

# **La Cañada High School**

## ***Proposed Course Outline – LCTV 3- Pro Advanced Video Production***

- I. Course Title – LCTV 3 - Pro, Advanced Video Production**
- II. Grade Level(s) – Grades 9-12**
- III. Length/Credit – 1 Year - 10.0 units Satisfies One Year Visual and Performing Arts Graduation Requirement**
- IV. Preparations – Passing LCTV 2 with a grade of C or higher**
- V. Course Description**

This is the capstone course in a three-course sequence designed to provide experienced students opportunities for continued training and skills in video production and design. Students in LCTV 3 Pro will examine the role of the news media and television production and its contributions throughout history, focus on storytelling using their video production skills, and research how technology has changed within the industry over the years. Through a variety of rigorous units of study this course will provide students with technical skills and implementation process of all phases of production from pre-production to post-production in the television, film, and news broadcast industry. The course will culminate in a series of video projects where students will utilize their knowledge and skills to create, plan, develop, and produce quality new stories, film shorts, and features. The course incorporates not only the Industry Sector Pathway standards but infuses the CTE Anchor Standards and the Common Core State Standards within all units, key assignments, instructional strategies, and formative/summative assessments.

### **VI. Standards/ESLRs Addressed**

#### **Introduction:**

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as flexibility, problem-solving abilities, and

interpersonal skills. Careers in the Arts, Media, and Entertainment sector fall into four general pathways: Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; and Game Design and Integration. The anchor and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have in order to pursue their chosen profession, whether that profession requires postsecondary education, graduate training, or apprenticeship.

Learning the skills and knowledge for creating, refining, and sharing work in the Arts, Media, and Entertainment industry sector promotes teamwork, communication, creative thinking, and decision-making abilities—traits that are necessary to function successfully in the competitive and media-rich twenty-first century. This course proposal regards the third in a three class sequence focusing on the Design, Visual, and Media Arts pathway.

#### I. Knowledge and Performance Anchor Standards

- 1.0 Academics - Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.
- 2.0 Communications - Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.0 Career Planning and Management - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology - Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.
- 5.0 Problem Solving and Critical Thinking - Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 6.0 Health and Safety - Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.
- 7.0 Responsibility and Flexibility - Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.
- 8.0 Ethics and Legal Responsibilities - Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving

contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

- 9.0 Leadership and Teamwork - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in a career technical student organizations.
- 10.0 Technical Knowledge and Skills - Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.
- 11.0 Demonstration and Application - Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

**II. Design, Visual, and Media Arts Pathway** - The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

- A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.
- A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
- A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

## **VII. Brief Course Outline**

### **Unit 1: The Production Roles**

This unit is designed to teach students how the responsibilities of each member of a TV/film production team are dependent on the functions/ roles of other production staff positions. Students will identify the various positions needed to run a production workflow. Students will compare and contrast pre-production, production, and post production roles on a TV/film project. Students will research these positions and describe the primary responsibilities of each role. They will describe how each production role is interconnected with others and develop an understanding of why each job is essential to the matrix of production.

#### **Unit 1- Key Assignment- "Production Role Slides/Oral Presentation"**

Students will explore the various positions that play a key role on a production team. They will select one production role and research the job responsibilities and describe its contributions to the production workflow. Students will create a Google slides presentation that demonstrates their findings and will give an oral presentation to share their research. They will show mastery by clearly explaining the production role to their peers.

### **Unit 2: Legalities: Releases, Copyrights, Fair Use**

This unit is designed to teach students the importance and reasoning behind copyright and fair use laws as they apply to Video Production. Students will discuss and recall Copyright, Fair Use and Digital Ethics from visuals (handouts, web links) and lectures. Students will also explore ethical issues in the creation of digital media products through group work and guided discussion.

#### **Unit 2- Key Assignment- "Copyright, Fair Use, and Digital Ethics video"**

Students will then produce a Google Slide presentation explaining the rules and guidelines of Copyright, Fair Use and Digital Ethics.

### **Unit 3: Camera Operations**

This is a unit designed to teach students the fine tuning of framing camera shots, integrating camera movement techniques, white balance, exposure and in camera edit functions. Students will demonstrate various methods of holding and mounting a camera and associated equipment to obtain the desired shot. They will compare/contrast various camera movements and discuss the strategies of using each to achieve a particular artistic perception/viewpoint while filming. They will perform a series of camera operation skills to

demonstrate how adjusting the white balance, exposure setting and focus can be used to achieve the best visual communication method. Camera shot angles such as WS (wide-shot), MS (medium-shot), CU (close-up) and etc... Will be used to frame the desired final shot. Upon completion of this unit, students will demonstrate their working knowledge and skill through the use of the video camera operation in their accompanying videos. Students will then explain the rationale for using specific camera shots/angles, movements, and functions demonstrating how the best possible shot was obtained for their videos.

### **Unit 3: Key Assignment - "Camera composition video"**

Students will create a 1-3 minute video. Utilizing various camera shot angles (at least 3) they will vary the camera exposure on the subject, the white balance and focus throughout the video revealing the correct balance of all three for the last 1/3 of the video.

### **Unit 4: Audio Sound Control**

In this unit, students develop an understanding of the critical role that audio plays in TV/film production. Students gain a working knowledge of how to manage audio by performing the technical skills of operating TV/film audio equipment. Students will demonstrate mastery of the audio technician's role in operating the major functions of audio equipment and software (input, mix, quality control, output, and monitoring). Students will compare/contrast the different types of microphones used for audio (handheld, lavalier, boom) and investigate which microphones are needed for various purposes in a studio or on location. Students will identify various audio cables and properly set up the microphones on talent. Upon completion, students will analyze the various effects sound has on the quality of a TV/film project and be able to record clear audio using the proper audio equipment in a studio or on location.

### **Unit 4-Key Assignment- "Gathering and Mixing Audio"**

Students will acquire external audio in a variety of environments using multiple types of recording equipment. They will adjust levels in a studio or on location to acquire the best possible audio for mixing in post-production. Using their acquired audio, students will level, layer, and mix multiple audio tracks together using Adobe Premiere Pro and Adobe Audition to create a properly mixed product.

### **Unit 5: Video Switching (Instantaneous Editing)**

This unit is designed to teach students the basic functions of a video switcher (selecting appropriate video sources, selecting basic transitions, and creating special effects) and how to operate a switcher layout. Students explore the advantages to using a multi-camera set-up vs. a single camera when recording a live event. Students have to use critical thinking skills to determine which camera has the most telling point of view while a program/event is in

progress. Students will work collaboratively with one another (technical director and director) to preview, make transitions, and apply special effects when needed to add to the visual quality and communication delivery of a live event. Students will also apply these skills in a live event setting. Students will develop communication skills by effectively describing the type of camera shots the camera operators need to get to best tell the visual story to the audience.

#### **Unit 5-Key Assignment- "Semester Spotlight"**

Students will record a five-minute news "spotlight" once a semester and demonstrate a variety of functions (switching between multiple camera feeds, transitions, etc.) using the video switcher. Through this assignment, students will make critical decisions about which camera shot visually adds to the story. Student teams will review the footage and analyze the effectiveness of the visual presentation in communicating a message/purpose to the target audience.

#### **Unit 6: Marketing Production/Promotional Videos**

In this unit students will work with a client to investigate and execute the processes and steps in pre-production, production and post-production depending upon what the client's end goal is for the final product. Students will understand the differing film genres; narrative, commentary, documentary and marketing videos. Students will meet with the client to discuss and document the desired type of video, customer goals, video outcomes and target market group. Students will create a treatment and storyboard based upon conversation(s), goals and desires of the client. Students will investigate and determine the best method and industry practices for marketing and promotion for the delivery of their final product to their client's target audience. Students will obtain approval from the customer to the final video and marketing strategy.

#### **Unit 6- Key Assignment- "Marketing Plan"**

Students will research and identify a customer for a video service (on or off-campus). Students will schedule a meeting and create a written summary of the meeting with their client and provide detailed notes as to the type of video being produced, method of production, marketing strategy and a completed video meeting to the customer's satisfaction.

## **Unit 7: "Short Films"**

The students will watch clips from award winning films and read the script for those clips. In table groups the students identify the parts of the structure. Once they are able to identify the parts of the narrative, they will practice by writing a scene for a horror film and then writing a romance using the same locations and characters. Students watch shorts from various genres with the focus on different aspects: structure, character, dialogue, and theme. Students in groups will fill out an evidence chart for each film.

### **Unit 7- Key Assignment- "5-minute narrative short-film"**

Students will view and study films from four different genres. Using their notes, they will work in groups to critique, chart plot structure, and to ultimately create a short narrative film. Each group's film will be from a different genre, but will have a common prop, line of dialogue, and character. Students will write, storyboard, shoot, and edit their projects. Final projects will be screened by the class for a critique.

## **Unit 8-Key Assignment- "TV/Film Career Portfolio"**

Students will research and create a portfolio to include their plan and strategy for their chosen career in the industry. Students will utilize the BLS (Bureau of Labor Statistics), Onet.com and/or other such sites and select their desired industry job. They will research the qualifications for the position and create a plan of action which will include segments for which industry sector they have chosen to enter (TV, Music, Stage, etc.) they will research and choose an education and training path (College, Trade School to include Intern / Apprenticeship opportunities) This should include financial expenses and a method of repayment time-frame. Students will research and chose several ways of networking within their chosen industry describing how they will utilize it to attain their chosen job.

## **Unit 9: Employment Portfolio**

This unit is designed to help students gain an understanding of the necessary skills needed to organize a portfolio in an effort to be college and career ready. Students will research a variety of career opportunities in the multimedia/film industry. They will present the information to the class in a Powerpoint format. Peers will listen to the information presented and evaluate which careers match their level of interest and skills. Students will prepare and organize a job portfolio including a cover letter, resume, and letters of recommendation, job application, and digital video samples. Students will compare and contrast various types of resumes. Students will differentiate resume component information based on the job position. Students will articulate the key components of a cover letter or letter of

introduction. Each student will be expected to request and obtain a letter of recommendation from a professional (ie teacher, counselor, administrator, and employer). Students will participate in peer mock interviews including career/professional dress.

### **Unit 9-Key Assignment- "Employment Portfolio"**

Students create an e-portfolio for college or future job opportunities. Included in the portfolio will be the following:

1. Correctly and completely fill out a generic job application
2. Create a resume showcasing their skills and experience
3. Write a letter of introduction or cover letter
4. Prepare a form letter for requesting letters of recommendation
5. Preparation for job interview questions
6. Create a digital image portfolio

### **VIII. Methods of Assessment**

The evaluation of projects will be on-going and cumulative with the use of performance, portfolio, test, and self-report assessments. These assessments seek to measure how the students are meeting the standards set in the course and help direct the accomplishment of the project itself.

Project Assessments may include but are not limited to:

1. Presentation
2. Written/Oral Report
  - Daily Journal
  - Sketch/Planning Notebook
  - Multimedia
3. Graphic Representation
  - Orthographic representation
  - Pictorial representations
  - Schematics
  - Sketches
  - Photos
  - Diagrams
  - Video Clips
  - Graphs and Charts



- Statistical Analysis
4. Final Product
- Written Proposals for Video Projects
  - Storyboards
  - Video Interviews
  - Video News Stories
  - Public Service Announcements
  - Model Release - Permission to Use Images of People Analytical Paper
5. Performance skills
- Computer Applications (i.e., Google Docs, Google Slide, Google Sheets)
  - Story Creation
  - In Front of Camera Role Playing
  - Camera and sound equipment proficiency
  - Lighting proficiency
  - Editing software and hardware proficiency

**Grades and Class Participation:**

All work will be assessed and the students will receive points. Overall grades in the class will be by total percentage: **A=90+ B=80-89 C=70-79 D=60-69**

Grades will be based on daily class assignments, projects, and participation. Class participation is essential to the learning process; therefore, daily student attendance is essential for course success.

**Grades for this class will derive from the following sources:**

<b>Projects</b>	<b>50%</b>
<b>Project/Peer Evaluations</b>	<b>20%</b>
<b>In-class Assignments</b>	<b>20%</b>
<b>Employability Skills &amp; Work Ethic:</b> includes participation, attendance, effort, behavior, & professional attitude	<b>10 %</b>

**Employability Skills & Work Ethic Grade:**

This portion of the student grade is based upon excellent daily attendance, active participation in class, no tardies, no truancies, and an excellent and positive attitude. It is also based on how well you complete your daily assignments and tasks, bring all required materials to class daily and complete assignments on time. In addition, when the teacher is talking, students are expected to stop, look, listen, and follow directions, and take notes if needed. To guide your excellent work in this area, act and behave in such a way as you believe would be most highly desirable to a prospective employer.

**Attendance Policy:** Attendance in this course will be treated the same way as it would be treated at a place of employment. If a student is absent, it is the student's responsibility to see the instructor to get "make-up" or "missed" information. Also, if a student is behind, he/she can set up appointment to use the computer lab before or after school, or during STEP, as is mutually agreeable to teacher and student.

**Academic Honesty:**

Students are expected to demonstrate honesty and integrity at all times. Each student is responsible for his or her own work, which includes test taking, homework, class assignments, individual contributions to group products, and the original creation of digital art, web pages, essays, compositions, and research papers. All work submitted by a student should be a true reflection of that student's knowledge, experience, effort and ability. It is unacceptable academic behavior to submit work that is not one's own. Refer to "Academic Honesty & Integrity" section in your student handbook. The consequences laid out in this section will be strictly adhered to in all incidents of cheating or plagiarism.

**IX. Materials/Textbook(s)**

Textbooks:

Television Production Handbook, Zettl, Herbert, Cengage Learning, 2015.

Television Production and Broadcast Journalism, Harris, Phillip, Goodheart-Wilcox Co., Inc, 2012

Websites:

Title: Media College, Wavelength Media, available at <http://www.mediacollege.com>  
CTE Online, Butte County Office of Education, available at [www.cteonline.org](http://www.cteonline.org)

- X. **Seeking “a-f” Approval** – Yes/No – Yes, this course will be submitted to the University of California for approval for the 2018-19 academic year in the subject domain “F” for Visual and Performing Arts credit.
- XI. **Seeking AP Class Approval** – Yes/No – This course does NOT seek AP approval.