



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Documents

School: Ocean Township High School

Course: TV Productions

Department: Technology

Supervisor: Patrick O'Neill

Board Approval	Supervisor	Notes
August 2006	Mike Lambusta	Update Standards
January 2013	Mike Lambusta	Update Standards
December 2017	Patrick O'Neill	Update Standards

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Week	Marking Period 1		
1	Expectations & Elements of TV Production	e	e
2	Getting started in productions and pre-productions		
3			
4	Preparing to create media: Understanding the Tools		
5			
6	Using the Tools to create the Media		
7			
8			
9	Creating Video to Music		
Week	Marking Period 2		
10			
11	TV Advertising		
12			
13			
14	Making the News		
15			
16	The Big Production		
17			
18	Final Exam		

Time Frame	10 Days, Week 1 & 2
Topic	Introduction: Expectations & Elements of TV Productions
Big Idea	
TV Productions Student and Teacher Expectations.	
Essential Questions	
<p>What is TV Productions?</p> <p>What type of projects will I create in TV Productions?</p> <p>What equipment and software will I be using in TV Productions class?</p> <p>How will TV Productions course help me prepare for future classes and careers in productions?</p> <p>What elements make a strong TV program</p> <p>What equipment and software is used to produce TV?</p> <p>How will apply TV Productions skills to future classes and careers?</p>	
Enduring Understandings	
TV Productions is a learned communication skill incorporating sound, lighting, camera techniques, and editing skills to produce a verbal and visual message.	
NJSLS	TEC9-12.8.1.12.D.2, TEC.9-12
Key Concepts and Skills	
<p>SWBAT:</p> <ul style="list-style-type: none"> -Define TV Productions. -Understand why media is a necessity -Determine how the course, TV Productions , relates to today's media types -Recognize different genres in media, TV and film. -Understand the possible career paths offered in broadcast, media and film. -Meet expectations of class and teacher. -Research and identify post-secondary educational opportunities for technical, artistic, broadcasting, and media career paths.. -Research and identify certifications, technical degrees, bachelor or masters degrees necessary for various career paths in technology, broadcasting, film, acting and other media careers. -Tools and technology used in production -Classroom protocols -Course outline -Grading procedures -Extra help day 	
Learning Activities	
<ol style="list-style-type: none"> 1. Proficiency statement distribution 2. Class conversations on the history of TV. 3. Class conversations on personal experience and knowledge of TV. 4. Tour and review of studio. 5. Demonstration of studio equipment location and storage 6. Question and answer period for students 7. Room features, project references, room description 	
Assessments	
1. Pretest	

Time Frame	10 Days, Week 2, 3
Topic	Goal 1: Understanding the Art
Big Idea	
Getting started in productions. The Pre Production	
Essential Questions	
<p>What does it take to pre produce a film or television show?</p> <p>What does it mean to storyboard?</p> <p>How is a storyboard used during pre, production & post production?</p> <p>How and why is script formatting so important to a production?</p>	
Enduring Understandings	
<p>After the completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> - Define Pre Production - Create a properly formatted storyboard - Create a TV/Movie script - Pitch their TV/movie idea to their peers - Critique their peers ideas 	
NJSLS	TEC9-12.8.1.12.D.2, TEC.9-12, TEC. 9-12.8.1.12.E.1, AR.9-12.1.1.12.C.2
Key Concepts and Skills	
<p>SWBAT</p> <ol style="list-style-type: none"> 1. Students will demonstrate the understanding of different medias and the effect they have on the public. 2. They will understand how different media is created and formatted from preproduction to final product. 3. The students will understand the meaning and process of critique in today's TV, Print and Film. 4. The students will also begin to build a foundation of media creation by demonstrating how to write, format and schedule a production properly. <p>-</p>	
Learning Activities	
<ol style="list-style-type: none"> 1. View and critique short films or TV show 2. Show Bed Head by Robert Rodriguez 3. Use Adobe Premiere Demonstrations & Tutorials 4. Show examples of movie studio storyboards & scripts 	
Assessments	
<ol style="list-style-type: none"> 1. Written TV/Movie Script 2. Storyboarding of said Script 3. Pitch Presentation of Idea 4. Critique of others work 	

Time Frame	10 Days, Week 4, 5
Topic	Goal 2: <u>Understanding the Tools</u>
Big Idea	
Preparing to create media: Understanding The Tools	
Essential Questions	
The students will demonstrate the ability to work in a production environment in order to reach their final goal of a group 1 minute movie ; moving as a class from preproduction to postproduction.	
Enduring Understandings	
<p>After the completion of this unit, students will be able to:</p> <p>Demonstrate the proper use of studio lighting</p> <p>Demonstrate the use of cameras and media</p> <p>Effectively mic a set and subject to capture sound</p> <p>Create a production plan</p> <p>Execute the production plan</p> <p>Use the editing software to edit the movie</p> <p>Analyze the work of the class and critique the movies</p>	
NJSLS	TEC9-12.8.1.12.D.2, TEC.9-12, TEC. 9-12.8.1.12.E.1, AR.9-12.1.1.12.C.2
Key Concepts and Skills	
<p>. SWBAT</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to work in a studio and on location environment 2. Show the ability to work in a full production environment from the beginning planning stages to the end critique 3. Understand set & on location safety 4. Understand Production crew jobs 5. Work in a group/production environment in order to reach a final production goal 6. Create a 1 min scene as a class project 7. Understand and use the proper terminology used on a set 8. Properly operate a video camera 9. Artistically and theoretically frame a shot & shot sequence 10. Understand and properly light a studio and on location subject 	
Learning Activities	
<ol style="list-style-type: none"> 1. View and critique short films or TV show 2. Demonstrate camera use and shot composition 3. Demonstrate 3 point lighting and other lighting techniques 4. Demonstrate microphone types and use 	
Assessments	
<ol style="list-style-type: none"> 1. Quiz #1: Production crew 2. Quiz #2: Video Composition 3. Quiz #3: Basic Lighting Technique 4. Quiz #4: Sound 5. Final 1 min Movie Project #1 	

Time Frame	15 Days, Week 6, 7, 8
Topic	Goal 3: <u>Using the Tools to Create the Media</u>
Big Idea	
Cartoon Voice Over Project: Using the tools to create the media	
Essential Questions	
Students will be able to properly and safely utilize all studio equipment during the creation of their projects. Students will break into small production groups and demonstrate the ability to properly use the editing systems in order to create a Voice Over Cartoon Project to existing footage.	
Enduring Understandings	
<p>After the completion of this unit, students will be able to:</p> <p>Demonstrate the ability to work in a studio and on location environment</p> <p>Show the ability to work in a full production environment from the beginning planning stages to the end critique</p> <p>Properly access and use the audio sound boards to capture voices to the computer</p> <p>Determine the proper way to create sound effects using studio props and materials</p> <p>Use technology to edit sound and video</p> <p>Analyze footage</p> <p>Critique self-work and class work</p>	
NJSLS	TEC9-12.8.1.12.D.2, TEC.9-12, TEC. 9-12.8.1.12.E.1, AR.9-12.1.1.12.C.2
Key Concepts and Skills	
<p>SWBAT</p> <ol style="list-style-type: none"> 1. Understand and use the Editing Software 2. Artistically and theoretically frame a shot & shot sequence 3. Understand the difference between being artistic and being by the book 4. Use the microphones to import their audio onto the computer 5. Create a group Voice Over project 	
Learning Activities	
<ol style="list-style-type: none"> 1. Show the making of “ “ to demonstrate voice over work 2. Demonstrate the use of the editing software (Adobe Premier Pro CS4) 3. View “Making of Troy, Sonic Theory” 	
Assessments	
<ol style="list-style-type: none"> 1. Quiz #5: Editing Basics 2. Final Voice Over Cartoon Project #2 	

Time Frame	10 Days, Week 9 & 10
Topic	Goal 4: <u>Creating Video to Music</u>
Big Idea	
Putting all the learned abilities to use: Creating a Music Video Students will put to use their knowledge of studio equipment and techniques in order to create their first live action project.	
Essential Questions	
Why are music videos essential to media? How can a music video effect a generation? How did music videos start and how have they changed over time? How has the advance in media change the style and way video are viewed?	
Enduring Understandings	
After the completion of this unit, students will be able to: Demonstrate the ability to work in a studio and on location environment Show the ability to work in a full production environment from the beginning planning stages to the end critique Understand the history of the music video. Identify how the music video can have an effect on social and pop culture. Preproduce, produce and post produce a full video production to music Understand the importance of working in a group or crew in a cohesive and organized manor.	
NJSLS	TEC9-12.8.1.12.D.2, TEC.9-12, TEC. 9-12.8.1.12.E.1, AR.9-12.1.1.12.C.2
Key Concepts and Skills	
SWBAT <ol style="list-style-type: none"> 1. Work in production groups 2. Plan a full production 3. Create Storyboards 4. Create Shot Lists 5. Demonstrate the safe use of studio equipment during a production 6. Show proper use of editing equipment 7. Critique class music videos 8. Further knowledge base on camera techniques 9. Further knowledge base on editing techniques and functions 	
Learning Activities	
<ol style="list-style-type: none"> 1. Creation of video outline (Pre-production) 2. Studio and location filming (Production) 3. Editing sessions (Post-Production) 4. View “Videos the Rocked the World, Smell Like Teen Spirit & Walk this Way” 	
Assessments	
Final Music Video Project #3	

Time Frame	12 Days, Week 11 & 12
Topic	Goal 5: <u>TV Advertising</u>
Big Idea	
Advertising for TV: Students will demonstrate the ability to work in a studio and on location environment. They will be able to work in a full production environment from the beginning planning stages to the end critique.	
Essential Questions	
<p>What makes advertising effective?</p> <p>What production techniques can be used to gain the interest of the viewer?</p> <p>What makes an advertisement successful?</p>	
Enduring Understandings	
<p>After the completion of this unit, students will be able to:</p> <p>Demonstrate the ability to work in a studio and on location environment</p> <p>Show the ability to work in a full production environment from the beginning planning stages to the end critique</p> <p>Understand how to make an effective advertisement pitch</p> <p>Explain why advertising through media is necessary</p> <p>Develop a concept to advertise</p> <p>Plan a production</p> <p>Determine what the demographic of their product is</p> <p>Create a commercial using all the prior learned studio tools</p>	
NJSLS	TEC9-12.8.1.12.D.2, TEC.9-12, TEC. 9-12.8.1.12.E.1, AR.9-12.1.1.12.C.2
Key Concepts and Skills	
<p>SWBAT</p> <ol style="list-style-type: none"> 1. Work in production group 2. Plan a full production 3. Create Storyboards 4. Create Shot Lists 5. Demonstrate the safe use of studio equipment during a production 6. Show proper use of editing equipment 7. Critique class Commercials 	
Learning Activities	
<ol style="list-style-type: none"> 1. View and critique TV commercials 2. View and critique internet commercials 3. View and critique print ads 4. Creation of video outline (Pre-production) 5. Studio and location filming (Production) 6. Editing sessions (Post-Production) 	
Assessments	
Final Commercial Project #4	

Time Frame	12 Days, Week 14 & 15
Topic	Goal 6: Making the News
Big Idea	
Making the News: Students will demonstrate the ability to work in a studio and on location environment. They will be able to work in a full production environment from the beginning planning stages to the end critique. The students will write, produce, act, edit, film and critique a mock CNN like news broadcast.	
Essential Questions	
<p>How does the news affect the way society acts?</p> <p>What makes a good news broadcast?</p> <p>How has the News Broadcast changed over time?</p> <p>What will the News Broadcast look like in the future?</p> <p>How has the advance in technology changed the way we watch the news?</p>	
Enduring Understandings	
<p>After the completion of this unit, students will be able to:</p> <p>Demonstrate the ability to work in a studio and on location environment</p> <p>Show the ability to work in a full production environment from the beginning planning stages to the end critique</p> <p>Effectively perform news broadcast</p> <p>Use camera tools</p> <p>Access wireless mic systems and use them to capture audio for shoot</p> <p>Determine the proper use of lighting for a new broadcast</p>	
NJSLS	TEC9-12.8.1.12.D.2, TEC.9-12, TEC. 9-12.8.1.12.E.1, AR.9-12.1.1.12.C.2
Key Concepts and Skills	
<p>SWBAT</p> <ol style="list-style-type: none"> 1. Work in production groups 2. Plan a full production 3. Create Storyboards 4. Create Shot Lists 5. Demonstrate the safe use of studio equipment during a production 6. Show proper use of editing equipment 7. Critique class Commercials 	
Learning Activities	
<ol style="list-style-type: none"> 1. View and critique a cable news broadcast 2. View and critique a network news broadcast 3. Show clips from the movie "Network" 4. Review Blue Screen techniques 5. Review 3pt Studio Lighting 	
Assessments	
Final News Broadcast #5	

Time Frame	15 Days, Week 16 - 18
Topic	Goal 7: <u>The Big Production</u>
Big Idea	
<p>Create a 5 minute film from preproduction to premiere while staying inside a chosen genre' and using these 4 common criteria.</p> <ol style="list-style-type: none"> 1. Character Name 2. Line of dialogue 3. Prop 4. Location 	
Essential Questions	
<p>What is it to follow a genre while making film? What will my film be about? How will obtain the goal of taking my idea from paper to screen? What is the most efficient way for the group to make a movie?</p>	
Enduring Understandings	
<p>After the completion of this unit, students will be able to: Demonstrate the ability to work in a studio and on location environment Show the ability to work in a full production environment from the beginning planning stages to the end critique Demonstrate the proper use of pre and post production Create a plot and translate it to a working script Use technology to film, edit and show their work Understand what it is to work in a team environment</p>	
NJSLS	TEC9-12.8.1.12.D.2, TEC.9-12, TEC. 9-12.8.1.12.E.1, AR.9-12.1.1.12.C.2
Key Concepts and Skills	
<p>SWBAT</p> <ol style="list-style-type: none"> 1. Work in production groups 2. Plan a full production 3. Create Storyboards 4. Create Shot Lists 5. Demonstrate the safe use of studio equipment during a production 6. Show proper use of editing equipment 7. Critique class Commercials. 	
Learning Activities	
<ol style="list-style-type: none"> 1. View 5 min Short "Drop it Like its Hot" 2. Show 10 Min Film School by Robert Rodriguez 3. Final Film Contest #6 	
Assessments	
<ol style="list-style-type: none"> 1. Creation of Storyboards 2. Creatin of Script 3. Shot lists and planning outline 4. Final Film 5. Critique 	