

MANCHESTER REGIONAL HIGH SCHOOL

TV/VIDEO PRODUCTION I

REVISED
2015

Manchester Regional High School Board of Education

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COURSE DESCRIPTION:

TV and Video Production introduces the student to the complete process of writing, filming, and editing a television or video program. The student will use computer-based non-linear editing software to create full-length, broadcast quality scenes, shows, and mini-movies. The student will also learn the process of creating a television program from idea to final product.

Other topics included in this course will be scriptwriting, storyboarding, how to correctly operate a digital video camera, lighting techniques, directing talent and camera operators, editing video into sequences that are composites of different takes, and finalizing a product onto a professional-quality tape or DVD.

Approximately one half of the year will be learning pre-production techniques, and how to safely (and carefully) operate equipment. The remainder of the year will be project-based learning consisting of working both as an individual and in a group.

Resources and "studio time" are limited and will require lab usage before and after school hours. Filming of scenes and events may also require students to participate in class related activities outside of regular school hours.

COURSE DATA:

Length of Course: Full Year

Credits: Five-

Periods Per Week: Five

Classification: Elective

Prerequisite: Successfully completed Intro to P.C. Graphics

EVALUATION:

The purposes of evaluation are to provide information about student progress and to determine if students have learned the subject matter, which has been taught. Teachers will evaluate student progress by utilizing standardized tests, teacher-made quizzes and tests, oral questioning, class participation, homework, special projects, special exams, and other school records.

EVALUATION CRITERIA:

Evaluation will be based on the following weighted components:

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|---------------|-----|
| Formal tests | 30% |
| Participation | 20% |

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|-----------------------------------|-----|
| Homework | 10% |
| Projects (Alternative assessment) | 50% |

Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

A. COURSE TITLE: TV/Video Production 1

B. COURSE PROFICIENCIES:

After completing a course in TV/Video Production 1, the student should be able to:

1. Relate how Nielson justifies the "tasting the soup" mentality, and analyze its effectiveness
2. Identify targeted advertising, and the demographics being singled-out
3. Analyze the fundamental differences between trailer types
4. Analyze the usefulness of pre-production planning
5. Compare and Contrast the differences between original work and adapted screenplay
6. Utilize basic navigation and off-line editing with Adobe Premiere
7. Critical Thinking- write effective and informative interview questions
8. Explain/Describe how to set up cameras and assorted equipment for a 3-camera shoot
 9. Identify and evaluate new features of Adobe Premiere, and how to incorporate them into new project types
 10. Compare multi-camera editing and specialized needs to one-source editing
 11. Utilize L-cuts to mask mistakes/mask audio and/or video source changes
 12. Identify how, when, and where to add titling to a project in a manner that is unintrusive
 13. Identify uses for greenscreen
 14. Identify/utilize different camera angles
 15. Compare and contrast professional and amateur cinematography
 16. Use keyframes while editing their own projects, and include "tests" of all elements listed in content
 17. Compare and contrast basic cinematography and "intermediate" chroma-keying
 18. Demonstrate "non-chalant" uses for chroma-keying in a variety of circumstances.
 19. Model chroma-keying effects while editing their own projects
 20. Test all elements listed in content
 21. Evaluate of the purpose of B-Roll
 22. Identify the sorts of MRHS activities/clubs/sports/events that should be advertised to the public
 23. Categorize types of shots and how they can be used in a larger program
 24. Arrange B-roll in a purposeful way

25. Construct story ideas based on b-Roil gathered
26. Devise story- script, edit, and produce their own original storyline.
27. Evaluate cartoons from a critical, rather than entertaining, standpoint.
28. Utilize the proper computer techniques and timing to add pre-recorded sound to a project
29. Assess methods to re-create sound effects from other, similar sounds (possibly layers of sound)
30. Formulate creative edit to add sound effects and soundtrack music into a "mute" cartoon.
31. Describe the tenets of a documentary
32. Evaluate filmmaker's point-of-view, and how it affected outcomes
33. Critique a documentary film from a variety of views
34. Compare and Contrast documentary films with fiction films
35. Utilize previously-learned skills by creating short film from idea-through-production
36. Organize and Assess resources for filmmaking
37. Demonstrate competency in one (or more) of 4 key areas: Scripting, Directing, Cinematography, Editing
38. Select proper resources to complete task
39. demonstrate time management skills
40. Evaluate Internet video on merits of direction, production, and storytelling technique
41. Identify key items in a timeline of online distribution
42. Discuss the time-consuming nature of online presences
43. Re-evaluate the term success, in terms of fame vs. wealth
44. Compare and contrast the commonality in most popular "viral videos"

STUDENT OUTCOMES

The student will be able to:

Unit 1: Global Frequency/Ratings- 5 Weeks

1. Relate how Nielson justifies the "tasting the soup" mentality, and analyze its effectiveness
2. Identify targeted advertising, and the demographics being singled-out
3. Analyze the fundamental differences between trailer types
4. Analyze the usefulness of pre-production planning
5. Compare and Contrast the differences between original work and adapted screenplay
6. Utilize basic navigation and off-line editing with Adobe Premiere

STANDARDS & CPI'S:

8.1.12.A.2, 8.12.1.C.1, 8.2.12.A.2, 8.2.12.D.1, 8.2.12.E.4

UNIT II: Multi-Camera Editing- 6 Weeks

1. Critical Thinking- write effective and informative interview questions
2. Explain/Describe how to set up cameras and assorted equipment for a 3-camera shoot
3. Identify and evaluate new features of Adobe Premiere, and how to incorporate them into new project types
4. Compare multi-camera editing and specialized needs to one-source editing
5. Utilize L-cuts to mask mistakes/mask audio and/or video source changes
6. Identify how, when, and where to add titling to a project in a manner that
unintrusive
7. Identify uses for greenscreen

STANDARDS & CPI'S:

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4

UNIT III: Special Effects 1/Beginning Special Effects -4 Weeks

1. Identify/utilize different camera angles
2. Compare and contrast professional and amateur cinematography
3. Use keyframes while editing their own projects, and include "tests" of all elements listed in content

STANDARDS & CPI'S:

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4

UNIT IV: Special Effects 2/ Chromakey- 5 Weeks

1. Compare and contrast basic cinematography and "intermediate" chroma-keying
2. Demonstrate "non-chalant" uses for chroma-keying in a variety of circumstances.
3. Model chroma-keying effects while editing their own projects
4. Test all elements listed in content

STANDARDS & CPI'S:

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4

UNIT V: Creating B-Roll- 2 Weeks

1. Evaluate of the purpose of B-Roll
2. Identify the sorts of MRHS activities/clubs/sports/events that should be advertised

to the public

3. Categorize types of shots and how they can be used in a larger program
4. Arrange B-roll in a purposeful way
5. Construct story ideas based on b-Roll gathered

STANDARDS & CPI'S:

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4

UNIT VI: How-To Video-7 Weeks

1. Evaluate Internet video on merits of direction, production, and storytelling technique
2. Identify key items in a timeline of online distribution
3. Discuss the time-consuming nature of online presences
4. Re-evaluate the term success, in terms of fame vs. wealth
5. Compare and contrast the commonality in most popular "viral videos"
6. Devise story- script, edit, and produce their own original storyline.

STANDARDS & CPI'S:

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4

UNIT VII: Creative Sound Editing- 5 Weeks

1. Evaluate cartoons from a critical, rather than entertaining, standpoint.
2. Utilize the proper computer techniques and timing to add pre-recorded sound to a project
3. Assess methods to re-create sound effects from other, similar sounds (possibly layers of sound)
4. Formulate creative edit to add sound effects and soundtrack music into a "mute" cartoon.

STANDARDS & CPI'S:

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4

UNIT VIII: Documentary Filmmaking- 1 Week

1. Describe the tenets of a documentary
2. Evaluate filmmaker's point-of-view, and how it affected outcomes
3. Critique a documentary film from a variety of views
4. Compare and Contrast documentary films with fiction films

STANDARDS & CPI'S:

8.1.12.D.1, 8.1.12.D.4, 8.2.12.B.3, 8.2.12.E.4

UNIT IX: Original Short-Form Film- 3 Weeks

1. Utilize previously learned skills by creating short film from idea-through- production
2. Organize and Assess resources for filmmaking
3. Demonstrate competency in one (or more) of 4 key areas: Scripting, Directing, Cinematography, Editing
4. Select proper resources to complete task
5. demonstrate time management skills

STANDARDS & CPI'S:

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4

References for TV Production 1

Kingdon, Tom. Total Directing: Integrating Camera and Performance in Film and Television. Beverly Hills, CA: Silman James Press, 2004

Zettl, Herbert. Television Production Handbook. Belmont, CA: Thomson Higher Education, 2006

Vineyard, Jeremy. Setting Up Your Shots: Great Camera Moves Every Filmmaker Should Know. Studio City, CA: Michael Wiese Productions, 1999