of media packages</p> <p>Schedule a video shoot for different types of media packages</p> <p>Look for actors/actresses</p> <p>Fill out crew/cast sheets different types of media packages</p> | <p>Further their knowledge in ...</p> <p>Writing a script</p> <p>Identify parts of a camera and equipment along with camera angles and shots.</p> <p>Use scripts to create storyboards and shots lists.</p> <p>Find locations that match the script.</p> <p>Schedule a video shoot.</p> | <p>Create a short script for different types of media packages.</p> <p>Breakdown their scripts into storyboards and shot lists for different types of media packages</p> <p>Finding ideal locations for each scene for different types of media packages</p> <p>Scheduling their video shoot for different types of media packages</p> <p>Find the right actors/actresses for different types of media packages</p> | <p>Do Nows</p> <p>Binder Checks</p> <p>Quizzes/Tests</p> |

SEQUENCE OF STUDY: Production

| Production |
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| <p>Unit Objectives/Enduring Understandings: Students will be able to successfully create short form videos using their pre production binders and the necessary equipment per job responsibility.</p> <p>Essential Questions: Why is it important that each student has a specific job/role per film? Why is each job important to the production outcome? Why is it important that each crew member do their part in order for the success of the film?</p> <p>Unit Assessment: Students will create videos that will show not only their preparedness throughout the video shoot but also the film techniques that were taught in the intro to the class.</p> |

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| CRP8. | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP9. | Model integrity, ethical leadership and effective management. |
| CRP10. | Plan education and career paths aligned to personal goals. |
| CRP11. | Use technology to enhance productivity. |
| 9.1.4.A.1 | Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. |
| 9.1.4.A.3 | Determine when the use of technology is appropriate to solve problems. |
| 9.1.4.A.5 | Apply critical thinking and problem-solving skills in classroom and family settings. |
| 9.1.4.E.2 | Demonstrate effective communication using digital media during classroom Activities. |
| 9.3.12.AR.AV.3 | Demonstrate technical support skills for audio, video and/or film production |

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| 9.3.12.AR.AV.4 | Design an audio, video and/or film production. |
| 9.3.12.AR-JB.3 | Plan and deliver a media production (e.g., broadcast, video, internet, and mobile). |
| 9.3.12.AR-JB.4 | Demonstrate technical support related to media production (e.g., broadcast, video, internet, mobile). |

| Core Content | | Instruction Actions | |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Concepts What students will learn. | Skills What students will be able to do. | Activities/Strategies | Assessment Check Points |
| Film different types of media packages... Audio Mixes PSA Commercials Newscasts Documentaries Open Dialogues | How to set up a video shoot. How to film a video in the proper order. Stage different types of media packages | Students will set up their shoots and film it. | Do Nows Binder Checks Students will be observed throughout the filming process Quizzes/Tests |

SEQUENCE OF STUDY: Post-Production

| Post-Production |
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| <p>Unit Objectives/Enduring Understandings: Students will be able to edit the footage from production using their pre production binders as a guide to follow the storyline.</p> <p>Essential Questions: What platforms will I use and what processes will I follow for editing film footage? How will I know what order the footage goes in? How will I be able to edit a film that was not written by me? How will I present the film to my classmates?</p> <p>Unit Assessment: Students will edit videos throughout the year that will reflect the knowledge gained and how well the students use the techniques.</p> |

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| CRP8. | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP9. | Model integrity, ethical leadership and effective management. |
| CRP10. | Plan education and career paths aligned to personal goals. |
| CRP11. | Use technology to enhance productivity. |
| 9.1.4.A.3 | Determine when the use of technology is appropriate to solve problems. |
| 9.1.4.A.5 | Apply critical thinking and problem-solving skills in classroom and family settings. |
| 9.1.4.E.2 | Demonstrate effective communication using digital media during classroom Activities. |
| 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-JB.3 | Plan and deliver a media production (e.g., broadcast, video, internet, and mobile). |

9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, internet, mobile).

| Core Content | | Instruction Actions | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Concepts What students will learn. | Skills What students will be able to do. | Activities/Strategies | Assessment Check Points |
| <p>Further knowledge on editing the footage in an appropriate manner for different types of media packages</p> <p>Learn new aspects of editing used for the different types of media packages</p> | <p>Dump and organize footage.</p> <p>Edit a short term video.</p> <p>Render and view the video file.</p> | <p>Students will edit the footage they have filmed in Production.</p> <p>They will then render it into a viewable file which will be watched in class.</p> | <p>Do Nows</p> <p>Binder Checks</p> <p>Quizzes/Tests</p> <p>Experience Paper</p> <p>Final</p> |