

Orange Unified School District
MEDIA WRITING AND PRODUCTION
Year Course

GRADE LEVEL: 9-12

PREREQUISITES: teacher approval with staff recommendation

INTRODUCTION TO SUBJECT

Media Writing and Production, aka TV Production, is a year-long lecture and lab course in which the student will explore the creation, writing, direction, production and evaluation of television programming as a creative and expressive endeavor. Students will create original programming and will learn the vocabulary of the electronic media as they develop all aspects of programming, and will include the chronological sequence of pre-programming, the program itself, and post-production. Through post-production, learners will come to understand the importance in any discipline of the presence of a rubric prior to production, so that success of the work can be assessed during post production. This emphasis on constant evaluation applies to many disciplines and times beyond the confines of this course.

Students will learn about the history of electronic media, and the technical components which are used in its implementation, and through these studies become critical viewers themselves, able to weigh both the artistic and content merit of televised work; students will not only develop programming but will also become familiar with aesthetic criteria to assess electronic media programming, including their own. Learners will learn and how to perform the different aspects of television production, such as producer, director, floor manager, camera person, gaffer, sound crew, lighting crew, set-design, talent, switcher and graphics. Importance will be placed on the application of the elements of art and principles of design to visual communications, the responsibility for independent job function, and development of the ability to function in the intensely collaborative environment of television production, i.e. each learner must be absolutely responsible for their own job function, and yet must be completely aware of what others are doing in their roles. Learners will experience connections to the other arts and subjects, and will explore career opportunities in the many areas of television production both before and behind the camera. Each student will develop a portfolio of media productions in which they have played a role, to be used for assessment, promotion, and viewing.

COURSE CONTEXT

Electronic Media is a core Visual Arts course that requires teacher approval and recommendation of another production staff member or another teacher in a related discipline.

HISTORY OF COURSE DEVELOPMENT

Television Production was developed in OUSD by VP TV Production instructor in consultation with television production instructors from several high schools and colleges in several school districts. UC personnel were consulted about the format and requirements for the “F” requirement approval *re* UC A-G requirements. This course has been developed for all of OUSD high schools, with potential for use in schools throughout California.

COURSE GOALS AND/OR STUDENT OUTCOMES

Students will gain **knowledge** by:

Reading material appropriate to various pieces of equipment, utilizing equipment to learn how to manipulate images, construction of graphics on an experimental basis, creation of pre-production documents and storyboards, role-playing show execution, and documentation of post-production analyses.

Researching and writing about the historical and cultural contributions that artists who specialize in the electronic media, made to the electronic media visual arts and to the world, through the audio and visual portrayals this medium brings to history and to art.

Identifying and learning about electronic media pioneers who have pushed the boundaries of what is considered art in the electronic media.

Expressing ideas artistically through application and understanding of electronic media, and making choices as to what to use in the student's own work as he or she applies the elements of art and principles of design to original works of art.

Viewing television productions of various genres, social context and time periods for elements of art, content, and reflection of the background from which they arose in order to become literate viewers of the medium, as well as producers of it.

Students will gain **experience** by:

Exploring by learning electronic media responsibilities, job functions, equipment and techniques of using the equipment as they gain knowledge of the elements of art and principles of design by filming visual aspects of the environment through short vignettes, objects and people around them.

Demonstrating the skills and processes of creating original productions work for a variety of topics. Creating original artworks of increasing complexity and with increased skill using contemporary electronic media and technologies.

Analyzing produced works of televised art and making aesthetic judgments about his/her own produced work, as well as the productions of past, present and their peers.

Constructing a rationale for the validity of a specific television production, one that falls outside their conception of art.

Demonstrating an understanding of how to solve artistic problems in unique and expressive ways using electronic media, graphics, or a combination of both.

Recognizing, describing, analyzing, and producing, through incorporation of artistic elements, a production of their own.

Learning skills in digital imaging that translate to ongoing in-class productions, as well as careers in the fields of the arts, media, and communication. Integration into other subject areas will be undertaken through creating a portfolio of original artwork in the form of televised productions in which they have played an key role; these works must include four of the following: productions for use in the class as student body works;

productions for recording of a personal event; a production record of dances; production of a mini-video for use on a school TV show; production for school athletic teams inclusive of individual competitive event or all-season recap; exhibition; reporting of a social event; evaluation of a performed work; or preparation of an application to colleges and employment using televised presentations.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Recognize the role of television productions as contemporary art work.

Productively play a role in the production of original shows for television.

Explain the process and rationale for reworking one of their own productions, inclusive of their role in it, in order to bring it to completion.

View televised work critically using recognized standards in the industry.

Understand the dual nature of personal attributes required by television production as a profession, since it requires a self-starter with absolute personal responsibility on their own for an individual task, coupled with the intensely collaborative nature of the discipline requiring pre-production experiences such that all production crew members are aware of what everyone else is doing and must therefore interact smoothly and professionally with their crew. i.e.:

- >Work individually and responsibly.

- >Collaborate with others smoothly and productively.

Be aware of the many professional opportunities available in television production, through progressively assuming the many roles within a production and through shadowing professionals at their work.

Television Production will meet the following Visual Arts Standards, Grades 9-12 from the Visual and Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts (Standards 1.0, Grads 9-12 Advanced). Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Students will analyze, discuss, and respond to events in nature through a television production, using the multiplicity of skills unique to digital visual art.

Students will analyze, discuss, and respond to their own proximal emotional and physical environment through a television production, using the multiplicity of skills unique to digital visual art.

Students will analyze, discuss, and respond to current socio-political events through a television production, using the multiplicity of skills unique to digital visual art.

Students will use correct job descriptions idiosyncratic to the television production medium in developing their original work with reference to staffing the project.

Students will use demonstrate familiarity with the correct terminology for the tools used in television control rooms, sets, capture and transmission.

Students will analyze the profound power the electronic media have, not just to reflect or report their current contemporary culture, but to affect it as well.

Students will research the works of well-known electronic media pioneers and analyze their contributions to digital art, the larger field of art and art making.

CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts (Standard 2.0. Grades 9-12 Advanced). Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Students will play a role in the production of televised programming that involve the effective use of the elements of art and principles of design as they are applied to digital media, as well as traditional graphics elements of design.

Students will demonstrate the ability to synthesize subjects, themes, images, and visual metaphors in creating digital artworks using electronic technology.

Students will choose their own thematic topic, design their own production from that theme, produce a work for television, and conclude with a plan for post-production analysis of the work.

Students will understand that a rubric for evaluation must be in place before the production begins, that this is an essential part of pre-production, and allows the clear statement of incisive goals of the work, thereby allowing honest assessment of the production during post-production.

Students will capture (film) digital images, upload the images into an editing program, select the images to be incorporated into the final work, edit the images together, transition the images using ten different editing techniques, set the work to synchronized background music, download the work onto a CD for viewing and submit the finished work to the instructor.

Students will produce a televised show that will incorporate an edited pieced thematic with the show, as a complementary piece to the production.

Students will be able to use a digital camera to capture day and night events.

Students will create graphic words and images to initiate, enhance and close their productions.

Students will work on a switching board to control camera shots.

Students will demonstrate knowledge of artistic parameters to be applied to valuation of their final work.

Students will make decisions about sound to accompany visual images, both in type (i.e. true background sound or music overlays) as well as level and special effects. The profound emotional power of sound to affect the viewer/listeners perception of the work will be demonstrated and emphasized, e.g. Kubrik's "A Clockwork Orange."

HISTORICAL AND CULTURAL CONTEXT

Creating, Performing and Participating in the Visual Arts (Standard 3.0, Grades 9-12 Advanced). Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Students will identify pioneers of television production, and research their contributions to television today, in order to understand the additional ways in which this medium may be presented to society.

Students will investigate and discuss how electronic media permeates current popular culture.

Students will identify universal contemporary concepts expressed in televised media from diverse cultures.

Students will recognize the progressive change occurring from societal and technological factors such as sales and marketing, transmission methods (airwaves vs. cable vs. satellite), and current events.

AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 9-12 Advanced). Students analyze, and assess, and derive meaning from works of art, including their own, according to the elements and principles of design, and aesthetic qualities.

Students will discuss the television production from its beginning, through its developmental period, to today.

Students will describe the relationship involving the art maker (and its many levels in television: producer, writer, director, graphic artists, camerawork, editing), the making (process), the artwork (product) and the viewer.

Identify the intentions of television producers in creating contemporary programming, recognize the various genres in television (news, comedy, drama, and "live") and that each genre is developing its own set of valuation parameters, which continue to be works in progress.

Students will construct a rationale for the validity of a specific television production: one that falls outside their own concepts of art.

Students will be familiar with copyright requirements which respect creative rights of those in their discipline, both visually and with regard to audio.

Students will develop and demonstrate the ability to collaborate with other members of their production crew.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers (*Standard 5.0, Grades 9-12 proficient*). *Students apply what have learned in the visual arts across the subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.*

Students research television-related careers in California.

Students will communicate with, and shadow, a professional in the television medium.

Students will investigate and report on the essential feature of modern or emerging technologies that affect, or will affect, television in the future.

Students will access new avenues of communication to observe and reflect on what are considered master works of televised art, their own works of televised art, and that of their peers.

Students will design an advertising campaign for their favorite television production which they have worked on, creating images that represent characters and major events in that production.

Students will demonstrate an understanding of the various functions of applied art in the television media: writer, graphic artist, art critic, art historian, art philosopher, editors, director, sound technicians, lighting technicians, producers, directors, and talent.

Students will demonstrate collaborative skills so necessary to this medium, which additionally have great carryover to other disciplines and and life as well.

Students will design an original work in the electronic media, inclusive of the intensive and encompassing details of pre-production, the execution of the production itself, post-production analysis and critique, budget allocation, talent assignment and support personnel roles.

Students will demonstrate an understanding of the various job functions in the television electronic media, including but not limited to producer, director, talent, floor manager, graphics designer, lighting crew, sound crew, switcher, camera people, gaffers, video editors, set-designers, best boys and support personnel.

Students will create an original work of art that communicates a cross-cultural or universal theme selected from literature, history, current events, an original work of their own, or a show.

Students will clearly state their goals with regard to the televised work during pre-production, develop a rubric for its assessment, and then use that rubric during post-production to critique their televised art work. This habit of clearly stated goals and parameters for measurement of success *prior* to a task, and then assessing the completed project based on that rubric, is a life-skill widely applicable in the student's future, extending far beyond the scope of this course.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS

FIRST SEMESTER

	<u>WEEKS</u>
I. Students will develop an understanding of the visual structures of art works by studying the terminology of the elements of art and principles design as they relate to digital art as well as traditional visual arts and maintain a sketchbook that reflects their understanding.	<u>7</u>
II. Students will be introduced to the computers the existing software and basic information and terminology of digital art and complete a series of introductory exercises.	<u>7</u>
III. Students will use digital cameras to capture images that illustrate the elements of art and use those images to design, and produce a work of art that serves the needs of the school using digital imaging techniques.	<u>Ongoing</u>
IV. Students will create digital artworks using electronic media that incorporates elements of specific classic television producers, based on the genre of production they have selected.	<u>Ongoing</u>
V. Observe working television studios and shadow one artist (editor, director, graphic designer, writer, etc.) for ten work-hours. Students will demonstrate an understanding of how to solve artistic problems of production design using methods learned by the working professional they shadowed.	<u>Ongoing</u>
VI. Students will read current television media-art publications and research themes, elements of art and principles of design. Students will identify and research two pioneers in television. Students will identify and research two contemporary producers.	<u>Ongoing</u>
VII. Design an Advertising Campaign for their own Production Develop images that represent the major character and events of the production. Students will establish television media portfolios on CD, DVD or VHS for first quarter evaluation and assessment, discussing and evaluating the visual and audio characteristics according to the elements of art and principles of design, and principles of production requirements.	<u>4</u>

VIII. Learn to Analyze and Assess His/Her Own Production Art Work Using **Ongoing** the Vocabulary of the Visual Arts with regard to camera work, composition of graphics, camera work, editing techniques, content, and planning through:

- A. Developing rubrics for assessing his/her own art work
- B. Write about the intent of his/her own art work
- C. Students will be design and/or participate in produced works of art intended for the televised viewing audience that consider and incorporate the complex issues of color theory, scale, topic, space and distortion as applied to both audio and video components.

IX. Begin to develop a portfolio of His/Her Own Art Work for **Ongoing** Assessment, Promotion, and Exhibition. Students will plan their own first production. They will use the digital camera to take and use contemporary graphics technology to manipulate them in the style of a contemporary television artist, such as Kubrik, Lucas, Spelling, or Seinfeld.

WEEKS

Second Semester

- I. Assume a role in the production of an original collaborative TV piece that **Ongoing** incorporates and demonstrates their understanding of the Elements of Art and Design as they apply to the field of television production.
- A. Continue to develop technical skills in the various roles of television Production
 - B. Continue to learn the use of various tools of the profession through their use in the production setting.
 - C. Students will research topics, develop pre-production materials, organize resources, and implement their own production.
 - D. Learners will reflect, through post-production analysis, on their created work by applying standards of media-literacy and design elements to their own work.
 - 1. Students will critique their own work.
 - 2. Students will critique work of others in their class
 - 3. Students will react to the critique by their classmates of their work
- II. Apply the Techniques of four production Artists the Student Researched During First Semester, to his/her own original work(s) of art. **2**
- III. Visit five “Local” production studios: one private, one commercial, one cable, one network and one university production facility **4**
- A. Students will compare the facilities and the produced works
 - B. Students will contrast the facilities and the produced works
- IV. Students as a group will design a Television Production that addresses each of the following: a current social issue such as the manufacture of harmful **4** products, endangered species, a school site issue, and international issue or a local community issue and evaluate the using electronic media as opposed to

traditional media to express their own ideas, perspectives and developing production style.

- V. Learners, after viewing each other's productions and proposed productions 4 reacting to the same issues, will articulate how a person's Personal Beliefs, Cultural Traditions and Current Social Economic and Political Contexts Influence the Way they interpret and propose to present a given assigned topic. They will then apply that social-economic parameter to:
- A. How one of the production artists the students observed or researched during first semester may have been influenced in the creation of that artist's own production works of art
 - B. Explain the process and rationale for reworking one of his/her own productions to bring it to completion.
 - C. Students will continue to develop portfolios using both electronic and traditional media and discuss and write about their role as artist using a contemporary media.
- VI. Write about the various functions of an artist as observed at galleries, 2 museums, and colleges, and through research on the internet students will study multimedia applications using video and sound and use that knowledge to design and create a multimedia presentation
- VII. Students will demonstrate an appreciation of the intensely collaborative 2 nature of the production endeavor and will write an essay analysis of one of his own produced work which reflects upon the importance of each role and the respect for each other's roles that collaboration requires.
- VIII. Continue to develop a portfolio of his her own art work for Ongoing ongoing assessment, promotion and exhibition
- A. Analyze and assess his/her own art work according to a rubric
 - B. Write about the intent of his/her own productions
 - C. Students will research careers in the television production, interview and shadow for the 2nd time and a 2nd production-arts professional but in a different field
 - D. Explore two colleges that have strong television programs.

TEXT AND SUPPLEMENTAL MATERIALS- Textbooks are adopted on a five year cycle that is scheduled for all subjects including the visual and performing arts. The suggested text which is being proposed for adoption is:

Zettl, Herbert. Television Production Handbook, seventh edition. Belmont, CA: Wadsworth/Thompson Learning, 2000.

Note: Herbert Zettl is Professor of Broadcast and Electronic Communication Arts at San Francisco State University where he teaches in the areas of Video Production, and Media Aesthetics. Prior to joining the SFSU faculty he worked at KQED in Sacramento and as Producer-Director at KPIX, the CBS affiliate in San Francisco. He has received an Emmy from the San Francisco chapter of the National Academy of Arts and Sciences for innovation in television shows. He was recently inducted into the prestigious Silver Circle of the National Academy of Television Arts, Northern California Chapter, for

outstanding contributions to the television arts profession. He has also published an interactive CD-ROM (similar to our CD-YearDisc which we publish annually at VPHS), called Zettle's VideoLab 2.1, Sight, Sound and Motion as Art, and Video Basics.

TV production instructors may additionally purchase or utilize materials from basic computer programs, and support materials as adopted, through the high school media center such as digital cameras. Other supplemental materials such as overhead transparencies, videos, posters, prints and teacher reference books and materials may also be purchased by individual schools and instructors using site instructional funds. In the field of electrical media, updates may be found on websites and as new computer programs are made available, the electronic media will be in a state of flux and will demand periodic updating. The computer programs and software selected by the committee will offer the latest in digital art concepts. Adjunct equipment and materials will be purchased by each high school, as their need to be determined. Need will be based upon current technologies and careers in the digital art needs.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods will include, but not be limited to, lecture, hands-on labs for learning to use equipment, utilizing electronic technologies as a teaching tool, field experiences in the studio as learners mature and fill a role, shadowing experienced students for the novices, shadowing professionals for experienced students, using digital cameras to record at the site, worksheets and logs for records of progress, and post-production analysis of the televised work as well as reflection on the roles each played.

Homework will be required to practice the techniques, digital and traditional presented in class, research and writing, interviewing TV production artists and making career connections to the work beyond school. Significant time will be spent outside classroom time in order to record and/or research assigned material.

ASSESSMENT AND EVALUATION

Assessment and evaluation are ongoing throughout the year. Assessment modalities will include the student's inclusion of the benchmarks of pre and post-production as well as the production itself, evaluation of digital images and sound presented in the production, traditional tests of required background, instructor assessment of research, laboratory assessment of learner use of digital equipment, assessment of a learner's ability to perform their task responsibly on a provided rubric scale, assessment of a learner's ability to interact with production crew members in the field, interviews and post-production peer evaluations will be considered, as well as instructor evaluations, assessment of reports regarding historical papers and shadowing logs and reports, and tests. All students must conclude the course with a completed CD/Video Portfolio of produced work appropriate for colleges and career presentations.

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