

Madison Public Schools

Television Production

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Course Overview

Description

Television Production is a full-year performance-based course which teaches students to construct multi-media presentations for narrative, expository, and persuasive purposes. Students will consider the audience, research topics to develop programming with depth, practice interviewing techniques, and produce authentic programs. Technical skills will be emphasized in digital video, studio camera work, and postproduction editing. Television Production will prepare students for a career in television, but also will give them skills they may use in other businesses or in an entrepreneurial context. Teamwork, goal-setting, evaluative research and careful planning are part of Television Production and are all 21st Century skills. Students enrolled in Television Production will create monthly newscasts, highlights of school events, and original content all of which will be aired on the local cable channel and the Madison Dodger Television's online platforms.

Goals

This course aims to create student proficiency in the following ways:

1. Demonstrate knowledge of camera skills.
2. Demonstrate knowledge of lighting principles and techniques.
3. Demonstrate understanding of audio principles in television production.
4. Progress toward mastery of editing concepts within Final Cut editing software.
5. Perform the roles and responsibilities of each crew member of a television production:
 - A. Director
 - B. Floor Manager
 - C. Camera Operator
 - D. Switcher
 - E. Character Generator
 - F. Audio Engineer
 - G. Lighting Director
 - H. Producer
 - I. Writer
 - J. Talent
6. Recognize variations in lighting, shot composition and script manipulation in daily programming.
7. Produce both news content and original creative content for broadcast television, cable television, and alternative/Internet television services.
8. Apply the techniques used in directing a 3-camera remote shoot/studio production.
9. Perform the role of the producer in a production.
10. Demonstrate effective writing of a television script, including dialogue, stage direction and timing.
11. Understand and apply moral, legal and ethical questions as well as standards to be considered in producing programs for broadcast.
12. Understand and apply the copyright laws and how they apply to a student production.
13. Execute written and spoken interviews.
14. Demonstrate the importance of the relationship between audio and video when creating an edited production.
15. Demonstrate an understanding of exporting to .mov, youtube and other formats for broadcast.
16. Create video programs for original student productions.

17. Explore a variety of career specialties within the television and video industry
18. Convert & program a weekly public access TV channel.
19. Manage & Promote a youtube channel & various associated social media outlets.
20. Schedule & Produce coverage of Madison High School events including, but not limited to:
 - a. School Concerts
 - b. Athletic Events
 - c. MadTalks
 - d. Presentations
 - e. Debates
 - f. Dramatic Performances

Resources

[Suggested activities and resources page](#)

Unit 1 Overview

Unit Title: Madison High School News

Unit Summary:

This unit serves as an opportunity for the students to learn about and apply skills to create news broadcasts centered on school and national news. Students will rotate through studio roles to experience a full studio environment. It will run all year and run 3 or 4 times per month concurrently with other projects.

Suggested Pacing: 75 Lessons

Learning Targets

Unit Essential Questions:

- How does the coverage of news material frame the mindset of the target audience?
- What types of news stories keep a target audience engaged?
- What written qualities make for an interesting script and story?

Unit Enduring Understandings:

- Video designed for broadcast purposes must adhere to specific principles and standards.
- Technology advances in communication have had an impact on the way information is gathered, packaged, manipulated, and presented.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will produce content for broadcast television and internet television services. They will write, shoot, direct, edit, and publish news pieces about MHS and then work as a crew within a larger setting to produce a multi camera, live switched news show.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Produce long form news content for broadcast television and internet television services	<p>Content: Camera Theory Live Switching Techniques Audio Principles</p> <p>Skills: Throughout the year, students will rotate through the following roles:</p> <ul style="list-style-type: none"> A. Director B. Floor Manager C. Camera Operator D. Switcher E. Character Generator F. Audio Engineer G. Lighting Director H. Producer I. Writer J. Talent 	<p>Produce a published Newscast for the local cable access channel/online media platform</p> <p>Assessments for the roles:</p> <ul style="list-style-type: none"> A. Director's Notes B. Planning Notes C. Footage D. Final Show E. Graphics Package F. Audio Levels, music selection G. Lighting Grid & Final Show H. Producer's Notes I. Final Script J. Final Show 	<p>8.1.7.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews</p> <p>8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to intellectual property</p> <p>9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>9.3.12.AR-AV.4: Design an audio, video and/or film production</p> <p>9.3.12.AR-JB.3: Plan and deliver a media production(e.g., broadcast, video, internet and mobile).</p> <p>9.3.12.AR-JB.4: Demonstrate technical support related to media production(eg., broadcast, video, internet and mobile).</p> <p>9.3.12.AR-PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats</p> <p>9.3.12.AR-TEL.3: Demonstrate decision making, problem solving techniques and communication skills when providing services for customers</p>	<p>40 Lessons</p> <p>-1 live show & 2 run through Lesson periods per month.</p> <p>-10 Lessons on the essential skills necessary to perform job roles</p>
Produce a stand alone news piece to run as a "roll in" for the larger news show.	<p>Content: Current National News/School News Editing Principles Shot Composition Principles Script Writing Format</p> <p>Skills: Successful communication through on air talent Editing in a small window of time Importing into the live switching system for playback</p>	<p>Teacher designed assignment based on current events in the school and/or national news.</p>	<p>8.1.7.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews</p> <p>8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to intellectual property</p> <p>9.3.12.AR-PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats</p>	<p>30 Lessons</p>
Produce a script for the News Broadcast and/or news piece roll in video.	<p>Content: Current National News/School News Script Writing Format</p>	<p>Actual Printed/Electronic script document and pre-production notes</p>	<p>9.3.12.AR-PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats</p>	<p>5 Lessons</p>

	<p>Skills: Understanding of persuasive voice Writing with a quick turn around time based on the news cycle</p>			
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Unit 2 Overview

Unit Title: Dodger Lens

Unit Summary:

Students will work as individuals to create a 5-15 minute original short that will then be placed within a larger Television Program, Dodger Lens. This short may be shot in any style from documentary to comedy or drama. The short will be designed to entertain a specific target audience and should be designed to enter local student film festivals for judging as well as to air on local cable television & various online platforms. The Dodger Lens will then introduce each student's short with an interview.

Suggested Pacing: 32 Lessons

Learning Targets

Unit Essential Questions:

- How are the film techniques used to tell a story?
- How do the film techniques influence the opinion of a target audience on character, plot, theme, and plot?

Unit Enduring Understandings:

- Theme, characterization, motifs, mood, and plot are concepts that apply to film as well as literature.
- Filmmakers purposely create a desired effect. Film elements (angles, shots, sound, lighting, and transitions) are used to influence the audience's perception and understanding. Identifying specific elements of film can help us to be critical viewers.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will create, produce, and publish a short film of their own. They will also serve as a production crew member for several of their classmates' short films.

<https://docs.google.com/a/madisonnjps.org/document/d/1ydKteYGqFpQlzZjYEoQArPnKhx3eWhgjFlexnArGbAY/edit?usp=sharing>

Objectives <small>(Students will be able to...)</small>	Essential Content/Skills	Suggested Assessments	Standards <small>(NJCCCS CPIs, CCSS, NGSS)</small>	Pacing
<p>Pre Production -Compose an original idea for a specific target audience -Demonstrate organizational skills necessary to successfully produce a short film -Design a storyboard in a pre-production phase -Compose a script in a pre-production phase -Assemble a list of props and locations necessary for a successful shoot</p> <p>Production -Compose a variety of Wide, Closeup, Medium, extreme close up, and extreme wide shots. - Assess the accuracy and appropriateness of shots</p> <p>Post Production -Employ Final Cut Pro/iPhoto to import footage into the computer -Categorize shot selection in Final Cut Pro -Arrange clips in an appropriate order to meet pre-production plans -Evaluate the rough cut of their short film -Revise the rough cut of their short film -Generate a final video within Final Cut Pro -Assess their own work as well as that of their peers -Place individual films in the context of a larger TV show</p>	<p><u>Content:</u> Storyboarding techniques Idea Mapping tools Script Writing Format Shot Theory Editing Theory</p> <p><u>Skills:</u> Writing ability Drawing/Shot composition ability Digital Literacy to navigate online materials Camera ability Direction Editing Prowess</p>	<p>Produce: Pre-production Materials</p> <p>Idea Map - Concepts & basic outline of the story.</p> <p>Storyboard - Visual Depiction of how the short film will look.</p> <p>Script - Written words depicting scene headings, action, dialogue, etc</p> <p>Production Daily Footage & Re-Writes of script</p> <p>Post Production Rough Cut Final Cut</p>	<p>8.1.7.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews</p> <p>8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to intellectual property</p> <p>9.3.12.AR-JB.3: Plan and deliver a media production(e.g., broadcast, video, internet and mobile).</p> <p>9.3.12.AR-AV.4: Design an audio, video and/or film production</p> <p>9.3.12.AR-JB.3: Plan and deliver a media production(e.g., broadcast, video, internet and mobile).</p> <p>9.3.12.AR-PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats</p> <p>9.3.12.AR-TEL.3: Demonstrate decision making, problem solving techniques and communication skills when providing services for customers</p>	<p>33 Lessons</p> <p>4 - Pre Production</p> <p>14 - Production</p> <p>14 - Post Production</p>

Unit 3 Overview

Unit Title: School District/Municipal Event Coverage

Unit Summary:

Twice per year, students will LIVE RECORD an event that includes, but is not limited to:

- BOE Meetings
- Township Events
- School Fundraisers
- Concerts
- Dramatic Performances
- Sporting Events

Suggested Pacing: 8 Lessons

Learning Targets

Unit Essential Questions:

- What camerawork techniques best convey the message of the event?
- How do graphics and audio additions in post production enhance the effectiveness of this event?

Unit Enduring Understandings:

- Authentic coverage of events allows for the audience to truly understand the emotion and facts of the moment.
- Working with organizations to gather permission and information will better prepare the individual and/or group for success in the project.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will go to a live event and produce a recording of said event. They will then edit the event to include graphics and any necessary enhancements. Finally, they will publish the event and schedule it for local cable broadcast and/or online streaming.

Objectives <small>(Students will be able to...)</small>	Essential Content/Skills	Suggested Assessments	Standards <small>(NJCCCS CPIs, CCSS, NGSS)</small>	Pacing
<p>Pre Production -Demonstrate organizational skills necessary to successfully cover the event</p> <p>Production -Compose a variety of Wide, Closeup, Medium, extreme close up, and extreme wide shots. - Assess the accuracy and appropriateness of shots -If necessary, arrange a multi camera shoot</p> <p>Post Production -Employ Final Cut Pro/iPhoto to import footage into the computer -Categorize shot selection in Final Cut Pro -Arrange clips in an appropriate order to meet pre-production plans -Evaluate the rough cut -Revise the rough cut -Generate a final video within Final Cut Pro -Assess their own work as well as that of their peers</p>	<p><u>Content:</u> Shot Theory Editing Theory</p> <p><u>Skills:</u> Digital Literacy to navigate online materials Camera ability Direction Editing Prowess</p>	<p>Produce: Pre-production Materials</p> <p>Schedule of events & Location information</p> <p>Production Daily Footage</p> <p>Post Production Rough Cut Final Cut</p>	<p>8.1.7.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews</p> <p>8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to intellectual property</p> <p>9.3.12.AR-JB.3: Plan and deliver a media production(e.g., broadcast, video, internet and mobile).</p> <p>9.3.12.AR-PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats</p> <p>9.3.12.AR-TEL.3: Demonstrate decision making, problem solving techniques and communication skills when providing services for customers</p>	<p>8 Lessons</p> <p>2 - Pre Production</p> <p>2 - Production</p> <p>4 - Post Production</p>

Unit 4 Overview

Unit Title: Acting as a Production House

Unit Summary:

Students will work in PRODUCTION TEAMS to create a video for an OUTSIDE CLIENT. This client will provide the specifications necessary for each production team to be successful.

Suggested Pacing: 8 Lessons

Learning Targets

Unit Essential Questions:

- How do you ensure the needs of the client are being met?
- How do the film techniques influence the opinion of a target audience to help sell or advocate for the intended purpose?

Unit Enduring Understandings:

- Creating a project for somebody else requires patience, communication, and a willingness to abandon ego.
- Establishing clear roles and responsibilities when working as a production team is necessary to the long term success of the project.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will work as production teams to create a video for a third party “client.” They will then tailor that video to the needs and desires of their client. Upon completion, they will provide the client with the video in the form of a digital file so they can disseminate it as they see fit.

Objectives <small>(Students will be able to...)</small>	Essential Content/Skills	Suggested Assessments	Standards <small>(NJCCCS CPIs, CCSS, NGSS)</small>	Pacing
<p>Pre Production -Compose an original idea for a specific target audience based on client instructions -Demonstrate organizational skills necessary to successfully produce the desired video -Design a storyboard in a pre-production phase -Compose a script in a pre-production phase -Assemble a list of props and locations necessary for a successful shoot</p> <p>Production -Compose a variety of Wide, Closeup, Medium, extreme close up, and extreme wide shots. - Assess the accuracy and appropriateness of shots</p> <p>Post Production -Employ Final Cut Pro/iPhoto to import footage into the computer -Categorize shot selection in Final Cut Pro -Arrange clips in an appropriate order to meet pre-production plans -Evaluate the rough cut along with the client -Revise the rough cut based on client feedback -Generate a final video within Final Cut Pro -Assess their own work as well as that of their peers</p>	<p><u>Content:</u> Storyboarding techniques Idea Mapping tools Script Writing Format Shot Theory Editing Theory</p> <p><u>Skills:</u> Writing ability Drawing/Shot composition ability Digital Literacy to navigate online materials Camera ability Direction Editing Prowess</p>	<p>Produce: Pre-production Materials Idea Map Concepts & basic outline of the story. Storyboard Visual Depiction of how the video will look. Script Written words depicting scene headings, action, dialogue, etc</p> <p>Production Daily Footage & Rewrites of script</p> <p>Post Production Rough Cut Final Cut</p>	<p>8.1.7.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews</p> <p>8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to intellectual property</p> <p>9.3.12.AR-PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats</p> <p>9.3.12.AR-TEL.3: Demonstrate decision making, problem solving techniques and communication skills when providing services for customers</p>	<p>8 Lessons</p> <p>2 - Pre Production</p> <p>2 - Production</p> <p>2 - Post Production</p>

Unit 5 Overview

Unit Title: Publishing Content & Social Media

Unit Summary:

Students will publish and schedule content both via the local cable channel and online. In the process, students will manage any social media presence for the MDTV brand.

Suggested Pacing: 2 Lessons

Learning Targets

Unit Essential Questions:

- Is programming reaching the target audience in the most effective way?
- Is the programming experience an immersive one?
- Has viewer feedback driven changes to the content?

Unit Enduring Understandings:

- Social Media is a driving force behind brand exposure.
- Social Media use is permanent and creates a footprint others use to gather information on the user.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will manage and/or create when necessary social media accounts for MDTV. They will function as the social media coordinator for the channel/studio where they will post to various social media outlets. The reactions to these posts will drive the response to creative content.

Objectives <small>(Students will be able to...)</small>	Essential Content/Skills	Suggested Assessments	Standards <small>(NJCCCS CPIs, CCSS, NGSS)</small>	Pacing
Analyze, evaluate, and communicate information effectively through social media	Digital Literacy Skills Uploading of content	Weekly Twitter, Facebook, Instagram, and youtube updates.	8.1.12.A.3: Collaborate in online courses, learning communities, social networks, or virtual worlds to discuss a resolution to a problem or issue 8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	2 Lessons