

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Media Productions 1

Revised Date: January 2014

Subject Area(s): VAPA & Technology

Posed Grade Level(s): 10-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: Computer Applications 2 with grade of 'C' or above or teacher approval

BRIEF COURSE DESCRIPTION:

Students will:

- Study film as both an art form and a means of communication.
- Learn the specialized vocabulary of the film and television industry and use it to express themselves clearly and succinctly in their writings about the film and television.
- Study the history of filmmaking and the technological advances over time in the art form.
- Be taught to “read” a film by analyzing its narrative structure, genre, period, mood, and style.
- Develop ideas individually or within a group, compose a proposal and write a script from this idea.

A video project will be produced based on the written script. Students will study the art of filmmaking and the importance of collaboration and creative input in the preproduction, production and postproduction phases. It is important for students to understand the whole creative process and that it involves many people working together contributing their individual talents.

Through assigned readings, exams, script writing, media crew assignments, lighting and sound, computer graphics, and the completion of a series of multimedia assignments, students are expected to acquire a basic understanding of the fundamental elements involved in producing general Electronic Field Production (EFP) and Electronic News Gathering (ENG) pieces. Students will utilize PC computers along with digital video cameras and digital media editing software to produce a variety of video projects for classroom, school-wide, and district-wide dissemination. Projects will utilize the 15 production steps outlined at www.cybercollege.com. Students will also write and produce live television shows in various formats. Lastly, a variety of films will be previewed for the students in class or at home.

Students will be assigned specific duties as outlined in the various applicable modules of instruction. Partnerships with local media industry leaders will provide opportunity for students to create a variety of projects while developing the ability to conceptualize story ideas and effectively translate these ideas into electronic media format. Students will work to produce videos that inform students, parents, staff, or the community about events, procedures and information that has previously been disseminated by other means.

Textbook: No conventional text has been adopted at the time of this description. Students will utilize the online television production cybertext found at www.Cybercollege.com. This online resource is free to students and educators and contains a vast amount of information pertinent in this course. Information gleaned from this text will be combined with information from other sources and vocabulary to provide the compendium of information necessary for the course.

GOALS AND OBJECTIVES:

- Standard 1** Demonstrate their ability to write a short script in proper format with appropriate context and content for the objective of the assignment.
- Standard 2** Demonstrate their ability to critique, compare and contrast, and evaluate media content in the appropriate written format.
- Standard 3** Acquire the knowledge and capability to express ideas and concepts with video in other academic forums.
- Standard 4** Demonstrate the ability to work independently and collaboratively with others to initiate, plan, and problem-solve, and evaluate projects.
- Standard 5** Continually assess, evaluate, and adjust work to maintain high standards
- Standard 6** Investigate film technique, screenwriting, lighting, camera, and editing.
- Standard 7** Differentiate genre and the role of the auteur in filmmaking.
- Standard 8** Production: Students will learn to prepare for and produce a variety of programming.
- Standard 9** Camera: Students will learn to use cameras for field and studio work.
- Standard 10** Lighting: Students will learn lighting techniques and will demonstrate the ability to control lighting in both indoor and outdoor situations
- Standard 11** Audio: Students will learn to use audio equipment, record, edit, dub, mix and manipulate sound.
- Standard 12** Editing: Students will learn how to capture, edit, layer, apply text effects, and transitions.
- Standard 13** Composition: Students will learn to compose standard camera shots.
- Standard 14** Technology: Students will learn to operate digital video production hardware and software.
- Standard 15** Operations: Students will demonstrate planning; organization; studio process; producing; directing, timeliness, and teamwork.
- Standard 16** Professionalism: Students will learn and apply knowledge of copyright; ethics, morals, press rights, and non-bias work, and will demonstrate leadership through good work habits, collaboration, care of equipment and facilities and will be Media Productions campus and community advocates.
- Standard 17** Critical Viewing and Assessment: Students will learn media techniques and standards by analyzing, modeling and critiquing professional, peer and their own productions.
- Standard 18** Career Development: Students will learn the historical impact of media, current and emerging video and television trends, community broadcasting operations and will research career opportunities.

STUDENT READING COMPONENT:

Students will:

- Be assigned reading from a variety of Internet, Visual Arts and Media Publications and resources
- Research Projects will require the use of the Library and Visual Arts resources
- Be required to follow written instructions on all projects
- Read written scripts to produce, direct, and be the “talent” in various film productions created by students and written work.
- Produce, edit, and publish written scripts for each project
- Communicate via email and conventional means to communicate with the instructor.

STUDENT WRITING COMPONENT:

Students will:

- Create written research projects analyzing, comparing and contrasting different film genre and roles in video and television production

- Use writing to reflect on the creative process and problem solving techniques used in the film and television media.
- Write a narrative script as well as write the script, format for a daily live broadcast
- Keep an ongoing journal of notes, ideas, discussion items and self-reflection
- Write and execute detailed scripts and project treatments for each Video piece produced
- Communicate via email and conventional mail to clients, instructors, and local business.
- Create and submit written critiques of professional and student-generated work.

STUDENT ORAL COMPONENT:

Students will:

- Engage in class and small group discussion, sharing and critiquing work of themselves and others.
- Orally respond to a variety of works of art and talk about his/her interpretation of a visual artists intentions and style using the vocabulary of the discipline.
- Show mastery and enriched knowledge of oral language skills through their on-camera performances and mentoring
- Present oral presentations introducing and brainstorming project ideas.
- Take part in the film making process to include verbal communication on the set.
- Collaborate with both production groups and clients in real time meetings to determine project content, scope, and vision.

DETAILED UNITS OF INSTRUCTION:

Units of instruction are based on a progressive set of assignments designed to ready students for Media Productions 2. Students work individually to learn specific technology integration skills and as group members to collaboratively apply these skills in the digital production process. Progressive projects will be accompanied by appropriate skill-building exercises derived from industry professionals, guest lecturers, and from units of instruction. These exercises will augment the processes required for each project. While this process involves using specific skills and production procedures, it is a fun and energetic curriculum that teaches responsibility, organization and collaborative work principles.

Media reference books from various traditional printed and Internet resources will be used as supplemental material for the course. Homework and classroom assignments will be based on these available resources. Students will communicate with school staff and clients via email and conventional means. All equipment and supportive resources required will be available to all students.

Production Assignments

1. **Biography** (personal project). All video students will produce a personal biography to be posted to the web. This assignment is written and will accompany a photo that is taken the first week of class. Bios are typed in MS Word, photo inserted, exported to PDF, printed, and emailed to the instructor. Photographs will be edited using Adobe Photoshop LE to introduce students to photo editing principles.
2. **Storyboard Exercise:** Guest artistic instructor will visit the class to give basic lessons on drawing to facilitate the storyboarding process. Emphasis will be placed on perspective and composition. Students will draw scenes, objects, people and animals to reinforce principles of illustration and technique. Further illustration exercises will follow and will be applied with real world applications via movie storyboard viewing sessions and exercises.

3. **Photo Project Video** (personal project) Video that shows off friends and family, hobby or another subject (with approval). Project will incorporate storyboarding and drawing skills on a limited basis. Twenty-five percent of the material will be illustrated, scanned and placed in Microsoft PowerPoint for presentation to the class. Students will use a minimum of 40 photographs: 10 photos to be scanned, cropped and retouched using Adobe Photoshop, 10 photos captured from moving video (existing video is okay for this project), 10 photos captured to Multimedia card in Mini DV video cam, and 10 other photos with their choice of import. Photos must be a minimum of 150 DPI and can be black and white or color. This project focuses on photo enhancement and editing principles with the use of Adobe Photoshop. Projects will be edited using Final Cut Pro Express, Adobe Premiere, and iMovie 3. Projects will be output to VHS.
4. **Infomercial I** (group project) Students will invent a new product. Students will storyboard all major scenes with illustrated cells. All aspects of product marketing, and testing are required. Project will include: package and logo design using Adobe Pagemaker, package construction, product design and construction, project treatment, script for the commercial, PowerPoint presentation of storyboard (storyboard cells scanned), shooting plan, shooting of the commercial, and post-production editing and output to tape. Guest speakers and qualified graphic designers will assist from the community. Once the project is complete, students will virtually market their products from the class website. Virtual and real proceeds will benefit the immediate class.
5. **Public Service Announcement I** (group project) Students will produce a video for school, local business, or non-profit organization. The purpose of this video will be to present safety, training information, or business offerings of the client. Students will solicit or be assigned to a particular client and use various modes of communication to stay in touch with the client and organize the project. If profits are made, monies will be donated to the program. This project will utilize the 15 production steps outlined at www.cybercollege.com. Students will be assigned specific duties as outlined in Modules 1 and 1a. Strict adherence to production steps will be observed. Time for this project will be approximately 6 weeks.
6. **Video Yearbook** (class project) Students will work with Media Productions 2 to help create a senior yearbook in video format. Students will collect, track, and take photographs of all senior students for the school year. Sport and club events will be included in still and motion video format. Students will market small blocks of time in the video to be sold to students and parents for individual sections of the piece. Videos will be produced in DVD and HiFi VHS formats. The piece will be sold to the students for profit. Profits will be used for new equipment purchase and to offset the cost of expendables for the program.

Texts to be Used:

Television Production: A Comprehensive On-line Cyber Text in Studio and Field Production

Elements of Mass Communication: An Interactive Cyber Text

By Ron Whittaker, Ph.D.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Language Arts (see reading, writing, and oral components)

Math (problem-solving, timing, calculations, measurements)

Social Science (art as it relates to social, historical and cultural issues)

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Visual Arts

Based on the California Visual and Performing Arts Standards

1. Art Criticism: Students will explore the processes for reflection on and analysis of artworks in order to gain a better understanding and appreciation of art.

2. Art History: Students will research the historical and social context of visual art and gain a better understanding of the significance of art within world cultures.
3. Identify and describe the role and influence of new technologies on contemporary works of art.
4. Art Production: Students will experiment with the processes and techniques used in the production of a video piece, and work toward developing a personal artistic style and vision.
5. ESLRS will be addressed in all areas. Students will be given collaborative as well as independent assignments and will be expected to produce quality projects and presentations. Students will be asked to apply their knowledge of Visual Art and other subjects to open ended projects that require constructive thinking. In developing respect for class materials students will be responsible citizens.

Technology

There are currently no California Framework Standards for digital video production. Therefore, a set of standards has been adopted for this course with the goal of clearly defining learning objectives and assessment needed for students to progress through the Media Productions curriculum. The curriculum is broken into two areas: Learning Objectives, and Proficiency Standards. Further alignment to the California State Standards for business education will be documented at a later date.

Media Production Standards (as developed by Cordova High School)

Standard 1 - Production: Students will learn to prepare for and produce a variety of programming.

- 1.1 Prepare all personnel and equipment prior to production
- 1.2 Prepare, ask relevant questions and respond correctly and effectively during interviews
- 1.3 Research and demonstrate knowledge of production topics and people
- 1.4 Identify the elements commonly used in a location news story or package
- 1.5 Prepare storyboards, camera shot lists and treatments as needed
- 1.6 Write and revise scripts as needed
 - 1.6.1 Understand terminology used in broadcast script writing (English 9 Standard W1, W2 and W3)
 - 1.6.2 Demonstrate the ability to rewrite from printed media to video (English 9 Standard W1)
 - 1.6.3 Write logical and understandable original statements and phrases in broadcast style.
 - 1.6.4 Read a variety of television scripts to understand script development (English 9 Standard R3)
 - 1.6.5 Write and revise scripts for a variety of productions using proper written English (English 9 Standard W1, W2 and W3)
 - 1.6.6 Experience talent by performing in groups and individually on camera using proper oral language skills (English 9 Standard W3)
- 1.7 Demonstrate the ability to be concise, non-bias, and to express relevant opinions
- 1.8 Demonstrate the ability to obtain relevant data from a variety of sources
- 1.9 Understand relevance of content to audience
- 1.10 Evaluate the effectiveness of the production

Standard 2 – Camera: Students will learn to use cameras for field and studio work.

- 2.1 Identify the various parts of field and studio cameras and the function of each part
- 2.2 Understand use of proper iris and white balance control
- 2.3 Knowledge of different lenses and their use

Standard 3 – Lighting: Students will learn to use lighting properly in both indoor and outdoor situations

- 3.1 Identify different types of studio lights and connections
- 3.2 Demonstrate the use of 1, 2 and 3-point lighting
- 3.3 Understand the use and impact lighting has on a production
- 3.4 Understand the use of reflectors, filters, barn doors and gobos.
- 3.5 Explain common lighting techniques for indoor and outdoor situations
- 3.6 Knowledge of how to hang and focus studio lights.
- 3.7 Knowledge of portable lighting equipment.
- 3.8 Knowledge of a studio lighting console

Standard 4 – Audio: Students will learn to use audio equipment to record, edit, dub, mix and manipulate sound.

4.1 Knowledge of audio terms

4.2 Demonstrate knowledge and use of various microphones such as boom, wireless hand held, wireless lapel, and shotgun microphone

4.3 Demonstrate knowledge of cables and connectors for audio devices
4.4 Understand the audio mixer, its functions and terms

4.5 Demonstrate how to edit, mix and use single or multiple sound tracks

Standard 5 – Composition: Students will learn to compose standard camera shots

5.1 Demonstrate a variety of camera angles including normal, high, low and canted

5.2 Demonstrate a variety of composition including one shot, two shot, bust shot, long shot, medium shot, medium close-up, close-up, extreme close-up and wide angle

5.3 Demonstrate a variety of camera movements including pan, tilt, zoom, and slip focus

5.4 Demonstrate a variety of hand-held camera movements and techniques

5.5 Demonstrate knowledge of the 180-degree rule.

5.6 Demonstrate knowledge of the rule of thirds.

5.7 Demonstrate objective and subjective camera angles.

Standard 6 – Editing: Students will learn how to capture, edit, layer, and apply text, effects, and transitions.

6.1 Understand the computer as an editing tool

6.2 Log and capture video

6.3 Layer video

6.4 Edit with transitions, effects and filters

6.5 Use character generation, graphics and superimposed text in video

Standard 7 – Technology: Students will learn how to operate digital video production hardware and software.

7.1 Understand the operating systems, networking and other related computer properties

7.2 Understand software used to edit digital material

7.2 Use a variety of software to create productions

Standard 8 – Operations: Students will demonstrate planning; organization; studio process; producing; directing, timeliness and teamwork.

8.1 Practice classroom and studio production procedures consistently

8.2 Demonstrate proper use, storage, transportation, hazards, safety and care of all equipment

8.3 Understand general safety rules for operation of all equipment

8.4 Utilize trade terminology, abbreviations and acronyms

8.5 Use production time efficiently

8.6 Understand the various personnel positions, including producer, director, technical floor director, audio technician, camera operator and grip.

8.7 Demonstrate ability to give and follow verbal directions and hand signals

8.8 Demonstrate proper protocol and etiquette in all phases of production

8.9 Demonstrate the continuing ability to function as a member of a production team

8.10 Participate in all parts of the production process

Standard 9 – Professionalism: Students will learn and apply knowledge of copyright; ethics, morals, press rights, and non-bias work, and will demonstrate leadership through good work habits, collaboration, care of equipment and facilities and will be Media Productions campus and community advocates.

9.1 Follow ethical practices, accept professional standards, and adhere to press law in all aspects of work.

9.2 Express concern for the welfare of school, students, faculty and staff through thoughtful and constructive commentary in all productions

9.3 Demonstrates clear understanding of student press rights including those of Folsom-Cordova Unified School District

School District and California Education Code, Section 48907

9.4 Demonstrate clear understanding of Ethics of Journalism including the Society of Journalists Code of Professional Ethics

- 9.5 Choose content of video work based on purpose and audience
- 9.6 Demonstrate a high standard of individual and teamwork habits and ethics
- 9.7 Be a positive school and community representative of the video program

Standard 10 – Critical Viewing and Assessment: Students will learn media techniques and standards by analyzing, modeling and critiquing professional, peer and their own productions.

- 10.1 Watch a variety of media productions such as television news, talk shows, dramas, sitcoms, documentaries and game shows
- 10.2 Discuss and evaluate student-viewing experiences
- 10.3 Identify target audiences based on program and commercial content
- 10.4 Establish criteria for evaluating film and television programming.
- 10.5 Contribute and use constructive criticism to improve student work
- 10.6 Describe the TV and film ratings process and its effect on new productions
- 10.7 Become critically aware of the commercial nature of television and film
- 10.8 Understand the relationship between demographics, advertising and programming
- 10.9 Understand the effects of commercial programming on the nature and quality of design networks

Standard 11 – Career Development: Students will learn the historical impact of media, current and emerging video and television trends, community broadcasting operations and will research career opportunities.

11.1 Careers

- a. Research employment opportunities in video- related careers
- b. List the skills, attitudes, abilities, and training required for jobs in the video industry
- c. Research higher education opportunities in Media Productions
- d. List the rapid changes occurring in the video and broadcasting industry
- e. Compose a current resume

11.2 History

- a. Understand the history of the moving image
- b. Describe the social and political impact of film and television
- c. Describe the development of cable and satellite television on the impact of broadcasting
- d. Identify recent programming developments and trends
- e. Describe the legal and ethical responsibilities broadcasters have to the public they serve
- f. Describe the history, growth, demographics and trends of the local TV and film industry

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners:** Students will develop skills enabling them to work alone on project components. The nature of the production process will facilitate this skill.
- **Collaborative Thinkers:** Students will execute the tasks necessary for project success. Through this process, they will assume various production roles and will be responsible for reporting back for collaboration with other students, faculty, and clients.
- **Effective Communicators:** Students will develop communication skills by keeping conventional phone communication and email communication with prospective and active clients, as necessary within the scope of work.
- **Collaborative Workers:** Students will actively collaborate with clients, administrators, facilitators, and fellow classmates to work toward completion of common project goals.
- **Quality Producers/Performers:** Students will strive to produce a marketable product that will be valuable to current and prospective clients. They will adhere to quality control guidelines and ethical concerns through the production process.
- **Responsible Citizens:** Students will learn to act responsibly when representing the parent organization and will strive to advocate good citizenship exhibited by example. This will be facilitated by continuous community involvement and active retention of company image.

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