



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Design Technology

GRADE LEVEL(S): 11-12th Grade

COURSE: TV Production

TIME FRAME: Full Year (5 Credits)

I. Course Overview

This course is an exploration into the art and business of video production. Students participate in hands-on projects using state-of-the-art cameras, lighting, and editing equipment. Activities include idea generation, script writing, storyboard development, video projects, directing, lighting, and set development. Students participate in various contests, shows, and workshops in house and on location. This course has a fieldwork component, which may be completed by the students outside of the scheduled class time slot. Students are responsible for completing all of the fieldwork in order to successfully meet course requirements. Students gain a working knowledge in video-editing software, which may benefit them in completing alternate assessments in the future.

II. Units of Study

- 1.) Components of a Documentary
- 2.) Digital Editing/Graphics
- 3.) Television Studio Jobs and Equipment
- 4.) CHS Pulse

III. Essential Questions *(The open-ended, provocative questions that help frame inquiry)*

Unit 1: Components of a Documentary

- What are the key components that make up a documentary?
- How can graphics enhance the audience's understanding of the story?
- What is b-roll and how can it be used in a documentary?
- How does music/sound effect the audience?
- How do you film an interview?
- What questions should be asked in an interview? How can you phrase them to get a thorough answer.

Unit 2: Digital Editing/Graphics

- What is the most effective way to edit an interview?
- How can organizing clips increase creativity and productivity?
- Which audio editing tools can reduce background noise?
- How do you set up an Adobe Photoshop project if you want to use the graphics in a video?

Unit 3: Television Studio Jobs and Equipment

- How does a digital video switcher work?
- What is a TriCaster?
- How does a soundboard work?
- What is the job of a producer?



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Unit 4: CHS Pulse

- What makes a story a good choice to create a documentary about?
- How do you keep an audience coming back to watch your show each week?
- How do you make a show consistent without being redundant.
- Which planning techniques are more effective?
- What is the best way to communicate with your interview candidates and crew?

IV. Learning Objectives

NJSLS:

- Technology Education – Engineering Design
 - 8.2.12.F.1
- Educational Technology: 8.1
 - 8.1.12.A.4
 - 8.1.12.C.1
- 21st Century
 - 9.3.12.AR.1
 - 9.3.12.AR.2
 - 9.3.12.AR.3
 - 9.3.12.AR.4
 - 9.3.12.AR.5
 - 9.3.12.AR-AV.1
 - 9.3.12.AR-AV.2
 - 9.3.12.AR-AV.3
 - 9.3.12.AR-AV.4
 - 9.3.12.AR-JB.1
 - 9.3.12.AR-JB.2
 - 9.3.12.AR-JB.3
 - 9.3.12.AR-JB.4
 - 9.3.12.AR-VIS.2
 - 9.3.12.AR-PRF.6



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- Visual and Performing Arts
 - 1.1.12.C.2
 - 1.4.12.B.1
- ELA Standards for Science & Technical Subjects
 - WHST.11-12.4
 - WHST.11-12.5
 - WHST.11-12.6

V. Instructional Materials

- Google Drive
 - *All film documents will be loaded to Google Drive and kept in a folder shared with the teacher and all participating members of the team.*
- YouTube
 - *Students will create their own YouTube channel to be used as an electronic portfolio.*
- Video Camcorders
 - *Students will be introduced to the manual features.*
- Adobe Premiere/Adobe After Effects/Adobe Photoshop
 - *Two editing programs that students will use.*
- External Microphones
 - *Lavaliere Mics and Shotgun Mics*
- Lights
 - *Students will experience with lighting techniques.*

VI. Key Performance and Benchmark Tasks

Unit 1: Components of a Documentary

- Students will create a 60 second student spotlight video without instruction on what to include.
- Understand the components that make up a strong documentary
- Analyze documentaries and site strengths and weaknesses.
- Create another student spotlight that includes a storyline, graphics, music, b roll, and a properly framed shot.

Unit 2: Digital Editing/Graphics

- Complete Adobe Premiere Test from Video Production to review.
- Create custom lower third graphics in Adobe Premiere and Adobe Photoshop.
- Complete noise reduction process in Adobe Audition.

Unit 3: Storytelling Through Film

- Watch and discuss the film “Unguarded”.
- Write interview sample interviews that do not allow the subject to answer in one word or less.
- Identify a story to tell. Create a 3-5 minute short form documentary about a person, place, or event in the Chatham community.

Unit 4: Show Intro

- Create an original CHS Pulse intro or remake of a well known television show intro.



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Unit 5: TV Studio Jobs and Equipment

- Operate the soundboard.
- Setup and breakdown the cameras and cables.
- Operate the video switcher using the TriCaster.

Unit 6: CHS Pulse

- Create content for CHS Pulse.
- Each class will produce a new episode every two weeks.
- Projects may be short form documentaries or original scripted pieces.
- Create a new intro for each episode.
- Record each episode in a live studio setting.
- Students will perform jobs such as anchor, video switcher, sound board operator, producer, writer, and graphics operator.