TV Workshop

Prepared by:
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Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:
Melissa Quackenbush

Approved by the Midland Park Board of Education on
August 15, 2017

CCCS born on 9/2012
Addendum 5/2016
NJSLS born on 8/2017
Television Workshop Curriculum Overview

This course is designed to teach the fundamentals of Television Production from developing and organizing ideas, to scripting and planning productions, through the rehearsal process, filming and post-production work. This is a collaborative course, requiring you to work with other people at all times. Sometimes you will be in charge, communicating your needs and ideas to others; sometimes you will be on a crew, executing the directions of others.

Students will have ample opportunities to learn all the aspects of production through activities, short readings, class discussion and projects in class. Skills such as clear and concise writing shot composition, camera technique and practical interaction with others will be stressed.

Suggested Course Sequence*:
1. Unit 1 - Basic TV Production Process and Terminology, Framing Composition/Shot Types/Camera Movement, Equipment Operation/Demonstration/ Labs - 3 Weeks
2. Unit 2 - Scriptwriting - MPHS Commercial/ Promo – 2 Weeks
3. Unit 3 - Editing with Adobe Premiere or Final Cut – 4 Weeks (ongoing)
4. Unit 4 - Music Video – 2 Weeks
### Content Area: Television Production

**Unit Title:** Unit 1 - Introduction to Television Production

**Grade Level:** 7-10

**Unit Summary:** Introduction to Basic TV Production Process and Terminology, Equipment Operation and Framing & Composition

Interdisciplinary
Connections: Organizational process

### 21st Century Themes and Skills:

**CRP1.** Act as a responsible and contributing citizen and employee.
**CRP2.** Apply appropriate academic and technical skills.
**CRP3.** Attend to personal health and financial well-being.
**CRP4.** Communicate clearly and effectively and with reason.
**CRP5.** Consider the environmental, social and economic impacts of decisions.
**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.
**CRP12.** Work productively in teams while using cultural global competence.

### Standards (Content and Technology):

<table>
<thead>
<tr>
<th>CPI#</th>
<th>Statement</th>
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<tbody>
<tr>
<td>NJSL.S. 8.1.P.C.1</td>
<td>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.</td>
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<td>NJSL.S.9.3.12.A R JB.1</td>
<td>Describe the diversity of functions within the Journalism &amp; Broadcasting Career Pathway.</td>
</tr>
<tr>
<td>NJSL.S.9.3.12.A R JB.4</td>
<td>Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). Describe the history, terminology, occupations and value of audio, video and film technology.</td>
</tr>
<tr>
<td>NJSL.S.9.3.12.A R AV.1</td>
<td>Demonstrate the use of basic tools and equipment used in audio, video and film production.</td>
</tr>
<tr>
<td>NJSL.S.9.3.12.A R AV</td>
<td>Demonstrate technical support skills for audio, video and/or film production.</td>
</tr>
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</table>
Unit Essential Question(s):
- What are you watching and why?
- What do you need to do to properly produce a video?
- How do you properly use the camera equipment?
- How do you properly frame shots?

Unit Enduring Understandings:
- The process of production
- Necessary elements of production
- Productions are targeted specifically to potential consumers
- Identify and properly use equipment
- Identify various shots and the emotional justification of their shot selection.

Unit Learning Targets/Objectives:
Students will...
- Assess their viewing habits
- Discuss commercials and networks
- Learn the phases of production & the elements needed to produce a broadcast video.
- Set up and correctly operate equipment.
- Identify shots and properly compose the subject/environment within the frame.

Formative Assessments: Quizzes

Summative/Benchmark Assessment(s): N/A

Resources/Materials (copy hyperlinks for digital resources): Computers, Internet Access, Google Docs, Projector, Camera, Tripods, Dollies, SD Cards, Documents (handouts/Google Classroom)

Modifications:
- Special Education Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
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- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary

- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

<p>| Lesson Name/Topic | Lesson Objective(s) | Time frame (day(s) to complete) |</p>
<table>
<thead>
<tr>
<th><strong>Viewing Habits</strong></th>
<th>Task students with identifying their viewing habits. Discuss television consumerism/commercials, networks and air time.</th>
<th>1-2 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phases of Production</strong></td>
<td>Encourage students to breakdown the production process and think about the elements needed to produce a show.</td>
<td>1-2 Days</td>
</tr>
<tr>
<td><strong>Film Composition &amp; Framing</strong></td>
<td>Show students proper framing of a subject. Discuss rules and techniques. Discuss the emotional justification of various angles and the purpose of different shots to the storyline.</td>
<td>1 Week</td>
</tr>
<tr>
<td><strong>Camera Equipment</strong></td>
<td>Demonstrate how to use equipment. Define the parts of each piece of equipment and how to use it. Discuss camera movement. Hands-on lab to follow.</td>
<td>1 week</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>Assess student understanding of material</td>
<td>1 Day</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

**Additional Resources**
Click links below to access additional resources used to design this unit:
Content Area: Television Production

Unit Title: Unit 2 - Scriptwriting - Commercial Promo

Grade Level: 7-10

Unit Summary: Scriptwriting for different target audiences
Interdisciplinary Connections: Writing skills, Marketing

21st Century
Themes and Skills:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
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.
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Standards (Content and Technology):

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<td>Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</td>
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<tr>
<td>NJSL.S.9.3.12.A.R JB.2</td>
<td>Demonstrate writing processes used in journalism and broadcasting.</td>
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<td>------------------------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td>NJSL.S.9.3.12.AR JB.3</td>
<td>Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</td>
</tr>
<tr>
<td>NJSL.S.9.3.12.AR JB.4</td>
<td>Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</td>
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**Unit Essential Question(s):**
- How can you use your knowledge of target audiences to create an effective commercial?
- How can you incorporate your prior knowledge of shot types into a commercial script?
  - What types of commercials and selling techniques could you use to persuade your target audience.

**Unit Enduring Understandings:**
- Effectively and persuasively communicate a message in a condensed time frame using a visual medium.
- Use prior knowledge of film composition & framing, camera operation and movement to convey a story.

**Unit Learning Targets/Objectives:**

*Students will...*
- List different types of commercials and techniques used to sell a product
- Brainstorm ideas
- Write a split column script
- Film

**Formative Assessments:** Script & Filming

**Summative/Benchmark Assessment(s):**

**Resources/Materials** (copy hyperlinks for digital resources): Notes and handouts, Google Docs, Internet Access, printer, cameras, sd cards, tripods, dollies
Modifications:
- Special Education Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners
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- At-Risk Students
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  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
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- Gifted and Talented Students
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<tr>
<td>Commercial Sell</td>
<td>Students should consider different commercials and the techniques used to convince the audience to buy a product.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>Have students work collaboratively to brainstorm ideas.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Conference</td>
<td>Discuss ideas with me and consider the benefits or challenges of each. Choose one idea to pursue.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Writing Lab</td>
<td>Students will write a split column script depicting their commercial idea. Design a storyboard to assist in visual thinking.</td>
<td>2 Days</td>
</tr>
</tbody>
</table>
### Filming

| Students will film scenes for their commercial using the script as a guide. | 1 Week |

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit.

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**Content Area:** Television Production

**Unit Title:** Unit 3 - Editing

**Grade Level:** 7-10

**Unit Summary:** Editing using an industry standard program.

**Interdisciplinary Connections:** Technology

**21st Century Themes and Skills:**

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<td>NJSL.S.9.3.12.AR JB.4</td>
<td>Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</td>
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**Unit Essential Question(s):**

- What elements do you need to create a complete commercial production?

**Unit Enduring Understandings:**

- Assemble and layer video, music, titles and special efx.

**Unit Learning Targets/Objectives:**

*Students will...*

- Upload footage
- Create a project
- Convert files
- Import media
- Assemble clips
- Layer tracks
  - Export file
Formative Assessments: Edited Project - Rubric

Summative/Benchmark Assessment(s):

Resources/Materials (copy hyperlinks for digital resources): Computers equipped with professional editing program, internet access, SD cards, Google Drive

Modifications:
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<td>Introduction to Editing</td>
<td>Guide students as they create a project in the edit program and upload/import original footage from the SD Card.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Workspace/Editing in the Timeline</td>
<td>Explain workspaces and organization of media. Guide students as they assemble clips in order in the timeline.</td>
<td>4 Days</td>
</tr>
<tr>
<td>Objective</td>
<td>Description</td>
<td>Time</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Convert Files</td>
<td>Show students how to convert and upload music files and or existing footage from the internet.</td>
<td>1 Day</td>
</tr>
<tr>
<td>CG</td>
<td>Show students how to create titles and integrate into the timeline</td>
<td>1 Day</td>
</tr>
<tr>
<td>Special effects</td>
<td>Show students how to add transitions and to resize clips.</td>
<td>1 Day</td>
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<tr>
<td>Finalize/Export/Share</td>
<td>Show students how to render their sequence, export their project, upload it to their Google drive and share it with me.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Peer Critique</td>
<td>View all the commercials and direct students to write one positive comment and one constructive comment about each video.</td>
<td>1 Day</td>
</tr>
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Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Television Production
Unit Title: Unit 4 - Music Video

Grade Level: 7-10

Unit Summary: Students will choose a song to base this longer form production on.
Interdisciplinary Connections: Storytelling to evoke emotion
21st Century
Themes and Skills:

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## Unit Essential Question(s):
- How do you give meaning to or visually interpret a piece of music?
- How do you edit to a beat or lyric to create anticipation?

## Unit Enduring Understandings:
- Creative editing can enhance original or existing footage.
- Editing is an important storytelling tool in film/video production.

## Unit Learning Targets/Objectives:

*Students will...*

- Choose a song and brainstorm ideas as to how to visually convey the message in the music.
- Write a split column script using the lyrics of the song.
- Film or gather clips of existing footage.
- Create a new project
- Convert, upload and import all media
- Edit clips using the script as a guide
- Incorporate titles, transitions and special effects
- Render, export and share the project
- View and discuss videos

## Formative Assessments:

- Pre-production, Filming and Final Edited project

## Summative/Benchmark Assessment(s):
NA

## Resources/Materials (copy hyperlinks for digital resources):
- Cameras, SD Cards, internet access, computers with professional editing program, Google Docs, Google Drive
**Modifications:**
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<td>Brainstorm</td>
<td>Have students work collaboratively or solo to brainstorm ideas.</td>
<td>1 Day</td>
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<tr>
<td>Script</td>
<td>Students will write a split column script depicting their ideas for the music video.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Conference</td>
<td>Discuss script with me and consider the benefits or challenges. Amend as needed.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Film/Convert Clips</td>
<td>Students will film scenes for their music video or research/convert clips from existing footage using the script as a guide.</td>
<td>1 week</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Editing</td>
<td>Guide students as they edit to the beat or to the lyrics, add transitions,</td>
<td>1 Week</td>
</tr>
<tr>
<td></td>
<td>special effects and CG.</td>
<td></td>
</tr>
<tr>
<td>Finalize/Export</td>
<td>Assist students as needed in the rendering, exporting and sharing of</td>
<td>1 Day</td>
</tr>
<tr>
<td></td>
<td>their music video project.</td>
<td></td>
</tr>
<tr>
<td>Peer Critique</td>
<td>View music videos. Facilitate a conversation comparing to the two projects.</td>
<td>1 Day</td>
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<tr>
<td></td>
<td>Encourage positive and constructive comments about each.</td>
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**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit: