

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Media Production 3

Date: April 2005

Subject Area: Technology

Proposed Grade Level(s): 12th

Course Length: One Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: Media Communications 2 with a grade of 'C' or above

BRIEF COURSE DESCRIPTION:

Note: Video Production 2 and 3 students will meet during the same period.

This is an advanced course. The students will continue to develop an understanding, appreciation, and a more personal approach to the expression film and television. The students will be responsible for the training of Video Production 2 students for the production of the live telecast of the school morning program. The students will continue to mentor these students throughout the year. In addition, the students will produce videos of school district and community sports, activities, and events in a business manner for the Media Production program. They will continue to develop their non-linear/linear editing skills using professional editing programs such as Adobe Premiere Pro, Discreet, and other professional editing programs. The students will work together as a production team producing a feature film to showcase to peers at the end of the year Media Film Premiere. Lastly, the students will intern career opportunities in this field with related businesses in the community.

Media Production 3 students will maintain partnerships with local media industry leaders through visitations, shadowing, and internships. The students will learn the aspects of running a business by managing the productions and businesses provided by the Folsom High Media Production department.

The students will continue their study of digital media in visual arts as they write film and produce a feature film throughout the school year. This film will portray the use of composition, film auteur, lighting for expression, use of sound, effects, background music, and other techniques that cover the visual arts standards.

Textbook: The textbook and workbook that will be adopted (providing budget allows) is:

Video Basics 3 by Herbert Zettl

Video Basics 3 Workbook by Herbert Zettl

GENERAL GOALS/PURPOSES:

1. Cooperate with others to initiate, plan, and evaluate projects
2. Create projects that reflect originality and high standards
3. Use verbal, written, artistic, and technological forms of communication
4. Contribute time, energy, and talents to improve the welfare of themselves and others
5. Question, analyze, synthesize, and evaluate information, as presented in a variety of media

Course Goal/Objectives

1. Students will be using technical skills gained to produce more effective communications with various audiences.
2. They continue to increase their knowledge and appreciation of the filmmaking process through observation, discussion, comparison, and written evaluation.

3. The Students will master the various jobs involved in the production of films for community and school business.
4. Students will help produce a video yearbook consisting of archives of video from the last four years.
5. The students will learn how to produce a featured film.
6. Students will keep a journal of class lectures, readings, and discussions.
7. Effective editing techniques will be enriched through experience, observation, and critique.
8. Students will gain knowledge of the various career opportunities and programs offered for this field.
9. Students will demonstrate planning, organization, studio process, producing, directing, timeliness, and teamwork.
10. 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 FHS Media Production campus and community advocates.

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
- Students will be required to follow written instructions on all projects
- Students will read written scripts to produce, direct, and be the “talent” in the live on-air broadcast
- Students will communicate via email and conventional means to communicate 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
- Student will write a narrative script as well as review written scripts for a daily live broadcast
- The students will keep an ongoing journal of notes, ideas, discussion items, and self-reflection
- Students will communicate via email and conventional mail to clients, instructors, and local business
- Students will write to prospective clients to market and advertise for the Pathways program
- Students will 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
- Student will 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
- The student will show mastery and enriched knowledge of oral language skills through his/her on camera performances and mentoring
- Students will present oral presentations introducing and brainstorming project ideas
- Students will participate in open critiques of video material
- Students will take part in the film making process to include verbal communication on the set
- Students will 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 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 the Folsom High School Technology and Design Pathways program and in the immediate community and abroad. Progressive projects will be accompanied by appropriate skill building exercises derived from industry professionals, guest lecture, and from management of Bulldog

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

MAIN ASSIGNMENTS

Assignments will include, but not limited to the following.

First Quarter

- The students will be responsible for the management of Doghouse Productions broadcasting, which produces the morning announcements and Bulldog News. They will coordinate and train the students on the Trinity (switcher), sound board, cameras, prompter, router, floor director, and director.
- The students will mentor the production groups on how to produce the Bulldog News on Wednesday and Thursday during PAWs. They will act as Associate Producers monitoring and assisting with the production process.
- The students will begin brainstorming for the feature film that will be produced during the school year.
- The students will create a treatment for their feature film and submit it for approval to the teacher.
- The students will create a business for “Doghouse Productions” by marketing the business to schools and community members. The funds for “Doghouse Productions” will be used to purchase and maintain equipment used in the classes.
- The students will create and manage a budget for “Doghouse Productions”
- Students will be introduced to Discreet, a 3D professional editing program. They will produce an intro for each of the production teams (there will be three) in Media Production 2.

Second Quarter

- The students will continue to mentor the Media Production 2 students on live news broadcasting.
- The students will write the script and storyboard for the feature film. The students will find talent and scout for locations to film.
- The students will organize and run the video production of all the boys’ basketball games and any other FHS sports events that have asked us to film. This entails creating a sign-up list for the Media Production One and Two students, communicating with the team coach and parents involved, preparing and transporting the equipment to away games, and finally editing and creating DVDs for parents and students.
- The students will organize a formal taping of the fall play. The students are responsible for filming schedules (including behind the scenes), presales, editing, and producing DVDs and tapes for buyers.
- The students will create a 3D animated short film for Red Ribbon week using Discreet.
- Students will study the different formats for video streaming on the Internet.

Third Quarter

- The students will begin collecting video and pictures for the Senior Video Yearbook. They will also go through stock footage that we have collected throughout the past four years to be used for the yearbook.
- The students will continue managing the filming of sports events. They will create a highlight video to be used at the sports banquet.

- The students will film all scenes for their feature film. This will include using multiple takes and multiple angles utilizing no more than two cameras.
- The students will study the differences between large screen films and small screen (television) films. Comparisons will be studied in budgeting, talent, scripts, editing.
- The students will use top producing videos in Media Production 1 and 2 and learn to change the format for video streaming on the school internet site.

Fourth Quarter

- The students will edit their feature film and prepare it for the Media Production Premiere night in May.
- The students will manage the filming and production of the spring musical, including such features as backstage and practice footage.
- Students will complete the Senior Video Yearbook with assistance from Media Production 2.
- Each week the students will self-reflect and evaluate peer work each week.

Continuous Assignments

- Throughout the year the students will also create an electronic portfolio that can be accessed on-line for future employees and colleges to view.
- Guest speakers will be brought in representing the various careers found in Media Production.
- The students will be running Doghouse Production as a business experiencing all the aspects of running a business. An important role of this class is to develop continuous business partnerships with businesses and schools in the community.
- Students will also be evaluated on the community and business media projects that are completed.
- The students will also use Peer evaluations as part of their grading process.

LAB FEE

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Technology and Visual Art

Folsom High: Media Production 3 standards are taken from the standards created by Cordova High's Media Communications courses.

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 CHS and Media Communications II 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 Communications II
 - 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

Visual Arts

Based on the California Visual and Performing Arts Standards and Folsom High School ESLRS

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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