

QVI: Television and Video I

Introduction and Program Overview

QV I: First Advisory, Days 1-2

Television and Video production is a billion dollar industry that continues to find ways to reinvent and integrate itself into the latest technological trends.

Enduring Understanding

The Television/Video strand of the Broadcast Academy at MTHS is designed to provide its students with the basic technical skills needed to be successful in the broadcast industry. Students who successfully complete this program will have many skills that will potentially allow them to go on to post-secondary endeavors including two and four-year colleges, employment in production or broadcast companies, and entrepreneurship.

Essential Questions

- What will be expected of students in the TV/Video Broadcast Academy?
- How is the TV/Video program designed?
- What are some potential options for graduates of MTHS and the Broadcast Academy?

Objectives and Outcome

- Students will understand what is expected of them while in the Broadcast Academy.
- Students will begin to recognize potential post-secondary opportunities.
- Students will understand the Broadcast pathway and the supporting electives offered at MTHS.

Suggested Time

Two days

Resources and Materials

QVI syllabus
Broadcast Pathway to graduation
Sample college programs
Careers and jobs in broadcast statistics

Procedure

1. As a class, the instructor and the students will review the course syllabus for content.
2. As a class, the instructor and the students will read the Broadcast Academy Pathway Sheet. The instructor will give the students the vision of program and expectations that should be realized by program completion.

3. Students will be given the opportunity to use the internet to do college and university searches for communication, broadcast, or media programs.

Homework

- Students will conduct a Web search of college and university broadcast, communication, or media programs (following the research guide sheet) and,
- Write a one page overview, that includes identifying program course sequences used in the college program researched.
- Create a four year planning chart listing the high school courses that will further the students goal of a broadcast, communication, or media career.

Assessment

Students will turn in their one page report for homework credit.

Academic Content Standards

Implement techniques to improve productivity of group discussions, including setting clear goals, understanding the purpose of the team project and the ground rules for decision-making and setting deadlines. (DCPS English Language Arts, 9.LD-D.1)

Industry Standards/Expectations

- Students will understand the expectations of the Broadcast Academy.
- Students will understand the components of the broadcast curricula.

Post-Secondary Opportunities in Broadcast and the Industry Structure (from consumer to producer)

QVI: First Advisory, Days 3-5

Post-secondary opportunities are numerous and include working with large productions, small productions, entrepreneurship, broadcast and communications management, two and four year college programs, and industry specific trade schools.

Enduring Understanding

There are numerous careers in the broadcast industry that a media maker can choose to pursue. Likewise, there are many technical trade schools, colleges and universities that offer programs that give advance training in the broadcast industry.

Essential Questions

- What are some of the careers that are available to students who study mass communication, media and broadcast production?
- What are some of the collegiate programs that are geared to mass communication, media and broadcast production?
- What are some technical and trade schools that train students in specialized aspects of media and broadcast production?
- What are some of careers available to students who study broadcast and media production?

Objectives and Outcome

- Students will gain incite to the potential post-secondary opportunities in the broadcast industry.
- Students will be introduced to some of the communication, media, and broadcast related college and university programs.
- Students will begin to understand the roles and responsibilities of various positions of in the TV/Video production industry.

Suggested Time

Three days

Resources and Materials

- An example of a college program and admission requirements
- College, University and trade school literature
- The internet
- Guest speakers
- *Video Basics 4*

Procedure

1. Students will be introduced to post-secondary opportunities by exploring the different program majors and minors at the college and university level.

2. Each student will be required to research information about the college/university of their choice and the school's media related program. Students will be also asked to record the admissions requirements for the post-secondary institution that he/she choose.
3. The students and the instructor will discuss technical trade schools specific to the broadcasting and media production.
4. The instructor will identify and explain the roles of the various positions in the TV/Video production industry. Students will be required to take notes and ask make a chart of these related media positions.
5. The instructor should invite quest speakers to from the broadcast industry. These industry models should describe their education background, career paths, and their current work in media.

Homework

Students are to research and write an essay on what TV/Video job they plan to pursue and what college or technical program they would like to enroll in, including the admission requirements, which will facilitate that pursuit.

Assessment

Students will be required to present their career goals and post-secondary plans. The assessment will be based on an established rubric.

Academic Content Standards

Implement techniques to improve productivity of group discussions, including setting clear goals, understanding the purpose of the team project and the ground rules for decision-making and setting deadlines. (DCPS English Language Arts, 9.LD-D.1).

Participate productively in self-directed teams for a particular purpose, including posing relevant questions; extracting essential information from others' input, building on the ideas of others, and contributing relevant information or ideas in group discussions; and summarizing orally, in a coherent and organized way, information and ideas learned. (DCPS English Language Arts, 10.LD-D.1).

Synthesize information from multiple sources (e.g., maps, illustrations, schematic diagrams, manuals, product information, consumer publications) to draw conclusions about the ideas presented. (DCPS English Language Arts, 10.IT-DP.6).

Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research. (DCPS English Language Arts, 10.R.1).

Industry Standards/Expectations

- It is important for broadcasting students to have an understanding of the various careers available to them in the industry.

- It is important that students understand the post scholastic educations required for the media industry, and
- It is informative for students to plan for college admissions based on areas of interest, college specialty and industry requirements.

A History of TV/Video

QVI: First Advisory, Days 6-7

An understanding of the historical people, innovations, and events that have shaped the TV/Video industry is essential to foundational study of the broadcasting industry.

Enduring Understanding

There were many influential people, innovations, and events that help in the development of TV/Video broadcast industry as we know it today.

Essential Questions

- Who are some of the major contributors to the TV/Video industry and what were their contributions?
- What are some historical events that led to the development of the TV/Video industry?
- How did television evolve from radio?
- What is the future of TV/Video?

Objectives and Outcome

- Students will gain an historical overview of TV/Video broadcast production industry, which will include the evolution of television from radio, the motion film industry and the future of the TV/Video production and distribution.
- Students will be able to identify key persons in the development of TV/Video production, which is to include Sarnoff, Marconi, Murrow, Parks, Robeson, etc.
- Students will be able to identify key technological innovations that make TV/Video possible in the way that we recognize it today, which will include the color tube, cable, satellite, etc.

Suggested Time

Two days

Resources and Materials

- *Broadcasting in America* 9th edition – Ch. 2 pp 20-53
- *Introduction to Media Communication* 5th edition – Part 3, Ch. 10 pp.229-232
- http://inventors.about.com/library/inventors/bl_television_timeline.htm
- Other hand-outs

Procedure

1. With the use of a timeline, the instructor will lecture on the influential people and their contributions to the TV and Film industry. These people are to include innovators in technology, innovators in networks formation, and minority contributions.
2. The instructor should parallel influential events in American broadcasting history which should include origins of networks, the sinking of the Titanic, the 1912 Radio Act, London International Radiotelegraph Conference of 1912, etc.

3. The instructor should include an historical overview the evolution of television from radio.
4. The instructor should also a lot some time to discuss and research the future of TV/Video and broadcasting and the new distribution formats such as video streaming and podcasting.

Homework

- Students will be required to read, study, and prepare for in-class discussion.
- Students will be asked to write a one page summary of a historical innovator, invention, or incident that has some ties to the broadcast industry. Students should be creative.

Assessment

- Students will be quizzed given a written assessment on TV/broadcast history.
- Student presentations will be scored by rubric.

Academic Content Standards

Social Studies Standards

Industry Standards/Expectations

Students will gain an understanding of the historical factors that have played a significant role in the progression of the TV/Video industry.

What is Television and How Does it Work

QVI: First Advisory, Days 8-10

Television, like its predecessor radio, is dependent on the electromagnetic spectrum and the propagation of sound waves. There are many distribution methods available to broadcast television programming. These include traditional terrestrial broadcasting, satellites, cable, web streaming and podcasting.

Enduring Understanding

Television is dependent upon the electromagnetic spectrum and has many ways of distributing its contents to its audience. In addition, broadcast call letters identify particular stations and are unique to that station.

Essential Questions

- What are the basics of the communication process?
- How are images produced on a television screen?
- What is the difference between Analog and Digital broadcasting?
- How do broadcast, satellite, and cable work?
- What are the various types of television systems?
- How are broadcast call letters assigned?

Objectives and Outcome

- Students will gain an understanding of how the electromagnetic spectrum works.
- Students will be able to explain how television and motion picture images are created.
- Students will understand how radio waves are propagated.
- Students will demonstrate an understanding of how different types of distribution methods work and their function in the broadcasting industry.
- Students will know how broadcast call letters are assigned.
- Students will understand the different types of television systems, which include industrial television, closed circuit television, large scale production companies, etc.

Suggested Time

Three days

Resources and Materials

- *Video Basics 4* Ch. 3 pp. 35-44
- *Broadcasting in America* Ch. 4 pp. 88 -123

Procedure

1. The instructor should invite the school's physics teacher into the classroom to introduce this section and explain how the electromagnetic spectrum works. Pertinent information such as the three fundamental characteristics of electromagnetic energy, radio waves frequency, wavelengths, frequency bands and

bandwidths. In this section the instructor will also explain the differences in AM and FM signals.

2. The instructor should provide information on analog and digital formats, which will include the pros and cons of each and their place in broadcasting.
3. The instructor should explain the basic communication model (sender - medium - receiver - feedback) as a way to introduce the electronic media process of propagation and signal reception. Other factors such as distortion and interference should also be addressed.
4. The instructor should provide information and visuals to support the understanding of image production for television and film. This section should include how television fields and frames come together to produce an image on screen.
5. The instructor will introduce distribution options for broadcasting including terrestrial broadcasting, satellite broadcasting, cable, and internet broadcast (-or pod) casting. The instructor should be sure to include basic transmission flow charts as visual aids to further enhance the students' understanding of how broadcast programming is distributed.

Homework

- The students will be required to read related chapters and handouts.
- The students will be required to research broadcast call letters and be able to tell how they originated and how they are assigned in the United States.

Assessment

Students will be assessed on their understanding of how television works and how images are produced.

Academic Content Standards

Waves carry energy from place to place without the transfer of matter (DCPS Science P.6.).

The phenomena that fall into the categories known as electrostatics and electromagnetism are due respectively to the behavior of stationary and moving charged particles (DCPS Science P.7.).

Industry Standards/Expectations

A basic understanding of how television and video content is distributed is important to the foundational understanding of the broadcasting industry.

Story Development and Story Boards

First course, First grading period, Days 11-15

Understanding story development is a very important part of learning how to produce good television programs. The storyboard is one of the most commonly used preproduction elements in the process of story development because it enables the producer/writer to visualize the content flow.

Enduring Understanding

Any good story has a definitive beginning, middle and end. In TV/Video production we use storyboards to convey these various parts of the story.

Essential Questions

- How are stories constructed and what are its basic components?
- What is the function of story boarding in TV/Video production?

Objectives and Outcome

- Students will understand how to construct story boards.
- Students will understand the function of story boards.
- Students will demonstrate an understanding of good story telling.
- Students will be able to identify and create storyboards for projects.
- Students will learn how to build a PowerPoint slid presentation.

Suggested Time

Six days

Resources and Materials

- PowerPoint Presentation on stories/story lines
- cobalt.junct.com
- Audio recorders
- *Video Communication & Production* pp106-107
- *The Complete Guide to Digital Video* pp.86

Procedure

1. With use of a PowerPoint presentation (cobalt.junct.com) the instructor should introduce the major concepts in story telling and development. The instructor should introduce story plots with clear distinctions in the exposition, rising action, climax, falling action, and resolution.
2. The instructor should introduce the concept of conflict and how it is used in story lines. This should include a look at external and internal conflicts as well as the protagonist and antagonist.
3. The instructor should introduce the various types of characters which include major and minor characters and their various dispositions (i.e. flat, round, static and dynamic).

4. The instructor should then introduce the concepts of setting. A connection should be drawn between the field and studio productions in this section.

5. The instructor should introduce the concept of Point of View. An explanation and example of both first and third person perspectives should be given.

Homework

- Students will create a 15 frame (minimum) storyboard with the conventional story parts incorporated into the storyboard.
- Students are to work on and develop the slid presentation project.

Assessment

All students will be required to present their slid show to the class for preview.

Academic Content Standards

Write well-organized stories that include and explicit theme and sensory details and concrete language to develop plot and character (9.W-I.1.).

Write well-organized stories that include explicit and implicit themes, a range of narrative strategies such as dialogue and suspense, and details that contribute to a definite mood or tone (10.W-I.1.).

Write a short story (12.W-I.1.).

Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone in light of the audience, purpose, and formality of the context (10.W-R.6.).

Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic (10.M.4.).

Create coherent media presentations that synthesize information from several sources (11.M.4.).

Industry Standards/Expectations

Telling a good story is at the heart of all broadcasting news, information, or entertainment.

Learning PowerPoint

First course, First grading period, Days 11-15

There are many types of visual aides used to enhance a presentation. One of the most popular tools used is the PowerPoint application.

Enduring Understanding

PowerPoint is a widely used and beneficial tool for presentations and visual aides.

Essential Questions

- How can PowerPoint be utilized to enhance a presentation?
- How is a slide constructed?
- How are images and audio files uploaded to a PowerPoint slide?

Objectives and Outcome

The students will be able to construct a PowerPoint presentation.

Suggested Time

Five days

Resources and Materials

- PowerPoint
- Projector
- www.csun.edu/itr/guides/powerpoint/2000/beg.html

Procedure

1. This instructor will introduce PowerPoint definitions and terminology. The terms that should be included are templates, views, masters, layouts, objects, transitions and effects, and output.
2. Students will create slides and utilizing templates and layouts.
3. Students will learn how to position and resize text and images; add clip art, photos, and audio files.
4. The students will gain the knowledge of the various views that are available including normal, outline, and slide show views.
5. Students will learn how to build video and audio transitions and effects into their presentations. They will also learn how to make global changes to their presentations.
6. Students will integrate a PowerPoint slide show into an oral presentation.

Homework

The students should spend time developing their slide show and rehearsing their presentations.

Assessment

Each student will be required to produce a PowerPoint slide presentation. The presentations, which will consist of a PowerPoint slide show used in conjunction with an oral presentation.

Academic Content Standards

Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them. (DCPS English Language Arts, 10.M.3.).

Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (DCPS English Language Arts, 10.M.4.).

Industry Standards/Expectations

The ability to make effective and dynamic presentations is highly important in the broadcasting industry.

Introduction of Camera and Shot Composition

First course, First grading period, Days 16-18

The camera is the primary piece of equipment for TV/Video production. Understanding the various modes, functions and types of cameras, as well as shot composition is critical to understanding video basics.

Enduring Understanding

There are several kinds of cameras, each having three major elements in common. All cameras can produce a range of shots that are used to evoke different feelings and responses from the audience.

Essential Questions

- What are the various types of TV/Video production cameras?
- What are the basic components of any camera (lens, camera, and viewfinder)?
- How do cameras “see”?
- What are the basic operational mechanisms of the video camera (power, battery, tape deck)?
- What is the proper care /usage procedure for tapes and batteries?
- What are the basic eight shots in TV/Video production?
(LS/MS/CU/XCU/BUST/KNEE/#-SHOT/O-S)
- How is the zoom control used?
- What is the importance of, headroom, leadroom, and noseroom?

Objectives and Outcome

- Students will learn how to operate the video camera.
- Students will understand all of the functions of the video camera.
- Students will be able to explain how the television camera “sees”.
- Students will understand the use of various types of cameras.
- Students will know how to properly use, maintain, and store the camera.
- Students will be able to identify and produce all of the basic composition shots.
- Students will proper use of the zoom controls.
- Students will be able to identify and produce proper headroom, leadroom, and noseroom.

Suggested Time

Three days

Resources and Materials

- Video camera/camcorder
- Monitor
- *Television Production Handbook* pp.
- *Video Communication & Production* Ch. 2 & 5
- *Video Basics 4* Ch. 6

Procedure

1. The instructor will introduce the various types of TV/Video cameras and their uses in the industry. These cameras will include analog and digital cameras, studio cameras, ENG/EFP (Convertibles) cameras and camcorders, and consumer camcorders.
2. The instructor will then go on to describe and explain the three major components of any camera, which are the lens, the camera imaging device, and the viewfinder.
3. The instructor will give a general explanation to how the camera “sees” and changes light to video.
4. The students will be introduced to the camera that they will be using in class, proper usage and the operational mechanism on the camera.
5. The students will learn the procedures for before, during and after a shoot.
6. The students will be introduced to effective framing and composition of camera shots, which will include the following shots: LS/MS/CU/XCU/BUST/KNEE/#-SHOT/O-S

Homework

Students will be required to read predetermined sections of textbook.

Assessment

Students will be assessed on their understanding of TV/Video cameras.

Students will have a written quiz where they will have to demonstrate an understanding of the various shots.

Academic Content Standards

To be added

Industry Standards/Expectations

Camera operators, directors, producers, and on-camera talent all have to have an understanding of how the camera works and shot composition.

Day 18 – 19 PowerPoint Presentations

Week 9

Day 20 - Review

Day 21 – Advisory Exam

SECOND ADVISORY

Introduction to Non-Linear Editing

First course, Second Advisory, Days 1 - 5

Digital, non-linear editing is a relatively new method of editing that evolved from the original form of editing that used “tape” and “razors” to pull audio and video clips together in an edited piece.

Enduring Understanding

Non-linear editing is a non-destructible, digital method of editing video and audio. There are many editing software applications that can be used to produce an edited piece, which include Adobe Premiere, Final Cut Pro, and AVID

Essential Questions

- What is the difference between Linear and Non-Linear editing?
- What are the different fields in the Premiere application?
- How are video, audio and still photos clips imported into Premiere?
- How are clips manipulated?
- How are photos scanned into Premiere and manipulated?
- How are transitions, titles, and effects integrated into a project?
- What are the primary tools for working with audio in Premiere?
- How are projects exported and burned to DVD format?
- How are project posted to the internet? (to website, podcast, etc).

Objectives and Outcome

- Students will know the difference between linear and non-linear (destructive vs. non-destructive) editing.
- Students will be able to import files and footage into Premiere.
- Students will learn how to use the Premiere editing application.
- Students will be able to import, assemble, and effect photo, video, and audio clips.
- Students will be able to successfully scan photos and documents into Premiere.

Suggested Time

Five days

Resources and Materials

- projector
- Adobe Premiere
- stock/file footage, photos, and audio

Procedure

1. Students will learn how to import from a DV camcorder, deck, or existing QuickTime file. Students will also learn how to import photos for use in their production.

2. Students will work clips and learn the details of the timeline, bin, etc.
3. Students will learn to how to create professional projects by effectively learning how to use transitions, titles and effects.
4. Students will learn to import and manipulate audio in the Premiere application.
5. Students will learn how to share files via iDVD, podcasting, and e-mail attachments.

Homework

Students will be required to write their autobiographical voiceover for their photo montage project.

Assessment

- Each student will be required make an autobiographical movie.
- Photo Montage Project: Days 6-7
- Preview and Critique: Day 8

Academic Content Standards

Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (DCPS English Language Arts, 10.M.4.).

Industry Standards/Expectations

The broadcast industry exclusively uses non-linear, digital editing to produce films, television programs, commercials, and audio pieces.

Public Service Announcements (PSAs)

First course, Second Advisory, Days 9 – 13

A public service announcement (PSA) is a non-commercial advertisement, typically on radio or television, broadcast for the public good. The main concept is to modify public attitudes by raising awareness about specific issues.

Enduring Understanding

PSAs play a critical role in the dissemination of information for non-profit organizations and are utilized to increase awareness for their programs and events.

Essential Questions

What are PSAs and why are they used?

What is the basic information needed to support the group, company, or organization's mission and purpose?

What are the basic persuasive techniques used in PSAs?

Objectives and Outcome

Students will be able to produce a well-scripted, relevant PSA with good diction and sound, as well as display solid technical skills.

Students will have an understanding of persuasive techniques including testimonial, bandwagon, and humor, as well as the power of statistics.

Suggested Time

Five days

Resources and Materials

- PSAs from the National Ad Council
- Information of school organizations, clubs, and athletic teams.
- internet
- Camera
- mic
- Editing application

Procedure

1. Students will view a variety of PSAs and discuss the common elements.
2. Students will identify a non-profit group or organization (including school groups) in which they would like to produce a PSA for.
3. Students will script and produce the PSAs. Student will be required to shoot the PSAs using all of the skills of camera usage and composition that they have learned up to this point.

Homework

Students should gather facts and information about the organization that they will produce the PSA to represent.

Assessment

Students will produce PSAs for the various MTHS clubs, teams, departments, and activities.

Academic Content Standards

Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research. (DCPS English Language Arts, 10.R.1)

Write well-organized stories that include explicit and implicit themes, a range of narrative strategies and details that contribute to a definite mood or tone. (DCPS English Language Arts, 10.W-I.1.)

Write persuasive essays (scripts). (DCPS English Language Arts, 10.W-E.5)

Identify strategies used by media to inform, persuade, or entertain. (DCPS English Language Arts, 10.M.1.).

Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone in light of the audience, purpose, and formality of the context (10.W-R.6.).

Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic (10.M.4.).

Create coherent media presentations that synthesize information from several sources (11.M.4.).

Industry Standards/Expectations

The PSA is the primary tool for information dissemination for non-profit organizations.

Introduction of the Television Interview

First course, Second Advisory, Days 14 - 16

Interviews are the primary source of information and opinion in broadcasting.

Enduring Understanding

Knowing how to lead a good interview is essential to broadcast journalism. To do this journalist must get insightful and valid information from reliable sources.

Essential Questions

- How should one prepare for an interview?
- What type of questions elicits strong answers?
- What happens after an interview?
- What are the basic two interview settings?
- What are the four primary types of interviews?

Objectives and Outcome

- Students will be able to research potential interviewees.
- Students will be able to prepare open-ended questions for an interview.
- Students will understand the difference between interview situation and type.
- Students will have an understanding of the three primary types of interviews.
- Students will understand the interview process.
- Students will get experience in editing an interview.

Suggested Time

Three days

Resources and Materials

- Cameras
- Microphones
- Tapes
- Background information and interview questions
- Internet
- Editing application
- *Announcing*, pp 239 – 262
- *Radio Production*, pp 80 - 101

Procedure

1. The instructor should introduce the interview section by discussing what the students know about the interview process.
2. The students will watch sample interviews that have been pre-recorded. The class should critique and discuss them.
3. The instructor will introduce the various interview settings and types be introduced and explained. These should include the field and studio settings, as well as the opinion,

informational, personality, and emotional types of interviews. The instructor should explain the purpose for and preparation needed for each type of interview.

4. The instructor will educate the students on the difference in open and closed-ended questions and the purpose of using open-ended questions in the interview.

4. Students will pair up and interview one another for practice. At the end of this activity the class will come together and discuss what they learned from the exercise.

5. Students will be required to do a graded interview of someone in the school (teachers, counselors, coaches, principals, distinguished students, etc.)

Homework

- Read textbook sections as assigned by the instructor.
- Students will need to come up with their interview questions.

Assessment

Record live interviews on Days 17 - 18

Academic Content Standards

Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research. (DCPS English Language Arts, 10.R.1.)

Identify strategies used by media to inform, persuade, or entertain. (DCPS English Language Arts, 10.M.1.).

Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (DCPS English Language Arts, 10.M.4.).

Industry Standards/Expectations

Interviewing is one of the most important skills for gathering information in the broadcasting industry.

Day 19 – Interview preview and critique

Day 20 – Semester review

Day 21 - Semester Exam

Mock Show Rotations

Advisory Three: Weeks 1-4

Show Rotations

Advisory Three: Weeks 5 – 9

The Music Video

Advisory Four: Week 1 – 4

Narrative Short

Advisory Four: Week 5 - 9