

Livermore Valley Joint Unified School District

Course Title:	Studio Video Productions
Grade Level(s):	10-12
Length of Course:	One semester or equivalent term
Credit:	5 units
Prerequisite:	None
Co-requisite:	None

Course Overview:

Introduction to Studio Broadcast Productions is the gateway course designed to familiarize students with the Studio Broadcast Program. The purpose of this course is to prepare students for the studio program by exposing them to the theoretical and practical skills needed to be successful in the more advanced coursework. Students build the background knowledge necessary to create and produce daily and weekly shows without the time constraints built into live productions.

Schools Offering:	Del Valle High School Granada High School Livermore High School Vineyard High School
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Meets University of California Entrance Requirements:	Seeking "g" approval
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Board Approval:	Pending Board Approval
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Course Materials:	Students will explore websites, screenplays, equipment manuals, and media chosen by the teacher.
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Supplemental Materials:	Video Tutorials from various sources Equipment Manuals/Specification Sheets Broadcast News Recordings Print Journalism Student Examples
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Studio Video Productions

COURSE CONTENT

Course Goals and/or Major Student Outcomes

Introduction to Studio Broadcast Productions is the gateway course designed to familiarize students with the Studio Broadcast Program. The purpose of this course is to prepare students for the studio program by exposing them to the theoretical and practical skills needed to be successful in the more advanced coursework. Students build the background knowledge necessary to create and produce daily and weekly shows without the time constraints built into live productions.

Course Objectives

Students will:

1. Write, edit, and present a story that covers a recent or upcoming topic at the beginning level.
2. Complete background research to write questions to use in an interview at the beginning level.
3. Use video cameras and microphones at an introductory level of expertise.
4. Learn to edit video and audio broadcasts while maintaining continuity.
5. Learn how to design a set or on-site background suitable for recording a broadcast piece.
6. Speak clearly, with good intonation, pace, clarity, and enthusiasm.
7. Gain general overall knowledge of the Television Broadcast Industry and the various career pathways associated with it.

Unit 1: News Gathering and News Reporting

Students are introduced to the course and expectations. Topics include: “writing for the ear”; researching and finding news stories; interviewing and questioning techniques; writing, editing, and assessing news stories; teleprompters; and anchor auditions. Students will also watch and read local news media depictions of current events to gather information for an interview.

Summary of Key Assignments and/or Activities

Possible Example Project: News Interviews

Students will interview at least one peer or staff member after creating a series of questions for the interview.

Students will create short video packages that showcase the reporter and interviewee on screen and add in supporting footage to enhance the narrative of their stories.

Unit 2: Video Camera Use, Care, and Maintenance

Students are exposed to the basics of camera operation including lenses, color control, and recording systems. Students will learn how to record sample shots and then evaluate them for quality. During this portion of the course, students will familiarize themselves with the following: camera features, styles, tripods, pedestals, shoulder mounts, composition, shots, and movement.

Summary of Key Assignments and/or Activities

Possible Example Project: News Camera Work

Students will create simple edits demonstrating their knowledge of shot styles both in studio and in the field. Students will demonstrate proper care and usage of camera equipment through a series of in-person demonstrations.

Unit 3: Microphone Use, Care and Maintenance, and Studio Versus Field Audio Recordings

Students explore the basics of microphone types and uses. They will participate in activities designed to give them rudimentary experience in studio and field recording. Students will also gain specific practice in microphone and audio work as it relates to studio productions.

Summary of Key Assignments and/or Activities

Possible Example Project: Audio Capture

Students will use microphones in the studio to record voice overs.

Students will use field microphones while conducting interviews in the field.

Students will take the audio captured and sync it to footage captured separately.

Unit 4: Speaking

Topics covered in this section include: public speaking, voice quality (tone, enthusiasm, pronunciation, enunciation, pacing, rhythm, inflection, intonation, tone, and essses), and pops. In this unit, students will participate in anchor auditions, teleprompter reading and speaking, and evaluating and critiquing work by others and themselves.

Summary of Key Assignments and/or Activities

Possible Example Project: Screen Test

Students will use their written reports as scripts for a screen test using the following criteria:

- a. Enthusiasm
- b. Pronunciation
- c. Enunciation
- d. Pacing
- e. Rhythm
- f. Inflection
- g. Tone
- h. Intonation
- i. Essses and Pops

Students will serve as news anchors and deliver their written reports on camera. They will then review and evaluate each other's screen tests to help improve quality.

Unit 5: Audio and Editing Software

Students will learn how to use and navigate audio and editing software for studio productions. They will practice skills in the following: recording, adjusting, exporting, and importing of data, while learning how to use industry specific software programs. During this segment of the course, students will explore the legalities of the field including copyright, release, and forum issues.

Summary of Key Assignments and/or Activities

Possible Example Project: News Stories

Students will create a short news package, based on a topic of school importance, where they will develop the idea and complete a piece to be showcased in the school's news program. Students will showcase their camera and audio skills in the overall presentation.

Unit 6: Studio Position Training

Students will learn the skills needed to fulfill the job duties in the following categories: director, floor manager, lighting director, audio engineer, audio capture, talent, set design, costumes, make-up, and props. Through the use of demonstrations and observations, students will learn about the television production industry.

Summary of Key Assignments and/or Activities

Possible Example Project: The Anatomy of a News Crew

Students will step into different roles in the studio environment during a simulated broadcast. Students will have the opportunity to try out each of the roles on set. They will all act as camera operators, switching board operator, lighting technician, sound technician, teleprompter operator, and news director.

Unit 7: Broadcast Post-Productions and Distribution

Students will be introduced to the following skill sets: video editing, special effects, imaging and display, importing footage, organizing and storing clips, building segments, and synchronizing shots for different formats.

Summary of Key Assignments and/or Activities

Possible Example Project: News Report Edit

Students will assemble and edit together a complete news program combining elements captured both in studio and in the field.

Students will script, shoot, and edit all of the necessary segments to produce a full 2-5 minute news broadcast.

Unit 8: Video - Daily Announcements

Students will continue their exploration of studio productions by participating in activities that familiarize them with the responsibilities of video production. Students will participate in gathering stories, news releases, teleprompters, editing segments, peer reviews, production day responsibilities, and reflections on produced work. During this portion of the course, students will be exposed to scriptwriting, remote filming, set dressing, and scene setting.

Summary of Key Assignments and/or Activities

Possible Example Project: Daily News

Students will create a daily schedule and execute the daily announcements in video form for the entire campus. This formula will be used to produce news for the school to be streamed in all classrooms at a predetermined time each day.

Unit 9: Final Examination, Reflection, and Evaluation

Students will finalize their production logs and scoreboards and will be responsible for writing a reflection on the work that they have completed over the entire trimester. Students will also complete their final review examination that consists of multiple choice, fill in, and short answer formats.

Summary of Key Assignments and/or Activities

Possible Example Project: Reflective Essay

Students will write an essay reflecting on what they have learned, what they hope to learn, and how they can apply gained knowledge and skills to their future roles both in and outside of video production.

STANDARDS

Creating

- Acc.VA:Cr 2.1 Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Adv.VA:Cr 2.1 Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- Acc.VA:Cr 3 Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- Adv.VA:Cr 3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- Acc.MA:Cr 1 Strategically utilize generative methods to formulate multiple ideas, and refine artistic goals to increase originality in media arts creation processes.
- Adv.MA:Cr 1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
- Acc.MA:Cr 2 Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.
- Adv.MA:Cr 2 Integrate a sophisticated personal aesthetic and knowledge of systems processes in proposing, forming, and testing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.
- Acc.MA:Cr 3
- Effectively implement production processes, artistically crafting and integrating content, technique, and stylistic conventions in media arts productions, demonstrating understanding of associated aesthetic principles, such as consistency and juxtaposition.
 - Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, audiences and contexts.
- Adv.MA:Cr 3
- Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated aesthetic principles, such as hybridization
 - Intentionally and consistently refine and elaborate elements and

components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

Producing

- Acc.MA:Pr 4 Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic consistency, such as transmedia productions.
- Adv.MA:Pr 4 Synthesize various arts, media arts forms, and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.
- Acc.MA:Pr 5
- Demonstrate effective command of artistic, design, technical, and soft skills in managing and producing media artworks.
 - Demonstrate creative, and innovative abilities, such as resisting closure and responsive use of failure, to effectively address sophisticated challenges within and through media arts productions.
- Adv.MA:Pr 5
- Employ artistic, design, technical, and soft skills in managing and producing media artworks.
- Acc.MA:Pr 6 Design the effective presentation and promotion of media artworks for a variety of formats and contexts, such as local exhibits, mass markets and virtual channels.

Responding

- Adv.MA:Pr 6 Curate, design, and promote the presentation of media artworks for intentional impacts, through a variety of contexts, such as markets, and venues.
- Acc.MA:Re 7 Analyze and explain the qualities of and relationships between the components, form and content, aesthetics, intentions, and contexts of a variety of media artworks.
- Adv.MA:Re 7
- Analyze and synthesize the qualities and relationships of the components and the audience impact in a variety of media artworks.
- Acc.MA:Re 9 Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

Connecting

- Adv.MA:Re 9 Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

- Acc.MA:Cn10
- Synthesize internal and external resources to enhance the creation of compelling media artworks, such as cultural connections, introspection, independent research, and exemplary works.
 - Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, in addition to reflecting and forming cultural experiences, such as new connections between themes and ideas, and personal influence.

- Adv.MA:Cn 10
- Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
 - Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

Instructional Methods and/or Strategies

Individualized instruction
 Lecture
 Small group discussion
 Small group work
 Peer Review
 Large group discussion and debate
 Reading, writing, listening homework

Assessment Methods and/or Tools

All students' progress will be assessed using the following:

- Self- and peer-evaluation of projects
- Ongoing discussion with teacher throughout entire project
- Group discussion
- Reflective writing on artists and art making
- Reflective writing on student's personal development

Assessment Criteria

A+	100%	B-	80-82%	D+	67-69%
A	94-99%	C+	77-79%	D	63-66 %
A-	90-93%	C	73-76%	D-	60-62%
B+	87-89%	C-	70-72%	F	0-59%
B	83-86%				