

# **ADVANCED**

# **Television Production**

**Prepared by:** Lisa Hayne

***Superintendent of Schools:***

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on  
July 19, 2022

Born On Date July 18, 2022

## Advanced Television Production

This in-depth course is for students who enjoyed Broadcasting Field Production & Broadcasting Studio Production and who wish to continue studying media arts. This course will give students a real world experience by allowing them to produce professional pieces for broadcast on local access programming. A variety of projects challenge students to think of creative and exploratory ways to use the media of television. This course is repetitive in nature for the purpose of practice, reflection and improvement.

### Suggested Course Sequence\*:

UNIT 1: Reviewing the Basics - TV Production Process, Terminology, Framing Composition and Shot Types and Camera Motion

UNIT 2: Broadcast Quality - Openings, Credits, Music, Keys, Graphics, Transitions, Jump Cuts, B-Roll, Interviews (Ongoing)

UNIT 3: Show Production - Good Morning Midland Park, The List, Weather/Sports Schedule, Fall Play Video/Sound elements, Profile Package, Entertainment Segment, Sports Report, Sports/News/Entertainment Packages, Interview Show and Parody/Recreation of an existing television show. (Ongoing) UNIT 4: Review, Critique and Revamp - Shows and/or Specific Elements (Ongoing)

Prerequisite: Broadcasting: Field Production and Broadcasting: Studio Production

### Content Area: Broadcasting: Adv. TV Production

#### Unit Title: Reviewing the Basics

#### Grade Level: 10-12

**Core Ideas:** Students will review basic production skills previously learned in Broadcasting: Studio Production and Broadcasting: Field Production. We will focus on shot composition and framing, post-production, script writing, and studio show production.

UNIT #1 - STANDARDS
<b>Standards</b> (Content and Technology): Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12
<b>Statement:</b> The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
<b>Performance Expectations (NJSLS):</b>

1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions. 1.2.12adv.Cr1b: Fluently integrated a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

1.2.12adv.Cr2a: Fluently integrated a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts

1.2.12adv.Pr4a: Synthesize various arts, media arts forms and academic content into unified media arts.

1.2.12adv.Pr5a: Employed artistic, design, technical, and soft skills in managing and producing media artworks. 1.2.12adv.Pr5b: Fluently employs mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.

1.2.12adv.Pr5c: Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.

1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.

1.2.12adv.Pr6b: Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.

#### **Career Readiness, Life Literacies, and Key Skills:**

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.

NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.

NJSLS 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

NJSLS 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

NJSLS 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. NJSLS 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

NJSLS 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

#### **Computer Science and Design Thinking:**

NJSLS.8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

NJSLS 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. NJSLS 8.2.12.NT.2: Redesign an existing product to improve form or function.

#### **Intercultural Statements (Amistad, Holocaust, LGBT, etc...):**

View and discuss contributions of African-Americans to the broadcast industry. View and discuss the Holocaust as depicted and perceived via broadcast/propaganda. View and discuss LGBTQ challenges as depicted in television. Broadcast professionals to consider are Edward R. Murrow, Harold Dow, Oprah Winfrey and Ellen DeGeneres.

#### **Anchor/Companion Standards:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.W6. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLS.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Interdisciplinary Connections:** Previous production courses, teamwork, technology and communication. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Unit Essential Question(s):**

- **Why is it important to know the proper techniques used in television production?**

**Unit Enduring Understandings:**

- Effective communication is the basis for all visual media. • Audience manipulation requires a skilled and knowledgeable director.
- There are many tools at your disposal.

**Unit Learning Targets/Objectives:**

*Students will...*

- Review the TV Production Process, Industry Terminology and the Art of Cinematography.

**Evidence of Learning**

**Formative Assessments:** Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric

**Summative/Benchmark Assessments):** Project based

**Resources/Materials** (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
The Basics: The Production Process, Terminology, & Cinematography	Review the phases and elements of a production. Review the language of video and film. Review framing, composition and shot types and camera movement.	1 Week

Post Production	Review Editing Techniques	2 Days
Studio Production	Review Equipment/Positions/ Scripts/Show Flow	3 Days
<b>Teacher Notes:</b>		
<b>Additional Resources:</b> Zettl TV Production		

### **Differentiation/Modification Strategies**

#### **Students with Disabilities**

- Consult IEP
- alternative pacing of unit, reduce amount of work required, provide written and oral instruction

#### **English Language Learners**

- Consult Student's ELL Plan
- allow errors in writing, accept writing in first language, allow extended time for project completion

#### **At-Risk Students:**

- allow extended time for project completion, provide hands-on activities, accept participation at any level

#### **504 Students**

- Consult 504 Plan

#### **Gifted and Talented Students:**

- Consult with G & T Teacher
- allow for peer-to-peer instruction, provide leadership positions in group context

### **Content Area: Broadcasting: Adv. TV Production**

#### **Unit Title: Ready for Air**

#### **Grade Level: 10-12**

**Core Ideas:** Students will view and discuss the elements that make a piece look professional and ready for air. Students will become more adept at producing detailed work.

<b>UNIT #2 - STANDARDS</b>
<b>Standards</b> (Content and Technology): Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12
<b>Statement:</b> The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
<b>Performance Expectations (NJSLs):</b>

1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions. 1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.

1.2.12adv.Cr2a: Fluently integrate a sophisticated personal aesthetic for media arts productions.

1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.

1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts

1.2.12adv.Pr4a: Synthesize various arts, media arts forms and academic content into unified media arts.

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1.2.12adv.Pr5c: Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.

1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.

1.2.12adv.Pr6b: Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.

#### **Career Readiness, Life Literacies, and Key Skills:**

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.

NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.

NJSLS 9.4.12.Ci.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

NJSLS 9.4.12.Ci.2: Identify career pathways that highlight personal talents, skills, and abilities.

NJSLS 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. NJSLS 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

NJSLS 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

#### **Computer Science and Design Thinking:**

NJSLS.8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

NJSLS 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. NJSLS 8.2.12.NT.2: Redesign an existing product to improve form or function.

#### **Intercultural Statements (Amistad, Holocaust, LGBT, etc...):**

View and discuss contributions of African-Americans to the broadcast industry. View and discuss the Holocaust as depicted and perceived via broadcast/propaganda. View and discuss LGBTQ challenges as depicted in television. Broadcast professionals to consider are Edward R. Murrow, Harold Dow, Oprah Winfrey and Ellen DeGeneres.

#### **Anchor/Companion Standards:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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NJSLS.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Interdisciplinary Connections:** Previous production courses, teamwork, technology and communication. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Unit Essential Question(s):**

- What separates the professionals and the at home enthusiast (amateur)?

**Unit Enduring Understandings:**

- The concept of "good enough" does not go over well in a professional environment.
- The untrained eye might not know why they think one piece looks better than another but as a budding professional it is important to know these specifics.
- Stronger pieces equals a more critical eye for the details.

**Unit Learning Targets/Objectives:**

*Students will...*

- Review good and bad examples of the following production elements: Openings, Credits, Music, Keys, Graphics, Transitions, Jump Cuts, B-Roll, Interviews
- Students will create and use these in their productions throughout the year

**Evidence of Learning**

**Formative Assessments:** Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric

**Summative/Benchmark Assessments):** Project-based

**Resources/Materials:** Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
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Ready for Air Show Elements	View examples of good and bad production elements. Students will analyze what specifically is good or bad and	Ongoing
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	emulate and/or recreate those elements for their own projects.	
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**Teacher Notes:**

**Additional Resources**

Zettl TV Production

**Differentiation/Modification Strategies**

**Students with Disabilities**

- Consult IEP
- alternative pacing of unit, reduce amount of work required, provide written and oral instruction

**English Language Learners**

- Consult Student's ELL Plan
- allow errors in writing, accept writing in first language, allow extended time for project completion

**At-Risk Students:**

- allow extended time for project completion, provide hands-on activities, accept participation at any level

**504 Students**

- Consult 504 Plan

**Gifted and Talented Students:**

- Consult with G & T Teacher
- allow for peer-to-peer instruction, provide leadership positions in group context

**Content Area: Broadcasting: Adv. TV Production**

**Unit Title: Show Productions**

**Grade Level: 10-12**

**Core Ideas:** Students will create a variety of professional and ready for air programs for the local access station and for homeroom broadcasts.

**UNIT #3 - STANDARDS**

**Standards** (Content and Technology): Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

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**Career Readiness, Life Literacies, and Key Skills:**

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.

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**Intercultural Statements (Amistad, Holocaust, LGBT, etc...):**

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NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Unit Essential Question(s):**

- How do I produce different show formats? • How and when should I use costumes, props and make-up in my production?
- How many takes do I need?
- Is my pre-production work thorough enough for production day?
- What can I do in post production that unifies or brands my show from start to finish?

**Unit Enduring Understandings:**

- Stronger pieces equals a more critical eye for the details. • When a plan goes awry you must find a suitable solution. • Think for the edit.

**Unit Learning Targets/Objectives:**

*Students will...*

- Students will write, produce, direct and edit a variety of original productions throughout the year.

**Evidence of Learning**

**Formative Assessments:** Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric

**Summative/Benchmark Assessments):** project-based

**Resources/Materials:** Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
The Projects	View examples of past	Ongoing

	programming.	
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	Students will brainstorm ideas, write scripts, film, perform, direct and edit projects that are “airable”.	
<b>Teacher Notes:</b>		
<b>Additional Resources</b> Zettl TV Production		

### **Differentiation/Modification Strategies**

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### **Content Area: Broadcasting: Adv. TV Production**

#### **Unit Title: Review, Critique, Revamp**

#### **Grade Level: 10-12**

**Core Ideas:** Students will analyze their work and make changes to raise the bar of their own expectations.

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**Unit Essential Question(s):**

- What was my last production lacking? What elements were weak? If I had the opportunity to redo it what would I change?

**Unit Enduring Understandings:**

- Stronger pieces equals a more critical eye for the details.
- Reviewing your work and considering feedback is just as important as the idea, pre-production, filming and editing.
- Practicing reflection leads to insight.

**Unit Learning Targets/Objectives:**

*Students will...*

- Students will review, consider and offer constructive feedback on all projects produced in the class.

**Evidence of Learningg**

**Formative Assessments:** Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric

**Summative/Benchmark Assessments):** Project-based

**Resources/Materials:** Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
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Review, Critique and Revamp	Students will: View all projects produced. Take note of both positive and negative aspects of each. Share their opinions with the class. Reflect on their own projects and consider what they could do to improve it if given the chance.	Ongoing
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<b>Teacher Notes:</b>
<b>Additional Resources</b> TV Production Zettl