



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

TV Workshop

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*Approved by the Midland Park Board of Education on
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CCCS born on 9/2012

Addendum 5/2016

NJSLS born on 8/2017

Television Workshop Curriculum Overview

This course is designed to teach the fundamentals of Television Production from developing and organizing ideas, to scripting and planning productions, through the rehearsal process, filming and post-production work. This is a collaborative course, requiring you to work with other people at all times. Sometimes you will be in charge, communicating your needs and ideas to others; sometimes you will be on a crew, executing the directions of others.

Students will have ample opportunities to learn all the aspects of production through activities, short readings, class discussion and projects in class. Skills such as clear and concise writing, shot composition, camera technique and practical interaction with others will be stressed.

Suggested Course Sequence*:

1. Unit 1 - Basic TV Production Process and Terminology, Framing Composition/Shot Types/Camera Movement, Equipment Operation/Demonstration/ Labs - 3 Weeks
2. Unit 2 - Scriptwriting - MPHS Commercial/Promo – 2 Weeks
3. Unit 3 - Editing with Adobe Premiere or Final Cut– 4 Weeks (ongoing)
4. Unit 4 - Music Video – 2 Weeks

Content Area: Television Production	
Unit Title: Unit 1 - Introduction to Television Production	
Grade Level: 7 -10	
Unit Summary: Introduction to Basic TV Production Process and Terminology, Equipment Operation and Framing & Composition Interdisciplinary Connections: Organizational process 21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS. 8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
NJSLS.9.3.12.A R JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.A R JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
NJSLS.9.3.12.A R AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.A R AV	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.A R AV.3	Demonstrate technical support skills for audio, video and/or film production.

Unit Essential Question(s): <ul style="list-style-type: none">• What are you watching and why?• What do you need to do to properly produce a video?• How do you properly use the camera equipment?• How do you properly frame shots?	Unit Enduring Understandings: <ul style="list-style-type: none">• The process of production• Necessary elements of production• Productions are targeted specifically to potential consumers• Identify and properly use equipment• Identify various shots and the emotional justification of their shot selection.	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">• Assess their viewing habits• Discuss commercials and networks• Learn the phases of production & the elements needed to produce a broadcast video.• Set up and correctly operate equipment.• Identify shots and properly compose the subject/environment within the frame.		
Formative Assessments: Quizzes		
Summative/Benchmark Assessment(s): N/A		
Resources/Materials (copy hyperlinks for digital resources): Computers, Internet Access, Google Docs, Projector, Camera, Tripods, Dollies, Sd Cards, Documents (handouts/Google Classroom)		
Modifications: <ul style="list-style-type: none">• Special Education Students<ul style="list-style-type: none">- Allow errors- Rephrase questions, directions, and explanations- Allow extended time to answer questions, and permit drawing, as an explanation- Accept participation at any level, even one word- Consult with Case Managers and follow IEP accommodations/modifications• English Language Learners<ul style="list-style-type: none">- Assign a buddy, same language or English speaking- Allow errors in speaking- Rephrase questions, directions, and explanations- Allow extended time to answer questions- Accept participation at any level, even one word	<ul style="list-style-type: none">• At-Risk Students<ul style="list-style-type: none">- Provide extended time to complete tasks- Consult with Guidance Counselors and follow I&RS procedures/action plans- Consult with classroom teacher(s) for specific behavior interventions- Provide rewards as necessary• Gifted and Talented Students<ul style="list-style-type: none">- Provide extension activities- Build on students' intrinsic motivations- Consult with parents to accommodate students' interests in completing tasks at their level of engagement	
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)

Midland Park Public Schools

Viewing Habits	Task students with identifying their viewing habits. Discuss television consumerism/commercials, networks and air time.	1-2 Days
Phases of Production	Encourage students to breakdown the production process and think about the elements needed to produce a show.	1-2 Days
Film Composition & Framing	Show students proper framing of a subject. Discuss rules and techniques. Discuss the emotional justification of various angles and the purpose of different shots to the storyline.	1 Week
Camera Equipment	Demonstrate how to use equipment. Define the parts of each piece of equipment and how to use it. Discuss camera movement. Hands-on lab to follow.	1 week
Review	Assess student understanding of material	1 Day
Teacher Notes: Additional Resources Click links below to access additional resources used to design this unit:		

Content Area: Television Production	
Unit Title: Unit 2 - Scriptwriting - Commercial Promo	
Grade Level: 7-10	
Unit Summary: Scriptwriting for different target audiences Interdisciplinary Connections: Writing skills, Marketing 21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
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NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.

NJSLS.9.3.12.A. R JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
Unit Essential Question(s): <ul style="list-style-type: none"> • How can you use your knowledge of target audiences to create an effective commercial? • How can you incorporate your prior knowledge of shot types into a commercial script? • What types of commercials and selling techniques could you use to persuade your target audience. 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Effectively and persuasively communicate a message in a condensed time frame using a visual medium. • Use prior knowledge of film composition & framing, camera operation and movement to convey a story.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • List different types of commercials and techniques used to sell a product • Brainstorm ideas • Write a split column script • Film 	
Formative Assessments: Script & Filming Summative/Benchmark Assessment(s): Resources/Materials (copy hyperlinks for digital resources): Notes and handouts, Google Docs, Internet Access, printer, cameras, sd cards, tripods, dollies	

Modifications:

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- At-Risk Students
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 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Commercial Sell	Students should consider different commercials and the techniques used to convince the audience to buy a product.	1 Day
Brainstorm	Have students work collaboratively to brainstorm ideas.	1 Day
Conference	Discuss ideas with me and consider the benefits or challenges of each. Choose one idea to pursue.	1 Day
Writing Lab	Students will write a split column script depicting their commercial idea. Design a storyboard to assist in visual thinking.	2 Days

Filming	Students will film scenes for their commercial using the script as a guide.	1 Week
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit.		

Content Area: Television Production	
Unit Title: Unit 3 - Editing	
Grade Level: 7-10	
Unit Summary: Editing using an industry standard program.	
Interdisciplinary Connections: Technology	
21st Century Themes and Skills:	
NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.

NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film production.
Standards (Content and Technology):	
CPI#: NJSLS.8.1.P.C .1	Statement: Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.
Unit Essential Question(s): <ul style="list-style-type: none"> What elements do you need to create a complete commercial production? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Assemble and layer video, music, titles and special efx.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Upload footage Create a project Convert files Import media Assemble clips Layer tracks <ul style="list-style-type: none"> Export file 	

Formative Assessments: Edited Project - Rubric**Summative/Benchmark Assessment(s):**

Resources/Materials (copy hyperlinks for digital resources): **Computers equipped with professional editing program, internet access, SD cards, Google Drive**

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to Editing	Guide students as they create a project in the edit program and upload/import original footage from the SD Card.	1 Day
Workspace/Editing in the Timeline	Explain workspaces and organization of media. Guide students as they assemble clips in order in the timeline.	4 Days

Convert Files	Show students how to convert and upload music files and or existing footage from the internet.	1 Day
CG	Show students how to create titles and integrate into the timeline	1 Day
Special effects	Show students how to add transitions and to resize clips.	1 Day
Finalize/Export/Share	Show students how to render their sequence, export their project, upload it to their Google drive and share it with me.	1 Day
Peer Critique	View all the commercials and direct students to write one positive comment and one constructive comment about each video.	1 Day
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Unit Title: Unit 4 - Music Video

Grade Level: 7-10

Unit Summary: Students will choose a song to base this longer form production on.

Interdisciplinary Connections: Storytelling to evoke emotion

21st Century

Themes and Skills:

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
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NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
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NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
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NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
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NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film production.
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NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.

Unit Essential Question(s): <ul style="list-style-type: none">• How do you give meaning to or visually interpret a piece of music?• How do you edit to a beat or lyric to create anticipation?	Unit Enduring Understandings: <ul style="list-style-type: none">• Creative editing can enhance original or existing footage.● Editing is an important storytelling tool in film/video production.
Unit Learning Targets/Objectives: <p><i>Students will...</i></p> <ul style="list-style-type: none">• Choose a song and brainstorm ideas as to how to visually convey the message in the music.• Write a split column script using the lyrics of the song.• Film or gather clips of existing footage.• Create a new project• Convert, upload and import all media• Edit clips using the script as a guide• Incorporate titles, transitions and special effects• Render, export and share the project• View and discuss videos	
Formative Assessments: <p>Pre-production, Filming and Final Edited project</p> <p>Summative/Benchmark Assessment(s): NA</p> <p>Resources/Materials (copy hyperlinks for digital resources): Cameras, Sd Cards, internet access, computers with professional editing program, Google Docs, Google Drive</p>	

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Brainstorm	Have students work collaboratively or solo to brainstorm ideas.	1 Day
Script	Students will write a split column script depicting their ideas for the music video.	2 Days
Conference	Discuss script with me and consider the benefits or challenges. Amend as needed.	1 Day
Film/Convert Clips	Students will film scenes for their music video or research/convert clips from existing footage using the script as a guide.	1 week

