



INTRODUCTION TO TV PRODUCTION SYLLABUS

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COURSE DESCRIPTION

In this introductory class, students will explore how digital media and video/filmmaking be used to inform, educate and entertain, in a way comparable to, or better than, the media formats of the past? Through collaboration and communication students develop skills in digital media literacy; narrative, speaking and listening while learning about the ever-expanding digital media and movie making industry. Students work in a collaborative, project-based learning environment to engage the creative process and solve problems.

Please Note: Course content and pace may be modified based on student need and interest. This syllabus may be updated as needed to reflect these changes.

SHEPAUG LEARNER TARGETS

- **Engaging in the Creative Process**
- **Solving Problems**
- **Defending Conclusions and Judgements**

This class focuses on Engaging in the Creative Process by teaching students to:

Brainstorm Original Designs, Utilize the Design Process, Create Connections, Experience, Curiosity and Exploration, Develop Technical Skills, Take Intellectual Risks, Reflect Upon and Refine Work.

This class focuses on Solving Problems by teaching students to:

Formulate Problems, Brainstorm Original Solutions to Problems, Utilize Problem Solving Tools to Objectively Make Decisions About Problems, Break Problems into Component Parts, Use Analytical and Computational Thinking to Solve Problems.

COURSE CONTENT AND SKILLS

Basic Camera Shots/Angles, Movements and Techniques

Essential Questions

1. How can composition techniques be used to communicate a message and enhance the visual appearance of video and photos?
2. How can video editing techniques be employed to create effective multimedia presentations?



Enduring Understandings

- ❖ Images (still and moving) tell stories.
- ❖ Camera shots are used to convey information, including feelings and emotions.
- ❖ Video editing software can transform images into stories through effects, movement, music, and transitions.
- ❖ Pictures sequenced together can convey mood, feelings and ultimately a non-verbal story.

Concepts and Skills

- Understand basic workings of a still camera and moving camera
- Utilize Rule of Thirds
- Show knowledge of camera shots for a still shoots including: Extreme Close Up, Close Up, Medium Shot, Long Shot or Wide Shot
- Show knowledge of camera movements: panning, tilt, etc.
- Show knowledge of camera Angles: Dutch, wide, etc.
- Understand composition elements, including perspective, head room and nose room.
- Provide feedback in a group setting.
- Use basics in Apple iMovie or possibly Final Cut Pro
 - Transitions
 - Filters
 - Sound
 - Text

Summative Assessment

Digital Video: Students create a digital video that showcases their technical skill in iMovie or possibly Final Cut Pro and their camera skills using varied camera shots, angles, and movements.

News Writing and Production

Essential Questions

1. How do news agencies determine which events are considered newsworthy?
2. How are important events communicated through news packages?
3. How are the written and production aspects of news packages structured?
4. How do you conduct a good interview?



Student Understandings

- ❖ *Storyboarding* plays a critical part in video production as it communicates the sequence of a story and the camera shots used via a visual format.
- ❖ Not all news is newsworthy.
- ❖ Stories can be told through more than just words, but also through pictures, effects, and music.
- ❖ Stories require an angle.
- ❖ Research is an integral part of telling accurate news.
- ❖ Conducting a good interview also requires planning.

Concepts and Skills

- Analyze newsworthiness
- Know the Production Process/Components of a News Package (Interviewing, collecting b-roll, (V.O.s))
- Understand Storyboard technique
- Research: finding facts and data to support news topic
- Develop interview Techniques
- Understand and effectively use film terms: B-Roll, A-Roll, Lower Third, Tease, Voice Over (V.O.), Story Angle, News package, Lead
- Solve problems (Brainstorming): choose an appropriate topic for their project
- Communication: communicating with team members and appropriate interview subjects and setting up time and location of the interview
- Write voice overs: Students create voiceovers that cut into well selected news soundbites of interviews
- Make decisions to select B-roll: Students will collect and utilize appropriate b-roll video footage to support news package

Summative Assessment

Students will create a 1-3-minute news report on a relevant, timely and appropriate topic. This project will include a minimum of two interviews. *To provide an authentic audience, the best news packages may be aired on the school's television station, YouTube channel and web sites and also may be submitted to the CT Student Film Festival and Fox61StudentNews.*



See example student newscasts below:

[*"Fashion week influence buyers and consumers"*](#)

[*"Shepaug: Small school, big spirit"*](#)

Fictional Shorts

Essential Questions

1. How can you use camera techniques to replace different styles?
2. How can music, lighting, and editing help to tell a story?
3. How are stories composed and communicated through fictional film?
4. How is dialogue used in short films to develop a character and story?
5. How is nonverbal communication represented in script writing?
6. How can you develop characters through short films?

Enduring Understandings

- ❖ Narrative writing and dialogue are similar, yet different.
- ❖ Architecture of a story (the Three Act Structure) helps give structure to video/film.
- ❖ Characterization and setting are essential to successful narrative writing video/films.
- ❖ Editing is a fine art.

Concepts and Skills

- Construct the architecture of a story with character development (the three act structure, universal goal and tasks, character types: hero, villain, tragic flaws, conflicts)
- Utilize technical terms and format used in scriptwriting

Summative Assessment

Students will create a 3-minute fictional film short incorporating all aspects of the production process learned in class. *To provide an authentic audience, the best fictional shorts may be aired on the school's television station, YouTube channel and web sites and may be submitted to the CT Student Film Festival.*

Example student fictional shorts below:

Winner of CT Student Film Festival Best 90 Second Live Action Short: “The Woods”

Nominee for CT Student Film Festival Best 90 Second Live Action Short: “Journey of the Letter”

PSAs & Commercials

Essential Questions

1. How can video be used to inform and change behavior?
2. Why is it important to know your target audience?
3. How can you generate an impactful and memorable slogan and logo that enforces your brand?

Student Understanding

- ❖ Research plays a huge role in the creation of successful Commercials/PSAs.
- ❖ Digital branding is important when communicating a company’s message.
- ❖ Creating a slogan and logo requires in-depth strategizing.
- ❖ PSAs are similar to persuasive writing and may require a “call to action”.

Concepts and Skills

- Create an animated logo representing their company
- Utilize animation and film editing software to communicate a message
- Use video and sound to “brand”
- Examine examples of PSAs and identify the common components (call to action, web address/phone number to get more information, celebrity endorsements, facts to persuade)
- *Problem Solve*: identify, filter and focus a relevant and attainable topic (bullying, smoking, etc.) for PSA
- *Research*: finding facts and data to support PSA topics.

See example student PSA below:

Nominee for CT Student Film Festival best 90 Second PSA
Drinking and Driving PSA

Summative Assessment

Students will create a 60 second Public Service Announcement (PSA) on a relevant, timely and appropriate topic that includes a call to action. This project will include a storyboard, treatment and outline as evidence of these components of the production process. *To provide an authentic audience, these PSAs may be aired on the school’s television station, YouTube channel and web sites.*

ASSESSMENT and GRADING POLICY

Formative assessments carry a weight of **60%** toward the marking period grade. These assessments, which check for foundational understanding, are generally worth 5 - 10 points.

- Classroom assignments
- Weekly class participation grade
- Entrance or exit slips, Do Nows

- Research checks
- First drafts
- Quizzes
- Journal Reflections
- Short presentations

Summative assessments carry a weight of **40%**. Summative assessments, which measure the application of concepts and skills, are generally worth 36-100 points.

- Short presentations
- Performance tasks
- Final Projects
- Presentations

TV ROOM POLICIES AND PRACTICES

1. Students should ask for help before problems occur.
2. Students must come to class prepared each day with materials, writing utensils, and a positive mindset.
3. Students should arrive to class on time. Late arrival may result in progressive discipline beginning with warnings, lunch detentions, etc.
4. Students should not use cell phones in class unless directed to do so by the teacher. Phones are to be placed into classroom dock stations during class time unless used with a teacher directive.
5. Students are required to maintain a clean working space. It is the student's responsibility to clean up their equipment/materials each day and put them away in their proper stored locations.
6. Proper use and care of equipment must be followed. Intentional destruction of materials, equipment or furniture will result in students being responsible for the cost of replacement.
7. Student safety, learning and success is the priority of this classroom.
8. No eating or drinking in the TV studio suite and computer lab.

ACADEMIC DISHONESTY

Please refer to the student handbook online at <http://www.region12.org> for school policy.

CLASSWORK POLICY

It is important for students to complete work when due in order to keep up with the class. If students misses three assignments, they may be asked to stay for lunch to complete missing assignments.

Make-Up Work Due to Excused Absence

1. The student should schedule make-up work directly with the teacher on the day he/she returns to school.
2. Incomplete work after one calendar week will result in a grade of zero unless extended, alternate dates have been assigned by the teacher.
3. If a long-term project was assigned earlier in the marking period, the project is due on the pre-assigned date or the date the student returns to school. In the event of a pre-arranged absence to go on a field trip or college visit, the student must speak with the teacher before the absence; work is expected on the return day.
4. For the school's policy regarding make-up work for vacation days taken during the school year, please see the *Academic and Grading Policy* folder shared on the Shepaug website under the *Academics* tab. Please note: vacation days are not considered an excused absence.

Submission of Late Work

Students should make every effort to submit work on time. Late work impacts the entire class. In addition, students who submit late work have additional time and opportunity that has not been afforded to other students.

As a general rule, late work will be penalized 5% for each day late, up to five school days. The acceptance of late homework is at the teacher's discretion. Since teachers often review the homework answers in class, it is not possible to accept homework after answers are given. Teachers will share their homework policy with each class.

Please note: Late arrival or early dismissal is not an acceptable excuse for late submission of a pre-assigned project/assignment. If a student is in the building on a specific day, they have an obligation to submit a pre-assigned project/assignment to the appropriate teacher(s). In addition, if a student reports to the nurse instead of a class, he/she has an obligation to submit any pre-assigned project/assignment to the appropriate teacher. **If a student arrives late to school, leaves early, or reports to the nurse instead of a class, they should submit pre-assigned projects/assignments to the teacher or the late work policy may apply.**

EXPECTATIONS

- Respect yourself, others and equipment.
- Practice positive attitude and mindset.
- Come prepared for class, no eating or drinking in the TV studio suite, and computer lab.
- Have fun and learn about technology!

STUDENT HANDBOOK

Please refer to the student handbook online at <http://www.region-12.org> for school policy. Students are expected to abide by the handbook rules expectations at all times.

EXTRA HELP

Extra help is available during lunch, and possibly during advisory periods.