Darien Public Schools
Curriculum Guide

Video Production II

Approved by the Board of Education

April 26, 2005

DARIEN PUBLIC SCHOOLS

BOARD OF EDUCATION:

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STATEMENT OF PHILOSOPHY

> *Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.* **The Center for Media Literacy.**

The video medium has a tremendous impact on our society and the need for media literacy has been written about in education journals and state curriculum projects for years. "Media literacy is concerned with helping students develop an informed and critical understanding of mass media, the techniques used by them and the impact of these techniques…[It] also aims to provide students with the ability to create media products" (Barry Duncan, Ontario Ministry of Education). The Connecticut Framework includes media literacy skills in both Technology Education and Learning Resources. Virtually every American college has a communications major and many of our students are interested in careers in the communications industry. This course addresses the needs of not only technologically oriented students, but also of artistic and theatrically oriented students. Utilizing the new high school's video studio, Video Production II is primarily a course in studio production and programming for educational access television.

PROGRAM GOALS

Building on the skills acquired in Video Production I, students in Video Production II will make projects to be aired over the Education Access Channel, and develop a school video news program. Students will develop more advanced skills for camera techniques and editing. Students will also demonstrate advanced media literacy by critically viewing films and television programs. Academic expectations for writing, reading, listening and speaking, accessing and evaluating multi-media materials, reasoning effectively and solving problems will all be addressed, as will social expectations through production teamwork. Civic expectations will be met through the contributions to the town using cable television broadcasting on the Educational Access Channel. All students will be expected to videotape school-related events after school hours, to be aired over Educational Access. Ethical expectations will be addressed through responsibility towards others in meeting commitments and deadlines and following copyright laws, the ethics of journalism, as well as awareness of racism and sexism with the media. This is a skill-based program that uses a variety of projects to accomplish its goal of making video a communications tool for students, school, and community. The video production program will address the needs of a wide range of learners in a homogeneous setting. The Video Production II class will also be responsible for a weekly school-wide news program using communications tools to foster academic inquiry in meaningful, active ways beyond mere transmission of images. Students will need to think critically, explore their creativity, make connections, synthesize information, make evaluative judgments, meet deadlines, and make responsible decisions regarding broadcasting. In this course, students may not work in isolation, but must interact with their peers as an essential component of the production team.

PROCESS SKILLS

- Reading and comprehending equipment manuals

- Writing news copy and scripts

- Speaking on camera

- Listening actively and critically

- Viewing reflectively and critically

- Analyzing information and developing a critical stance

- Developing skills in reasoning, reflecting, and problem-solving

- Using learning resources and technology through projects

- Working independently and collaboratively on group projects

- Designing sets and lighting for course projects

- Creating relevant course projects

- Performing effectively on camera

- Learning advanced camera, audio, lighting and editing techniques

STUDENT PERFORMANCE SUMMARY

Students will keep time logs detailing the work they spend on their projects and analyzing what steps need to be taken to solve problems and create a quality program. Each student will demonstrate proficiency on each piece of equipment in each technical module (camera, audio, lighting, editing) and will critique their own as well as group projects for both technical aspects and overall message content. In addition, students will compile an electronic portfolio (DVD) of representative projects. Student projects will be expected to be of sufficient quality to air on Educational access television and the on high school's closed circuit system.

GRADING GUIDELINES

Category	Expectations of Students	%of Report Card Grade
Homework	100% of all assignments	10%
Time Logs	Weekly submissions	10%
Quizzes/ Tests	All quizzes/tests taken	15%
Final Exams	Exam completed	10%
Performance Tasks	Demonstrated proficiency	15%
Class Participation/	Regular attendance and involvement Group participation. Class discussion, Preparedness, cooperation, enthusiasm	20%
Portfolio	Representative projects	20%

SECTION II – Units of Study

Unit	Title	Duration (Weeks)
Unit 1	Review of Equipment and Camera Techniques	2 weeks
Unit 2	Running a Broadcast Studio	3 weeks
Unit 3	Set Design/Lighting	1week
Unit 4	News Production	5 weeks
Unit 5	Electronic Field Production	2 weeks
Unit 6	Writing for Visual Media	2 weeks
Unit 7	Advanced Technologies	3 weeks

Unit 1 – Review of Equipment/Camera Techniques

Essential Question 1– How can camera techniques influence the viewer?
Essential Question 2 - How can good audio/video techniques communicate an idea and point of view to an audience?

CONTENT KNOWLEDGE OBJECTIVES:
Initial Understanding **-** Students will refresh and expand their knowledge of video, audio and editing equipment.
Developing an interpretation – Students will demonstrate their knowledge of how the camera and camera techniques influence the viewer and help to communicate ideas or to tell the story. For example, students will create a short **silent** movie telling a story where good overcomes evil using only mood music on the audio track. The film must make effective use of high/low angles, lighting and camera movements such as panning, tilting, dollying.
Making connections – Students will be able to recognize proper and flawed camera techniques, to critique audio quality and to discern quality of communication. Using critical viewing skills, students will examine various video clips, including student projects.
Taking a Critical Stance – Students will be able to demonstrate the effective use of equipment techniques and to judge the role of these tools in forming the purpose, effect, and message of the video products of themselves or others.

STANDARDS ADDRESSED IN THIS UNIT:
Expectations from Darien High School's Mission Statement:
Academic 1- Reads actively and critically for a variety of purposes
Academic 4 – Listens actively and critically
Academic 5 – Views multi-media actively and critically
Social 5 – Participates effectively and efficiently in groups to pursue and generate information
Civic 2 – Demonstrates mutual respect for all members of the school and town community
Ethical 1 – Acts responsibly and respectfully toward him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 4 – Demonstrates sensitivity to and respect for the perspectives, opinions, needs and customs of others

Darien Learning Resources and Information Technology (LRIT) Standards:
STANDARD # 5
   Students will use appropriate techniques to effectively communicate ideas, information or conclusions.
STANDARD # 6
   Students will reflect upon and evaluate the effectiveness of their own performance

State Standards:
LRIT 5 – Students will use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.

Tech Ed 7 – Students will understand and be able to effectively apply physical, graphic and electronic communications techniques in processing, transmitting, receiving and organizing information

Vocabulary:

Review of equipment manuals
Review of camera vocabulary from Video Production I:

VIDEO:
Focusing Techniques: auto vs. manual focus; depth of field
White balance
Shot composition
       Rule of thirds
       Framing subjects
       Shot terminology:
              CU
              One shots
              XCU
              Lead room
              Long shot
              Medium shot
              Headroom
              Leadroom
       High angles
       Low angles
Camera movements:
       Pan
       Dolly
       Tracking
       Tilt
       Zooming - digital vs. optical; reverse, forward

AUDIO:
Microphones:
       Omnidirectional/non-directional
       Directional
       Unidirectional
       Shotgun
       Cardioid
       Hypercardioid or Supercardioid
       Bidirectional
       Parabolic
Impedance
Feedback
Windscreen
Boom
Fishpole

Lavaliere
Mixer
Pickup pattern

ASSESSMENT:

Students will keep a log of their activities and group interactions throughout the course. They will produce practical lab demonstrations and take an audio quiz.

Camera Techniques Rubric

Emergent: Demonstrates minimum understanding and proficiency (on/off, LCD screen, load tape, can barely execute each shot)

Developing: Demonstrates good understanding and proficiency (can also operate m/a audio levels, manual focus, white balance; executes mediocre shots)

Competent: Demonstrates thorough understanding and proficiency (can operate iris controls, operates special effects menu buttons and uses filters to add creative elements)

Skills	Competent	Developing	Emergent	Comments
Close-up				
Extreme Close-up				
Medium shot				
Wide shot				
One shot				
Two shot				
Lead room				
Head room				
Rule of Thirds				
Pan				
Tracking				
Tilt				
Dolly				
Shooting log				
Depth of field				
Focus				
Zoom in				
Zoom out				
White Balance				
Camera Steadiness				
Wireless Mic setups				
Sound levels				
Tripod use				

Rubric for Non-linear Editing

SKILL	Competent Works independently with no trouble	Developing Needs some help working independently	Emergent Needs a great deal of help	Comments:
Patches/connections : connects a DVD, VCR, camera to load raw footage into editor, selects proper settings				
Text: creates and renders titles w/ varying font sizes, colors, shadows, and can create special title effects.				
Transitions: creates and renders creative and appropriate transitions between scenes				
Audio mixing : downloads audio from an auxiliary source and creatively adds audio bytes to the project; can control decibel levels				
Special Effects : creates and renders a variey of sfx w/in scenes that add appropriate visual appeal to their project				
Output : renders project to a variety of media including videotape, DVD and mpg format				

Resources:

Equipment Manuals

Class Handouts : Rubrics, Instructions on equipment operations, lab demonstrations.

http://www.siggraph.org/education/materials/HyperGraph/animation/cameras/traditional_film_camera_techniqu.htm

Stinson, Jim. "Recording Audio." *Video Communication and Production*. 778.59 STI

UNIT 2 – RUNNING A BROADCASTING STUDIO/TEAM BUILDING

Essential Question 1 – How can a cooperative team produce a more effective video than an individual?

Essential Question 2 – How do broadcast producers and field personnel make decisions that lead to effective programming in both presentation style and content?

CONTENT KNOWLEDGE OBJECTIVES:

Initial Understanding - Students will understand how a broadcast studio is run; how production decisions are made. Student will participate in group productions using electronic field production techniques. Students will understand the roles of various production team assignments**.**

Developing an Interpretation – Students will demonstrate roles of the production team positions by performing cooperatively and respectfully in producing videos, recognizing the interdependence of the team members, and making effective programming decisions.

Taking a Critical Stance – Students will be able to make critical decisions, within production teams, in order to create effective video production projects.

STANDARDS ADDRESSED IN THIS UNIT:
Expectations from Darien High School's Mission Statement:
Academic 4.   Listen actively and critically.
Academic 6.   Reason effectively and solve problems.
Academic 7.   Demonstrate the skills and real-world contextual knowledge to meet the demands of a changing world.

Social 1- Develops positive interpersonal skills
Social 5 – Participates effectively and efficiently in groups to pursue and generate information

Ethical 1- Acts responsibly towards him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

Darien LRIT Standards:
Standard #5 – Students will use appropriate techniques to effectively communicate ideas, information or conclusions
Standard #6 – Students will reflect upon and evaluate the effectiveness of their own performance

National Standards:
Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

Vocabulary:

Talent	Graphics Technician	Floor Manager
Camera Operator	Camera technician	Director
DV Technician	DVD/CD Technician	Producer
Special Effects Technician	Lighting Techican	
Audio Technician	Technical Director	

Activities:

Students will research and write broadcast mission statement and studio policies.

Students will meet as a programming board to make decisions regarding production and broadcast. Students will establish criteria on which to base decisions and to deliberate (Roberts Rules of Order?). Producers and assistant producers will assume ultimate responsibility for decisions based upon input from their teams.

Students will break into production teams to produce a sample news/interview spot to demonstrate roles and embedded techniques.

Students will schedule programming and produce publicity for website and or local news media.

Assessment :

Practical assessment of individual performance in a team production:

Listening	Questioning	Persuading	Helping	Participating
Experienced- Listens to each members ideas and piggybacks off others' ideas.	Experienced- Interacts, discusses and poses questions to all.	Experienced- Uses compelling ideas and logic to persuade others.	Experienced- Shows a high level of cooperation, encouragement, and support.	Experienced- Frequently and actively participates, collaborates and shares.
Capable- Listens to others and is respectful and encouraging.	Capable- Discusses and poses challenging questions.	Capable- Exchanges some ideas with some discussion.	Capable- Shows a helpful attitude working toward a common goal.	Capable- Contributes to a cohesive climate by accepting or delegating tasks.
Developing- Gives the appearance of listening.	Developing- Asks questions focused on tasks issues.	Developing- Recognizes good ideas.	Developing- Shows an effort to work together.	Developing- Makes an effort to work with others but lacks sufficient team skills.
Emergent- Doesn't pay attention to one another.	Emergent- Doesn't ask questions.	Emergent- Accepts ideas and comments without discussion.	Emergent- Shows little or no sign of helping one another.	Emergent- Works independently or is dominated by a single member.

Rubric for TV News Production				
	Emergent	Developing	Capable	Experienced
Studio Set Design/setup	Studio design has glaring flaws and distractions in communication of content.	Studio design has noticeable flaws 7 distractions to communication of content.	Studio design allows adequate transmission of content.	Studio enhances/facilitates successful transmission of content.
Lighting	Lighting has major flaws.	Lighting is not always adequate or sometimes distracting.	Adequately illuminates most aspects of the news production.	Professionally illuminates all aspects of the news production.
Audio Quality and Clarity	Sound is not clear and sometimes inaudible.	Sound is usually clear and usually audible.	Sound is clear and audible throughout.	Creative use of sound enhances the effectiveness of communication of content.
Shot Composition/ Movement	Rarely uses fluid movement, head room, shot choice, etc. to enhance the effectiveness of communication.	Sometimes uses fluid movement, head room, shot choice, etc. to enhance the effectiveness of communication.	Usually uses fluid movement, head room, shot choice, etc. to enhance the effectiveness of communication.	Creatively uses fluid movement, head room, shot choice, etc. to enhance the effectiveness of communication.
Following Job Description	Team members misunderstand and rarely follow their team assignments.	Team members understand and follow their team assignments some of the time.	Team members understand and follow their team assignments most of the time.	All team members understand and follow their team assignments.
Informs without bias	Makes no attempt to provide both sides of an issue.	Occasionally show some bias in reporting.	Rarely shows bias in reporting.	Provides an objective and informative view of the issue.
On camera presence	Talent shows little enthusiam, dresses inappropriately, makes little eye contact, and speech is garbled.	Talent shows some enthusiasm, makes an attempt to dress appropriately, and usually speaks clearly.	Talents shows enthusiasm most of the time, dresses appropriately and speaks clearly.	Talent sustains enthusiasm, generating interest from the viewer, dresses professionally, speaks in a convincing manner.

Resources :

TV Newsgathering and Reporting VID384.55 TV
Fox 61 Student News Program Overview
Fox 61 Student News: How to Gather the News and the Top 10 Reasons Why Your Video Didn't
        Get Aired
Broadcast Television Industry VID 384.55 BRO
Cable TV Industry and Beyond VID 384.55 CAB

On-Camera Techniques :
Welton, David. "Looking Good . . ." <u>The Computer Videomaker Handbook</u>. 778.59
        COM.

Directing:
Ohio, Denise. "Chapter 17: Executing the Plan." <u>Five Essential Steps in Digital Video</u>.
        778.59 OHI.

Class Handout:
Writing Studio Policies

UNIT 3 – SET DESIGN AND LIGHTING

Essential Question 1 – How can lighting affect the producer's intent and the viewers opinion of the subject?

Essential Question 2 – How can the design of the set contribute to or detract from the success of the project?

CONTENT KNOWLEDGE OBJECTIVES:

Initial understanding:
Students will understand both the technical and design aspects of lighting.

Developing an interpretation:
The students will recognize good set design and lighting in broadcast production and be able to articulate why a design was chosen and whether it was effective or not.

Making connections: The students will use appropriate lighting techniques to light a studio news program.

Taking a Critical Stance: Students will design a studio set and lighting components in order to create an effective environment that supports the purposes and aims of the production concept.

STANDARDS ADDRESSED IN THIS UNIT:

Expectations from Darien High School's Mission Statement:
Academic 1. Read actively and critically for a variety of purposes.
Academic 6. Reason effectively and solve problems.

Darien LRIT Standards: Standard # 5- Students will use appropriate techniques to effectively communicate ideas, information or conclusions.
Standard #6 – Students will reflect upon and evaluate the effectiveness of their own performance.

State Standards:
LRIT 5 – Students will use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.

Vocabulary:
Key light
Barn doors
Gels
Scoop
Light meter
Reflector
Diffusers
Spot light
Back lighting
Flood light
Natural light
Flags
Contrast
Fill light
Gaffer

Kelvin scale
Flags
Lux
Fresnel
Incandescent
Halogen
Flourescent
White balance
Foot candles
Diffusion

CAREER AWARENESS: Lighting designer, gaffer, key grip, best boy

ACTIVITIES:

Students will videotape segments using natural light, 3-point lighting, reflected light, diffused light, etc.

ASSESSMENT:

Video quiz
Vocabulary quiz
Practical lab assessment

	Emergent	**Developing**	**Capable**	**Experienced**
Lighting	Lighting has major flaws	Lighting is not always adequate or sometimes distracting	Adequately illuminates most aspects of the news production	Professionally illuminates all aspects of the news production

RESOURCES:
Loehr, Michael. "Reflecting on Reflectors." *The Computer Videomaker*. 778.59 COM p. 143.
Nulph, Robert. " The Power of Three Point Lighting." *The Computer Videomaker*. 778.59
        COM p. 150
Ohio, Denise. "Chapter 19: The DV Camera." *Five Essential Steps in Digital Video*.
        778.59 OHI.
- - -. "Chapter 20: Lighting for DV." *Five Essential Steps in Digital Video*. 778.59
        OHI.
Stinson, Jim. "Chapter 12: Lighting Design." *Video Communication & Production*.
        778.59 STI.
Utz, Peter. "Chapter 9: Lighting." *Today's Video: Equipment, Setup, and Production*.
        778.59 UTZ.

Unit 4 – News Gathering: Ethics, Interviews, Presentation Techniques

Essential Question 1. Why is it important to recognize and eliminate bias in reporting?
Essential Question 2. How does an effective news story create viewer interest?
Essential Question 3. How can visual language affect the perception of the viewer?

CONTENT KNOWLEDGE OBJECTIVES:
Initial Understanding: Students will understand how camera angles, lighting and character placement affect the perception of a story, and will understand the ethics of electronic reporting.
Developing an interpretation: Students will understand the implications of media ownership and FCC regulations as they relate to impartial dissemination of the news.
Making connections: Students will recognize biased reporting and articulate elements of bias. Students will be able to write and present an unbiased story.
Taking a Critical Stance: Students will gather news and compose video presentations which apply the elements of effective news gathering to communicate a point of view. They will demonstrate understanding of the relationship between form and meaning using video projects.

STANDARDS ADDRESSED IN THIS UNIT:
Expectations from Darien High School's Mission Statement:
>   Academic 1. Read actively and critically for a variety of purposes.
>   Academic 2. Write effectively.
>   Academic 4. Listen actively and critically.
>   Academic 5. Access and evaluate multi-media and print information efficiently and critically.
>   Academic 6. Reason effectively and solve problems.
>   Academic 7. Demonstrate the skills and real-world contextual knowledge to meet the demands of a changing world.
>   Academic 8. Analyze problems from multiple perspectives by understanding past and present cultures.
>   Social 4- Demonstrates self-confidence by setting challenging and appropriate goals and working towards them
>   Civic 2 – Demonstrates mutual respect for all members of the school and town community
>   Civic 6 – Participates in the democratic process.
>   Ethical 1- Acts responsibly and respectfully toward him/herself and others.
>   Ethical 2. Follows the established rules, guidelines and laws of the school community.
>   Ethical 3. Explores, discusses and questions the moral issues that arise within the context of his/her day.
>   Ethical 4. Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

State Standards:
 LRIT 5 – Students will use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.

National Standards:
Standard 7 – The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society

Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9- The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

Vocabulary:
Propaganda
Bias

Activities: Students will view biased news, documentaries and discern elements of bias.
Students will prepare and conduct interviews.
Students will develop a Public Service Announcement demonstrating a strong point of view, i.e. MADD, anti-smoking, etc. – or -- students may develop a political campaign spot.

Assessment:

Quizzes
Journal prompts
Interview
Projects will be approved and assessed according to the following criteria:
Creativity
Scope
Purpose
Planning
Production skills
Value to community

Interviewing Techniques Rubric

Skill:	Experienced:	Capable:	Developing:	Emergent:	Comments:
Purpose/relevance	Has a strong, meaningful, and timely value to community.	Has apparent value to community.	Has little value to community.	Has no value to community.	
Sequence of questions	Displays extensive planning, creative expression and probing insight.	Displays planning, logical expression and some insight.	Displays little planning, sometimes awkward expression, and little insight.	Displays poor or no planning, poor expression and no insight.	

On-camera presence, interviewing techniques: eye contact, listening skills, appearance, follow-up questions, articulation.	Has strong presence, maintains constant eye contact, displays careful listening skills, professional appearance, articulate, insightful follow-up questions.	Has adequate presence, uses good eye contact, listens, has neat appearance, clearly asks meaningful follow up questions.	Has some presence, some eye contact, listens most of the time, dresses in appropriately, asks obvious follow up questions.	Lacks camera presence, fails to maintain eye contact, appears uninterested in interviewees answers, little or no follow up.	
Camera skills	See Camera rubric from Unit 1				
Audio	Audio is recorded at broadcast levels, no distracting noises, uses ambient sound when appropriate.	Audio is recorded at adequate levels, with minimum distractions.	Audio has some volume problems and some distracting noises.	Audio is inadequate, with too little volume and too many distracting noises.	
Lighting	Professionally illuminates all aspects of the news production.	Adequately illuminates most aspects of the news production.	Lighting is not always adequate or sometimes distracting.	Lighting has major flaws.	
See Group Work Rubric if applicable					

Resources : *Triumph of the Will* VID 791.43 TRI
Atomic Café VID 791.4372 ATO
Reefer Madness VID 791.4353 REE
Utz, Peter. *Today's Video.* "Shooting Sports Events." p. 226-227
From *The Computer Video Maker Handbook* (778.59 COM):
    Welton, David. "Looking Good: Makeup and Clothing Tips for Video." p. 197
    Ensanian, Armand. "Adventures in Sound Editing." p. 251
    ----. "In the Audible Mood." p. 256
Taped interviews, news spots from various media outlets

UNIT 5 – ELECTRONIC FIELD PRODUCTION

Essential Question : How can a competent news team effectively develop and communicate a news story?

CONTENT KNOWLEDGE OBJECTIVES:
Initial understanding: Students will understand the roles of camera operators, audio technicians, special effects and titling technician, digital video technician and on-air talent.
Developing an interpretation : Students will demonstrate roles of the production team positions by performing cooperatively and respectfully in producing news stories, recognizing the interdependence of the team members, and making effective decisions in the field.
Making connections: Students will be able to dissect and identify roles of Electronic News Gathering (ENG) in television news broadcasts.
Taking a Critical Stance: Students will produce news stories by evaluating the merits of potential stories and by communicating appropriate meaning through the video medium.

STANDARDS ADDRESSED IN THIS UNIT:
Expectations from Darien High School's Mission Statement:
Academic 4. Listen actively and critically.
Academic 6. Reason effectively and solve problems.
Academic 7. Demonstrate the skills and real-world contextual knowledge to meet the demands of a changing world.

Social 1- Develops positive interpersonal skills
Social 5 – Participates effectively and efficiently in groups to pursue and generate information

Ethical 1- Acts responsibly towards him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

Darien LRIT Standards:
Standard #5 – Students will use appropriate techniques to effectively communicate ideas, information or conclusions
Standard #6 – Students will reflect upon and evaluate the effectiveness of their own performance

National Standards:
Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology
Standard 9 - The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

Activities:

Students will gather news stories in the field to be considered for broadcast to the school
community. Decisions in the field are ultimately based on the capacity and functionality
of the equipment, available lighting, ambient sound and available talent. The producer
and assistant will be responsible for making judgments about shooting. Equipment
operators will be responsible for solving technological issues off-line so as not to
compromise the quality of the production.
Students will edit and evaluate their news stories according to broadcast quality news standards.

Assessment: See Rubric for Video news production Unit 2

Resources:
Possible Field Trip to Channel 12
http://www.columbia-academy.com/VID@Text.html

Teacher Handouts

UNIT 6 – WRITING FOR VISUAL MEDIA

Essential Questions :
How can a point of view affect or change a viewer's perception of an issue?
How is writing for the visual media different from writing for print media (electronic journalism)?

CONTENT KNOWLEDGE OBJECTIVES:
Initial Understanding: Students will examine news stories and determine point of view.
Developing an Interpretation: Students will adopt a news story by retelling it from a different point of view.
Taking a Critical Stance: Students will prepare scripts and copy that illustrate an ability to be critical observers and thinkers.

STANDARDS ADDRESSED IN THIS UNIT:
Expectations from Darien High School's Mission Statement:
Academic 1- Reads actively and critically for a variety of purposes
Academic 2- Writes effectively
Academic 5 – Views multi-media materials actively and critically
Academic 6- Reasons effectively and solves problems
Civic 2 – Demonstrates mutual respect for all members of the school and town community
Social 1- Develops positive interpersonal skills
Social 5 – Participates effectively and efficiently in groups to pursue and generate information
Ethical 1- Acts responsibly towards him/herself and others
Ethical 2 – Follows the established rules, guidelines and laws of the school community
Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

Darien LRIT Standards:

Standard # 4 - Students will evaluate information critically and competently.

Standard #5 – Students will use appropriate techniques to effectively communicate ideas, information or conclusions

Standard #6 – Students will reflect upon and evaluate the effectiveness of their own performance
Standard # 7 - Students will use information resources responsibly, legally and ethically.

State Standards:
LRIT #4- Students will apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information
LRIT #5- Students will use appropriate technologies to create written, visual, oral and multi-media to communicate ideas, information or conclusions to others
LRIT #6- Students will evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem solving and communication
LRIT #7 - Students will demonstrate the responsible and legal use of information resources, computers and other technologies, recognizing the attendant social, economic and ethical issues.

Activities:
1. Review of journalism techniques– who, what, when, where, why, how
2. Analysis of video news – stand up, feature clips, national broadcast, cable, local cable
3. Editing TV News
   Students will take a video news clip and using the same material, reconstruct the story from another point of view.
4. Project of their choice with the permission of the instructor.
   Sample projects may include:
   Sports videos
   Music videos
   Plays
   Feature news spot
   Demonstrations
   Documentaries
   Speaker series
   Panel Discussions
   Oral History

Vocabulary:

Gatekeeping
Inverted pyramid
Advance story
Feature
5 W's
Libel
Defamation
Sources
Plagiarism
Breaking stories
By-lines
Editorial

ASSESSMENT:
Quizes, Project rubrics

Rubric for News Reconstruction

Skill	Emergent	Developing	Capable	Experience
Understanding	Student displays a lack of understanding of point of view.	Student displays a limited understanding of point of view.	Student displays a good understanding of point of view.	Student displays a depth of insight of point of view.

Reasoning/problem solving	Student rarely identifies effective strategies toward problem resolution.	Student sometimes identifies effective strategies toward problem resolution.	Student identifies effective strategies toward problem resolution.	Student clearly and efficiently identifies strategies toward problem resolution.
Logic/organization	Student show a lack of organization and very poor transitions.	Student shows limited organization, weak transitions.	Student produces a well-organized piece with introduction, body with sufficient details, good transitions, and conclusion.	Student uses an engaging introduction, logically ordered story, remains sharply focused, with fluent transitions and a satisfying conclusion.
Technical Quality	Student shows limited skill with video techniques including camera work, audio difficulties, awkward editing, poor on camera presence.	Student displays some problems with video techniques including camera, audio editing, titling on camera presence.	Student displays video techniques with few flaws including camera, audio, editing, titling, on camera presence.	Student display expert video techniques including camera, audio, editing, titling, on camera presence.

Learning Resources-

Teacher Handouts
Off-Air Video Clips
http://fox61.trb.com/community/news/studentnews/
Between the Lines: Interactive Projects for Multimedia Production by Neil Anderson and John
        Pungente (See Appendix)
"Tips on How to Write a Public Service Announcement."
        <http://vt/essortment.com/tiphowtowrite_rjbk.htm >(15 August 2004).
"How to Write Public Service Announcents." PRW Newsletter. 17 October 2001.
        http://www.press-release-writing.com/newsletters/t54-psa.htm (15 August 2004).

Sample PSAs: http://www.thomasandrewfilms.com/work.html
http://ali.apple.com/ali_sites/ali/new_high.html
http://www.mediacampaign.org/mg/television.html
http://www.drugabuse/gpve/drugpages/PSAHome.html

Unit 7 - Advanced technologies – Chroma key, editing software, special effects, audio mixing, video streaming

Essential Question - How do advanced video technologies contribute to the success of a video production?

CONTENT KNOWLEDGE OBJECTIVES:

Initial Understanding - Students will understand the technical background, be able read technical manuals for advanced technologies including chroma key, special effects, audio mixing and video streaming.

Developing an Interpretation- Students will demonstrate their knowledge of specific advanced video technologies to enhance a production.

Making Connections – Students will be able to recognize the use of advanced technologies in broadcast productions.

Taking a Critical Stance – Students will apply advanced vide production techniques in order to apply their understanding of the construction of video in the communication of meaning.

STANDARDS ADDRESSED IN THIS UNIT:
Expectations from Darien High School's Mission Statement:

Academic 1- Reads actively and critically for a variety of purposes.

Academic 5 – Views multi-media materials actively and critically.

Social 1- Develops positive interpersonal skills.

Social 5 – Participates effectively and efficiently in groups to pursue and generate information

Ethical 1- Acts responsibly towards him/herself and others.

Ethical 2 – Follows the established rules, guidelines and laws of the school community.

Ethical 4 – Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

Darien Standards:

STANDARD # 4-
     Students will evaluate information critically and competently.

Standard #5 – Students will use appropriate techniques to effectively communicate ideas, information or conclusions.

Standard #6 – Students will reflect upon and evaluate the effectiveness of their own performance.

STANDARD # 7
     Students will use information resources responsibly, legally and ethically.

State Standards:

LRIT #4- Students will apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information
LRIT #5- Students will use appropriate technologies to create written, visual, oral and multi-media to communicate ideas, information or conclusions to others
LRIT #6- Students will evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem solving and communication
LRIT #7 - Students will demonstrate the responsible and legal use of information resources,

Activities-

1. In pairs, students will produce a 1-minute video which adheres to educational access broadcast standards demonstrating at least five special effects with titles and an imported audio clip.
2. In pairs, students will produce a 30-second news/weather spot which adheres to educational access broadcast standards using chroma key.
3. In pairs, students will put one of the above video projects on the internet.

Vocabulary-

Refer to extensive list of terminology from the equipment manuals.

Assessment-

Quizzes
Self and peer assessment using evaluation checklist – see below.

SELF AND PEER ASSESSMENT CHECKLIST

Name(s):

Title:

Advanced Technologies Evaluation Rubric

    I.   **Checklist of Requirements:**

         _____ **Tape Labeled**
         _____ **At least 3 Seconds of Black at Start of Video**
         _____ **At least 10 seconds Black at End of Video**
         _____ **Timing (58-60 seconds, 1:28-1:30, etc)**
         _____ **Video Streaming**

II. Technical Aspects:

Audio:

Quality and clarity:	1	2	3	4	5
Use of appropriate imported audio clip which assists in telling the story	1	2	3	4	5

Comments:

Video:

Tracking and Clarity	1	2	3	4	5
Smoothness of Camera Operation	1	2	3	4	5
Focusing (Manual or Auto)	1	2	3	4	5
White Balance	1	2	3	4	5
Lighting	1	2	3	4	5

Evaluate the following according to meeting the required element, and demonstration of creativity and degree of expertise:

Special Effects	1	2	3	4	5
Chroma Key	1	2	3	4	5
Titling	1	2	3	4	5

Comments:

III. Overall Effectiveness:

Intended Purpose:

To what extent does the production serve its intended purpose?	1	2	3	4	5

Creativity:

To what extent do the creative/ artistic elements add to the success of the production as a whole?	1	2	3	4	5

Learning Resources:

Equipment Manuals:

Chapter 11. *Today's Video: Equipment, Setup and Production.*

Ensanian, Armand. "Adventures in Sound Editing." *The Computer Videomaker Handbook*.
    778.59 COM
McCleskey, Joe. "Putting MPEGs on Your Home Page." *The Computer Videomaker*
    Handbook. 778.59 COM
Muratore, Stephen. " 8 Steps to Streaming." ." *The Computer Videomaker Handbook*. 778.59
    COM

Audio
Borgatti, Robert. "It's Your Move." The Computer Videomaker Handbook. 778.59
    COM.

Ensanian, Armand. "Adventures in Sound Editing." The Computer Videomaker
    Handbook. 778.59 COM.

- - -. "In the Audible Mood." The Computer Videomaker Handbook. 778.59 COM.

Ohio, Denise. "Chapter 23: Capturing the Sound." Five Essential Steps in Digital
    Video. 778.59 OHI.

Stinson, Jim. "Chapter 14: Recording Audio." Video Communication & Production.
    778.59 STI.

Utz, Peter. "Chapter 10: The Microphone." Today's Video: Equipment, Setup, and
    Production. 778.59 UTZ.

Internet Video:
McCleskey, Joe. "Put MPEGs on your Home Page. The Computer Videomaker. 778.59 COM

Lemm, Larry. "Why and How Would I Get a Streaming Server?" The Computer Videomaker.
    778.59 COM
----. "Internet Video: From Camcorder to Computer to the World." The Computer Videomaker.
    778.59 COM
Muratore, Stephen. " Eight Steps to Streaming." The Computer Videomaker. 778.59 COM

Chroma Key:
Ohio, Denise. "Greenscreen." Five Essential Steps in Digital Video. 778.59 OHI.

Utz, Peter. "Chapter 11: Camera Switchers and Special Effects." Today's Video: Equipment,
Setup, and Production. 778.59 UTZ.

SECTION III – SUMMARY OF RELATED GOALS AND STANDARDS

Darien High School Mission and Expectations

The mission of Darien High School is to nurture the mind, body, and spirit of each member of the school community and to encourage the development of all students as reflective thinkers who strive for excellence in their lives. In a rigorous intellectual environment students will develop the skills, values and integrity that will prepare them to become citizens with a commitment to lifelong learning and to lives of vision and consequence in the 21st century.

ACADEMIC EXPECTATIONS

Across content areas and in a variety of ways the DHS student will:

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Speak effectively.
4. Listen actively and critically.
5. Access and evaluate multi-media and print information efficiently and critically.
6. Reason effectively and solve problems.
7. Demonstrate the skills and real-world contextual knowledge to meet the demands of a changing world.
8. Analyze problems from multiple perspectives by understanding past and present cultures.
9. Engage in intellectual and cultural activities with people from other communities and cultures.
10. Understand individual learning styles and apply them to his/her learning experiences.

In addition the DHS student will:

11. Create, perform and respond utilizing aesthetic concepts in at least one of the fine and/or performing arts.
12. Demonstrate an understanding of the concepts of wellness.

SOCIAL EXPECTATIONS: The DHS student:

1. Develops positive interpersonal skills.

2. Demonstrates self-advocacy.

3. **Demonstrates emotional maturity by seeking support and responding constructively without violence, intimidation and aggression.**

4. **Demonstrates self-confidence by setting challenging and appropriate goals, and working towards them.**

5. **Participates effectively and efficiently in groups to pursue and generate information.**

CIVIC EXPECTATIONS: The DHS student:

1. **Develops a healthy sense of self-worth and the worth of others.**

2. **Demonstrates mutual respect for all members of the school and town community.**

3. **Interacts with and values people of other towns, countries and cultures.**

4. **Understands the human impact on the environment.**

5. **Has the opportunity to volunteer for community service.**

6. **Participates in the democratic process.**

ETHICAL EXPECTATIONS: The DHS student:

1. **Acts responsibly and respectfully toward him/herself and others.**

2. **Follows the established rules, guidelines and laws of the school community.**

3. **Explores, discusses and questions the moral issues that arise within the context of his/her day.**

4. **Demonstrates sensitivity to, and respect for, the perspectives, opinions, needs and customs of others**.

Darien Public Schools LRIT Standards
STANDARD # 4
>   Students will evaluate information critically and competently.

STANDARD # 5
   Students will use appropriate techniques to effectively communicate ideas, information or conclusions.

STANDARD # 6
   Students will reflect upon and evaluate the effectiveness of their own performance

STANDARD # 7
   Students will use information resources responsibly, legally and ethically**.**

The Connecticut Framework: K12 Curricular Goals and Standards

LRIT #4- Students will apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information
LRIT #5- Students will use appropriate technologies to create written, visual, oral and multi-media to communicate ideas, information or conclusions to others
LRIT #6- Students will evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem solving and communication
LRIT #7 - Students will demonstrate the responsible and legal use of information resources, computers and other technologies, recognizing the attendant social, economic and ethical issues.
Tech Ed #7- Students will understand and be able to effectively apply physical, graphic, and electronic communications techniques in processing, transmitting, receiving, and organizing information

National Standards – Information Power – Standards of the American Association of School Librarians

Standard 7 – The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society
Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
Standard 9- The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

SECTION IV –LEARNING RESOURCES

SUPPLEMENTAL RESOURCES IN THE DHS LIBRARY:

VIDEOS
Broadcast Television Industry VID 384.55 BRO
Cable TV Industry and Beyond VID 384.55 CAB
TV News Gathering and Reporting VID 384.55 TV
Fox 61 Student News Program Overview
*Fox 61 Student News: How to Gather the News and the Top 10 reasons why your video didn't
    get aired*
The Great Debates: John F. Kennedy vs. Richard Nixon VID 973.922

PRINT
Equipment Manuals
*Videomake*r (periodical)
The Computer Video Handbook 778.59 COM
Firewire Filmaking 791.45 SMI
Video Communication and Production 385.558 STI
Making Documentaries and Reality Videos 778.599 HAM
Editing Digital Film 778.535 FOW
Today's Video : Equipment, Setup and Production 778.595
Deciding What's News: A Study of CBS Evening News, NBC Nightly...070.430973 GANS

WEB SITES
Videomaker clips http://www.videomaker.com/handbook
Digital Video Production – Production positions –
    http://www.columbia-academy.com/VID2TEXT.html
Between the Lines: Interactive Projects for Multimedia Production
    http://www.medialit.org/
Apple Learning Exchange http://ali.apple.com/ali_sites/ali/new_high.html

APPENDICES