

**Specifications**

- ◆ Pre-requisite—Keyboarding
- ◆ This course is a great start for students who may pursue TV Radio Production-HS at the High School level
- ◆ This course gives students the opportunity to use all computer equipment and to know what computer courses to pursue as part of a 3 or 5 unit program in high school.

**Software**

- ◆ Microsoft Office
- ◆ Video Editing Software
- ◆ Adobe Photoshop
- ◆ Windows Media Player
- ◆ Internet and Email Access
- Sonar On-Air

- ◆ No assigned text--recommended reading materials
- ◆ Equipment and Tools –
  - Online Computer w/ DVD Burner and Firewire Cards
  - Video Mixer/Special effects generator
  - Title Maker
  - TV/DVD/VCR Combo
  - Digital Camcorder
  - 12 Channel Mixer w/ Effects
  - Lavalier Microphones
  - Modulator
  - Mini-Decks DV/S-VHS
  - Music Recording Studio

**Course Overview**

TV Radio Production is designed to be a project-based course to familiarize students with the inner workings of an actual television studio. Students will have the opportunity to produce shows and reports to air on the in-house television station throughout the school. While learning the proper production steps, students will be given the chance to experience the different roles such as; Director, Sound Crew/Music Editor, Computer Based Digital Editor/Picture Editor, Voice over Actor, Anchor, and Camera and Special Effects/Lighting Crew. With the completion of final projects, students will have the opportunity to share their work with the community through Time Warner Cable on a public access or educational channel. As part of the learning, students will also create segments to air on the in-house amateur radio station broadcast via the Internet. Some television segments will be formatted to be aired over the radio. This class is meant to be an engaging experience to familiarize students with the expectations of a real-life occupation in Television and Radio Production. This is a basic course to teach the fundamentals in media production, to use a wide variety of computer equipment, and for students to see how well they work with computers and technical equipment. This will prepare students to decide if what avenue of computer courses to pursue in high school.

## Suggested Outline of Units and Projects

The following is a primary guide to projects that are to be completed. The time allowances and projects may vary from those listed below and may be taught in a different order than presented.

**Ongoing (10 days here and there set aside) – Radio Segments** Students, as one of the main goals of this course, will format audio clips of any video productions created to air on the district's in-house Internet radio station. This may include a sporting event, public service announcement, teacher's taped lesson, testimonials from students, poems, concerts, a school play, or other video projects.

Grades will be based on effort, participation, class work and organizational skills.

- ◆ Deadline schedules will be posted and used as a guide to meet all goals.
- ◆ Weekly goals will be established and checked off at completion.

**3 weeks- Storytelling** Digital Storytelling takes the ancient art of oral storytelling and engages a palette of technical tools to weave personal tales using images, graphics, music and sound mixed together with the author's own story voice. Digital storytelling is an emerging art form of personal, heartfelt expression that enables individuals and communities to reclaim their personal cultures while exploring their artistic creativity. While the heart and power of the digital story is shaping a personal digital story about self, family, ideas, or experiences, the technology tools also invite writers and artists to think and invent new types of communication outside the realm of traditional linear narratives.

Students tell about a family member, peer, or someone that has influenced them to be a better person. Video clips of the person, their home, or a site along with family photos are to be used. For example, a parent getting a kid to practice guitar, a grandparent encouraging a student to be kind to others, an older athlete getting a younger sibling to try out for the soccer team. The student must know the person personally, not only to add truth but also to get the real footage and pictures.

Numerous student samples of this can be found by linking off <http://techlearning.com> on their Digital Media link to <http://www.digitales.us/about.php>, or students can go directly to Digitales. A user account is required to logon and view videos, it is a free logon. Students of the same age and older peers created these videos, which can be great examples for pulling in new learners interested in doing the same.

**3 weeks- Public Service Announcement** Students conceive, plan, and produce their own PSAs for a student audience that can help influence students in the right direction. Each PSA delivers a short but strong message on a topic of social interest. Students become familiar with the ideas behind PSAs, the technologies used to produce them, and the concept of conveying a powerful message to a general audience through media. To introduce the topic, the teacher asks the class the following questions: What issues are they as young people concerned about? Why? Why these issues do exist in our society? Why do other people in the community need to know about these issues? What are possible solutions for these issues? The class reviews the terms message and target audience and discusses how a message might or might not differ depending on the age group, population and culture the message is directed toward. Working in groups, students research information on particular social issues using Internet and other resources. Students develop a storyboard for their own PSA that includes the information they will present, the target audience, and the visual flow of the video. Students also need to address where they will do their filming, what actors, props, audio, and graphics are needed and whether or not the actors will need to rehearse. Students practice using the digital video and edit their movie, adding any still images and audio to create their 30 second long PSA.

**3 weeks- Commercial** Students conceive, plan, and produce their own commercial for a student audience. Students choose an appropriate product to advertise, making sure to have access to the produce for filming purposes. Students become familiar with the ideas behind commercials, the technologies used to produce them, and the concept of conveying a powerful message to a general audience through media. To introduce the topic, the teacher asks the class the following questions: What is the best commercial you have seen lately? Why do you like this particular one more than any others you may have seen? How many commercials do you think a person sees during one hour of watching television? Why are commercials such a powerful source or advertisement? The class recalls the terms “message” and “target audience” from when they created PSAs and discuss the different types of commercials, their purposes, and the specific audiences that are targeted. Students develop a storyboard and script for their own commercial that includes the information they will present, the target audience, and the visual flow of the video. Students also need to address where they will do their filming, what actors, props, audio, and graphics are needed and whether or not the actors will need to rehearse. Students practice using the digital video and edit their movie, adding any still images and audio.

**3 weeks- Instructional Video** Students plan and produce their own instructional video for a student audience. The video must give detailed instructions on how to do something. Topics can vary, but must meet teacher approval. Students realize the difficulty and importance of giving specific instructions regarding a topic that may seem effortless to them, such as tying shoes or writing an email. Each video should be no longer than 2 minutes, show the completion of the task, and must feature the director/producer as the main actor. Students also need to address where they will do their filming, what actors, props, audio, and graphics are needed and whether or not

the actors will need to rehearse. Students practice using the digital video and edit their movie, adding any still images and audio

**3 weeks- Final Project: Public Service Announcement** Students use their video production skills and expertise to create a Public Service Announcement geared towards a student audience. The PSA must address one of the following issues: Bullying, Substance Abuse, Importance of Education, Global Warming, and “Maintaining a Healthy You.” Students perform research to gain more knowledge about their topic and write a script for their PSA. Students also need to specify whether their PSA will be 30 seconds long or 60 seconds long, where they will do their filming, what actors, props, audio, and graphics are needed and whether or not the actors will need to rehearse. Students practice using the digital video and edit their movie, adding any still images and audio.

♦ Work on any class work or projects throughout the course are created to be shown on the in-house television channel or aired on our in-house Internet radio station. In addition, student's videos may be selected for showing on Time Warner's educational channel 2 in Cortland County.

### Evaluation

1. Students will receive a weekly grade on class participation and completion of weekly goals set by the teacher.
2. Student projects will be graded using a rubric geared towards the related project.
3. Student performance will be assessed every six weeks using a Student Evaluation Rubric.

### Course Objectives:

- Students will continue to develop skills to interact cooperatively with others
- Students will develop skills necessary to be considered a valued employee
- Students will understand the role the media plays in our changing culture
- Students will continue to develop their creativity and apply it for production
- Students will appreciate and understand the latest technology use in video production
- Students will appreciate and understand the many facets of television production including research, writing, oral communication, and editing
- Students will recognize opportunities to pursue media studies at a secondary level
- Students will learn the principles of reporting
- Students will learn the principles of interviewing
- Students will continue to develop research skills
- Students will appreciate the importance of oral communication
- Students will recognize the Internet as the next dominant media outlet affecting our culture
- Students will learn the principle rules of script writing
- Students will learn the principle rules of digital audio editing
- Students will learn the principle rules of digital video editing
- Students will learn the principle rules of digital video photography

## TV Radio Production

### 20 Week Course: Grade 8

**Project Activities:** Activities aligned with NYS standards provided in the chart below.

► Time frames noted in light blue text

#### New York State Learning Standards –

**CDOS Standard 1: Career Development:** Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions. Key idea 1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

| Performance Indicators  | Activity   | Level of Instruction | Assessment                                 |
|---|--|----------------------|--|
| 1. Analyze skills and abilities required in a career option and relate them to their own skills and abilities | <ul style="list-style-type: none"> <li>Students will be exposed to a number of jobs involved in radio and television production through hands on projects. Jobs include producer, video editor, writer, anchor, voice over actor, music editor, performer, equipment technicians, and more. (ongoing)</li> </ul> | Intermediate         | Portfolio<br><br>Student Evaluation Rubric |

**CDOS Standard 2: Integrated Learning:** Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Key Idea 1: Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

| Performance Indicators  | Activity  | Level of Instruction | Assessment                                 |
|---|---|----------------------|--|
| 1. Demonstrate the integration and application of academic and occupational skills in their school learning, work and personal lives. | <ul style="list-style-type: none"> <li>Students will follow timelines to compete projects. (ongoing)</li> <li>Students work in small groups with the end product being 30 second to 2 minute video productions. (ongoing)</li> <li>Students assign roles to classmates and other volunteer actors and allocate their resources to complete projects on time. (ongoing)</li> <li>Students communicate via email to group members, the teacher, and to contact participants involved in the videotaping, such as contacting a coach to get permission to video tape an athletic event. (ongoing)</li> </ul> | Intermediate         | Portfolio<br><br>Student Evaluation Rubric |

|  |   |              |   |
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|  | <ul style="list-style-type: none"> <li>Students will write scripts and create storyboards for a variety of video pieces. (ongoing)</li> </ul>   |              |   |
| <p>2. Use academic knowledge and skills in an occupational context, and demonstrate the application of these skill by using a variety of communication techniques, etc. (pictures, videos, reports and technology)</p> | <ul style="list-style-type: none"> <li>Students create a public service announcement showing the nature of a problem and good ways to react or find help. (3 weeks)</li> <li>Students learn how to segment and sequence information to make it understandable and organized. (ongoing)</li> <li>Students learn how to represent information with text, pictures, movie clips, audio, etc. (ongoing)</li> <li>Students demonstrate creative thinking and problem-solving skills. (ongoing)</li> <li>Student work cooperatively in groups. (ongoing)</li> <li>Students think twice about their actions and the possible impact of their actions. (ongoing)</li> </ul> | Intermediate | <p>Portfolio</p> <p>Student Evaluation Rubric</p> |

**CDOS Standard 3b: Career Majors Core: Business/Information Systems:** Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

| Performance Indicators  | Activity  | Level of Instruction | Assessment  |
|---|---|----------------------|---|
| <p>1. Demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information.</p> | <ul style="list-style-type: none"> <li>Student's video productions will be broadcast on the school's in-house TV channel and Internet radio station for the school community. Their creations will require many skills in using the following software and hardware (ongoing) <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Processing</li> <li><input type="checkbox"/> Digital Still Camera</li> <li><input type="checkbox"/> Digital Video Camcorder</li> <li><input type="checkbox"/> Video Editing Software</li> </ul> </li> <li>Students will be evaluated as to the quality of their work as well as their customer service skills when getting participants involved in their productions (ongoing)</li> </ul> <p>Some examples of projects might include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special broadcasts such as</li> </ul> | Intermediate         | <p>Portfolio</p> <p>Student Evaluation Rubric</p> |

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|  | announcing Citizens of the Month or a fundraiser. (monthly)   |              |  |
| 2. Select, apply, and troubleshoot hardware and software used in the processing of business transactions.  | <ul style="list-style-type: none"> <li>• Students will use components of various business technologies to complete required tasks including: (ongoing) <ul style="list-style-type: none"> <li><input type="checkbox"/> Online computer</li> <li><input type="checkbox"/> Scanner</li> <li><input type="checkbox"/> Digital video camcorder</li> <li><input type="checkbox"/> Combo Deck</li> <li><input type="checkbox"/> Digital camera for photos</li> <li><input type="checkbox"/> Microphones</li> </ul> </li> <li>• Students will use a variety of software in order to complete required tasks, including: (ongoing) <ul style="list-style-type: none"> <li><input type="checkbox"/> Video editing</li> <li><input type="checkbox"/> Radio Broadcasting</li> <li><input type="checkbox"/> Internet Browser and email</li> <li><input type="checkbox"/> Microsoft Office Professional (Word mainly)</li> </ul> </li> </ul> | Intermediate | Portfolio<br><br>Student Evaluation Rubric |
| 3. Prepare, maintain, interpret/analyze, and transmit/distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service- /information/technological-based economy. | <ul style="list-style-type: none"> <li>• Students will plan by sequencing a story for an audience, all steps including output (CD, DVD, avi) scripting, storyboards, characters, location, and props (learn initially and then improve skills with experience)</li> <li>• Students will perform camera basics -shots, movement, composition, lighting, sound, zooms lens, white balance, and depth of field (learn initially and then improve skills with experience)</li> <li>• Students will perform non-linear editing-capturing, cuts, transitions, real time effects, rendering audio, titling, and special effects (learn initially and then improve skills with experience)</li> </ul>   | Intermediate | Portfolio<br><br>Student Evaluation Rubric |
| 4. Demonstrate an understanding of the interrelatedness of business, social, and economic systems/subsystems.  | <ul style="list-style-type: none"> <li>• Students will set up their own video spots to be aired on the in-house TV station. Most work will also be to set audio format to be played on the in-house Internet radio station for the school community to hear. (ongoing)</li> <li>• Students will rely on other members of the group to get to a final production and need to know</li> </ul>   | Intermediate | Portfolio<br><br>Student Evaluation Rubric |

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|  | who is more knowledgeable about one aspect than the other and assign responsibility. (ongoing during group projects)  |              |  |
| 5. Identify, organize, plan, and allocate resources (e.g., financial, materials/facilities, human, time) in demonstrating the ability to manage their lives as learners, contributing family members, globally competitive workers, and self-sufficient individuals. | <ul style="list-style-type: none"> <li>• Creating videos that can actually be used by others such as teachers in our building to show new students a repeated lesson each year, a sporting event that peers may want to keep for memories, a PSA to air periodically throughout the year on demand (such as on quitting smoking), and then work up to pieces that are worthy of airing on Time Warner's educational channel in Cortland County. (6 week project requirement)</li> <li>• Students must plan ahead to check out equipment to have it reserved for taping their events plus take proper care to return it safely. (ongoing)</li> </ul> | Intermediate | Portfolio<br><br>Student Evaluation Rubric |
| 6. Exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.   | <ul style="list-style-type: none"> <li>• Students will work with each other to create and complete assigned projects. (ongoing)</li> </ul>  | Intermediate | Portfolio<br><br>Student Evaluation Rubric |