

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Media Productions 2**

Date: January 2014

Subject Area: Technology

Proposed Grade Level(s): 11 & 12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: Media Productions 1 with a grade of 'B' or above or teacher's approval

BRIEF COURSE DESCRIPTION:

This is an advanced course in which students will continue to develop an understanding, appreciation, and a more personal approach to the expression film and television. Using the campus studio facilities, students will be responsible for the production of the live telecast of the school morning program. The students will rotate through each position (show producer, floor director, technical engineer, audio engineer, lighting tech, camera operator) learning to master all the creative and technical aspects of the program.

In addition, students will:

- Produce videos of school district and community sports, activities, and events using multiple cameras and "B" video, and developing editing techniques for field and studio footage to produce final products for on-air broadcast.
- Continue to develop their non-linear/linear editing skills using professional editing programs such as Adobe Premiere.
- Study the advancement of technology in film through animation, digital video enhancements, and Anime.
- Research career opportunities in this field.
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This course will be the stepping-stone to a collegiate program in the film and media industry.

Media Productions 2 is an intermediate to advanced, hands-on course where students use digital video and television studio production equipment in a marketing campaign to benefit a business technology academy and media productions department. 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 utilize basic skills involved in producing general Electronic Field Production (EFP) and Electronic News Gathering (ENG) pieces. Students will also produce video projects for school, local business, or non-profit organizations. The purpose of these videos will be to present business offerings, safety information, or training materials of the client. Students will solicit to be assigned to a particular client and will use various modes of communication to communicate with their client to manage and organize the project.

Textbook: No conventional text has been adopted at the time of this description. Students will utilize the online television production, and mass media cyber texts 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. Students will utilize online quizzes and study aids provided by the website. 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

GENERAL GOALS/OBJECTIVES:

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

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

Standard 3 Lighting: Students will learn lighting techniques and will demonstrate the ability to control lighting in both indoor and outdoor situations

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

Standard 5 Editing: Students will learn how to capture, edit, layer, apply text effects, and transitions.

Standard 6 Composition: Students will learn to compose standard camera shots.

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

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

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 CHS Media Productions campus and community advocates.

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

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.

STUDENT READING COMPONENT:

Students will:

- Be assigned reading from a variety of visual arts and media publications
- 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 the live on-air broadcast
- Communicate via email and conventional means with the instructor and with the client.

STUDENT WRITING COMPONENT:

Students will:

- 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
- Communicate via email and conventional mail to clients, instructors, and local business.
- Write to prospective clients to market and advertise for the business academy.
- Create and submit written critiques of professional and student-generated work.

STUDENT ORAL COMPONENT:

Students will:

- Engage in class and small group discussions, sharing and critiquing work of themselves and others.
- Orally respond to a variety of works of art and talk about their interpretation of a visual artist’s 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.
- Participate in open critiques of video material
- 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.

UNITS OF INSTRUCTION:

- A. Review of camera techniques, composition, scripting and storyboarding
- B. Presenting Bulldog News (school newspaper)
- C. The creation of a school video yearbook
- D. When do I get to be producer?
- E. Cinematographers
- F. Writing a Narrative Film
- G. Fieldwork, how to go out and film
- H. Supporting your school and community
- I. Mentoring
- J. Where do I go from here?

Units of instruction are based on a progressive set of assignments designed to ready students for further education and entry-level employment in the multimedia industry. Students work individually to learn specific technology integration skills and as group members to collaboratively apply these skills in the digital production process. These skills will be actively marketed in a business academy setting and in the immediate community and abroad. Progressive projects will be accompanied by appropriate skill-building exercises derived from industry professionals, guest lecturers, and site productions. 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 required resources will be available to all students.

All units of instruction will continue to include:

- An examination of the elements of art through practice in new media
- Exploration of art principles within project guidelines
- Exploration of three-dimensional techniques through creative expression and production
- Art criticism and aesthetic valuing through oral and written assignments
- An examination of the historical and cultural role of visual arts across cultures and through the ages.

Production Assignments

The students will be responsible for the daily broadcasting of school announcements and productions of the weekly school newspaper. Each week the students will self-reflect and evaluate peer work. Students will also be evaluated on the community and business media projects that are completed.

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:

Business and Technology

Media Productions 2 Standards (as developed by Folsom 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 and Media Productions 2 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 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 2
- 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
- g.

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.

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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