

# **Broadcasting Exploratory: TELEVISION WORKSHOP**

**Prepared by:** Lisa Hayne

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

July 19, 2022

Born on July 18, 2022

## 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: BROADCASTING**

**Unit Title: Introduction to Television Production**

**Grade Level: 7-8**

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

<b>UNIT #1 - STANDARDS</b>
<b>Standards</b> (Content and Technology): Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12
<b>Statement:</b> The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
<b>Performance Expectations (NJSL):</b>

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre)

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., selfinitiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

- 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

**Career Readiness, Life Literacies, and Key Skills:**

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.

NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.

NJSLS 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

NJSLS 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

NJSLS 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

NJSLS 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

NJSLS 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

**Computer Science and Design Thinking:**

NJSLS.8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

NJSLS 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

NJSLS 8.2.12.NT.2: Redesign an existing product to improve form or function.

**Intercultural Statements (Amistad, Holocaust, LGBT, etc...):**

View and discuss contributions of African-Americans to the broadcast industry. View and discuss the Holocaust as depicted and perceived via broadcast/propaganda. View and discuss LGBTQ challenges as depicted in television. Broadcast professionals to consider are Philo Farnsworth, Lisa Ling, Ann Curry, Edward R. Murrow, Harold Dow, Oprah Winfrey and Ellen DeGeneres.

**Anchor/Companion Standards:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.W6. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLS.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Interdisciplinary Connections:** Teamwork, technology and communication.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**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.

**Evidence of Learning**

**Formative Assessments:** Quizzes, Labs, Q/A

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

**Resources/Materials:** Computers, Internet Access, Google Docs, Projector, Camera, Tripods, Dollies, Sd Cards, Documents (handouts/Google Classroom)

**SUGGESTED PACING GUIDE**

Lesson	Lesson Objective(s)	Time frame (day(s) to complete)
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Name/Topic		
Viewing Habits	Task students with identifying their viewing habits. Discuss television consumerism/commercials, networks and air time.	1-2 Days
Phases of Production	Encourage students to break down the production process and think about the elements needed to produce a show.	1-2 Days
Film Composition & Framing	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.	1 Week
Camera Equipment	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.	1 week
Review	Assess student understanding of material	1 Day
<b>Teacher Notes:</b>		
<b>Additional Resources</b> TV PRODUCTION ZETTLE		

### **Differentiation/Modification Strategies**

**Students with Disabilities**

- Consult IEP
- alternative pacing of unit, reduce amount of work required, provide written and oral instruction

**English Language Learners**

- Consult Student's ELL Plan
- allow errors in writing, accept writing in first language, allow extended time for project completion

**At-Risk Students:**

- allow extended time for project completion, provide hands-on activities, accept participation at any level

**504 Students**

- Consult 504 Plan

**Gifted and Talented Students:**

- Consult with G & T Teacher
- allow for peer-to-peer instruction, provide leadership positions in group context

**Content Area: BROADCASTING**

## Unit Title: Scriptwriting - Commercial Promo

Grade Level: 7-8

### Core Ideas: Scriptwriting for different target audiences. Writing skills, Marketing

#### UNIT #2 - STANDARDS

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#### Performance Expectations (NJSLs):

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1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.  
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#### Career Readiness, Life Literacies, and Key Skills:

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.  
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#### Computer Science and Design Thinking:

NJSLS.8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.  
NJSLS 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. NJSLS 8.2.12.NT.2: Redesign an existing product to improve form or function.

#### Intercultural Statements (Amistad, Holocaust, LGBT, etc...):

View and discuss contributions of African-Americans to the broadcast industry. View and discuss the Holocaust as depicted and perceived via broadcast/propaganda. View and discuss LGBTQ challenges as depicted in television. Broadcast professionals to consider are Philo Farnsworth, Lisa Ling, Ann Curry, Edward R. Murrow, Harold Dow, Oprah Winfrey and Ellen DeGeneres.

**Anchor/Companion Standards:**

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**Interdisciplinary Connections:** Teamwork, technology and communication.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  
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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.

- 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 Enduring Understandings:**

**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

**Evidence of Learning****Formative Assessments:** Script & Filming**Summative/Benchmark Assessment(s):** N/A**Resources/Materials:** Notes and handouts, Google Docs, Internet Access, printer, cameras, sd cards, tripods, dollies**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Commercial Sell	Students should consider different commercials and the techniques used to convince the audience to buy a product.	1 Day
Brainstorm	Have students work collaboratively to brainstorm ideas.	1 Day
Conference	Discuss ideas with me and consider the benefits or challenges of each. Choose one idea to pursue.	1 Day
Writing Lab	Students will write a split column script depicting their commercial idea. Design a storyboard to assist in visual thinking.	2 Days
Filming	Students will film scenes for their commercial using the script as a guide.	1 Week

**Teacher Notes:****Additional Resources**  
**TV PRODUCTION Zettl**

## **Differentiation/Modification Strategies**

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### **504 Students**

- Consult 504 Plan

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**Content Area: BROADCASTING**

**Unit Title: Editing**

**Grade Level: 7-8**

**Core Ideas:** Editing using an industry standard program

<b>UNIT #3 - STANDARDS</b>
<b>Standards</b> (Content and Technology): Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12
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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 effects.

**Unit Learning Targets/Objectives:**

*Students will...*

- Upload footage
- Create a project
- Convert files
- Import media
- Assemble clips
- Layer tracks
- Export file

**Evidence of Learning**

**Formative Assessments:** Edited Project - Rubric

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

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

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to Editing	Guide students as they create a project in the edit program and upload/import original footage from the SD Card.	1 Day
Workspace/Editing in the Timeline	Explain workspaces and organization of media. Guide students as they assemble clips in order in the timeline.	4 Days
Convert Files	Show students how to convert and upload music files and or existing footage from the internet.	1 Day
CG	Show students how to create titles and integrate into the timeline	1 Day

Special effects Show students how to add transitions and to resize clips. 1 Day

Finalize/Export/Share	Show students how to render their sequence, export their project, upload it to their Google drive and share it with me.	1 Day
Peer Critique	View all the commercials and direct students to write one positive comment and one constructive comment about each video.	1 Day

**Teacher Notes:**

**Additional Resources**

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

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**English Language Learners**

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**At-Risk Students:**

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**504 Students**

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**Unit # 4 - Overview**

**Content Area: BROADCASTING**

**Unit Title: Music Video**

**Grade Level: 7-8**

**Core Ideas: Students will choose a song to base this longer form production on. Storytelling to evoke emotion**

**UNIT #4 - STANDARDS**

**Standards (Content and Technology):** Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

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 NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
 NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Interdisciplinary Connections:** Teamwork, technology and communication.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  
 NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  
 NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**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

**Evidence of Learning**

**Formative Assessments:** Pre-production, Filming and Final Edited project

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

**Resources/Materials:** Cameras, Sd Cards, internet access, computers with -professional editing program, Google Docs, Google Drive

**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Brainstorm	Have students work collaboratively or solo to brainstorm ideas.	1 Day
Script	Students will write a split column script depicting their ideas for the music video.	2 Days
Conference	Discuss script with me and consider the benefits or challenges. Amend as needed.	1 Day

Film/Convert Clips music video or footage using the  
 Students will film research/convert script as a guide.  
 scenes for their clips from existing 1 week

Editing	Guide students as they edit to the beat or to the lyrics, add transitions, special effects and CG.	1 Week
Finalize/Export	Assist students as needed in the rendering, exporting and sharing of their music video project.	1 Day
Peer Critique	View music videos. Facilitate a conversation comparing to the two projects. Encourage positive and constructive comments about each.	1 Day

**Teacher Notes**

**Additional Resources**

TV Production Zettl