



West Windsor-Plainsboro Regional School District  
TV Production Grade 8 Practical

<b>Unit 0: TV Production</b>
Content Area: TV Production
Course & Grade Level: TV Production - Grade 8
<b>Summary and Rationale</b>
The West Windsor-Plainsboro Regional School District recognizes the importance of the study 21 <sup>st</sup> Century Life and Careers standards. Additionally, it is also believed this learning should not be taught in isolation and cross curricular and career ready practices are embedded in every unit of study. Unit 0 is incorporated into each unit of study of this curricular document.
<b>Recommended Pacing:</b>
ELA Companion Standards and Career Ready Practices will be integrated throughout all units of study.
<b>Interdisciplinary Connections</b>
<p style="text-align: center;"><b>Grades 6-8</b></p> <p style="text-align: center;"><b>Progress Indicators Reading Science and Technical Subjects</b></p> <p><b>Key Ideas and Details</b></p> <p><u>RST.6-8.1.</u> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><u>RST.6-8.2.</u> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><u>RST.6-8.3.</u> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><b>Craft and Structure</b></p> <p><u>RST.6-8.4.</u> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>.</p> <p><u>RST.6-8.5.</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p><u>RST.6-8.6.</u> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><u>RST.6-8.7.</u> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><u>RST.6-8.8.</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><u>RST.6-8.9.</u> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>Range of Reading and Level of Text Complexity</b></p>

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

### **Career Ready Practices**

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.

### **Competencies for 21<sup>st</sup> Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Unit 1	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: TV Production, Grade 8</b>	
Summary and Rationale	
<p>LIGHTS! CAMERA! ACTION! The TV Production Course will allow students to develop advanced skills in the areas of studio and news/broadcast production as well as developing advanced skills in video editing. This course is project based and will focus on field work in capturing footage, studio production in producing live three-camera video shows and in understanding and applying the correct use of transitions, effects, sound and camera shot angles to produce professional-like demonstration reels. By the end of the class, students will be able to use advanced editing techniques as well as increase live production experience. Students will learn and appreciate how a film or video is constructed by viewing and assessing various films. Students will learn the elements of visual composition and acquire the knowledge of how to compose an entire sequence seamlessly. Students will learn how to maintain continuity and avoid common mistakes when building sequences. Students will gain knowledge of the terms necessary to write, prepare, shoot and edit a video or film. Students will understand the three phases of film and video production that include preproduction, production and postproduction. Students will explore and document video shooting techniques and vocabulary. Students will also gain a better understanding of electronic news gathering by creating their own news packages to produce a live news broadcast. By creating original films, students learn alternate storytelling techniques aside from traditional verbal dialogue.</p>	
Recommended Pacing	
15 days	
State Standards	
<p><b>Visual and Performing Arts Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
CPI #	Cumulative Progress Indicator (CPI)
1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
<p><b>Visual and Performing Arts Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Integration of Technology	
<p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	

CPI #	Cumulative Progress Indicator (CPI)		
8.1.8.A.3	Create a multimedia presentation including sound and images.		
Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"><li>Visual communication through art crosses cultural and language barriers throughout time.</li><li>Technology and media arts are often catalysts for creating original choreographic compositions.</li><li>Good communication is based on good preparedness and listening.</li><li>The various buttons and switches on the video camera do very specific operations</li><li>The visual medium is a powerful way to express and deliver a message and learn knowledge</li><li>Interviewing is an art that requires good preparation and excellent listening skills</li><li>The selection of background, lighting, framing, and depth of field elements all play an important role in keeping the viewer interested.</li><li>The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li><li>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li></ul>			
Unit Essential Questions			
<ul style="list-style-type: none"><li>How can good questioning techniques deliver an interesting message?</li><li>How does my preparedness affect a discussion I have with another person?</li><li>How does good listening make me a better interviewer?</li><li>How will the elements of composition of my camera shots add to the effectiveness of the viewer’s interest?</li></ul>			
Objectives			
<b>Students will know:</b> <ul style="list-style-type: none"><li>Distinguish among artistic styles, trends and movements in visual composition</li><li>How to use domain-specific vocabulary relating to symbolism, genre, and performance technique</li><li>How to conduct a pre-interview and its importance to the final result.</li><li>How to prepare strong, probing questions for an interview.</li><li>Illustrate how the use and operation of a video camera can produce attractive visuals</li><li>How to explore how the professional composition of a video shot can keep a viewer interested</li></ul>			
<b>Students will be able to:</b> <ul style="list-style-type: none"><li>How to analyze how an audience is kept interested by the flow of an interview</li><li>Differentiate between the involved and standard ways of interviewing</li><li>Observe that a good interviewer is also a very good listener</li><li>Understand the importance of listening skills in the process of conducting an interview.</li><li>Combine the elements of good shot composition to every shot</li></ul>			
Evidence of Learning			
Assessment			
Common Assessment 1.1			
Competencies for 21 <sup>st</sup> Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
x	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<b>Core Text:</b>			

**Suggested Resources:**

- Text & Handouts
- Professional periodicals
- Professional Videos
- Previous Year's Student's Work
- Internet Based Resources

Unit 2	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: TV Production, Grade 8</b>	
Summary and Rationale	
<p>LIGHTS! CAMERA! ACTION! The TV Production Course will allow students to develop advanced skills in the areas of studio and news/broadcast production as well as developing advanced skills in video editing. This course is project based and will focus on field work in capturing footage, studio production in producing live three-camera video shows and in understanding and applying the correct use of transitions, effects, sound and camera shot angles to produce professional-like demonstration reels. By the end of the class, students will be able to use advanced editing techniques as well as increase live production experience. Students will learn and appreciate how a film or video is constructed by viewing and assessing various films. Students will learn the elements of visual composition and acquire the knowledge of how to compose an entire sequence seamlessly. Students will learn how to maintain continuity and avoid common mistakes when building sequences. Students will gain knowledge of the terms necessary to write, prepare, shoot and edit a video or film. Students will understand the three phases of film and video production that include preproduction, production and postproduction. Students will explore and document video shooting techniques and vocabulary. Students will also gain a better understanding of electronic news gathering by creating their own news packages to produce a live news broadcast. By creating original films, students learn alternate storytelling techniques aside from traditional verbal dialogue.</p>	
Recommended Pacing	
15 days	
State Standards	
<p><b>Visual and Performing Arts Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
CPI #	Cumulative Progress Indicator (CPI)
1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
<p><b>Visual and Performing Arts Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Integration of Technology	
<p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	

CPI #	Cumulative Progress Indicator (CPI)		
8.1.8.A.3	Create a multimedia presentation including sound and images.		
Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"><li>• Visual communication through art crosses cultural and language barriers throughout time.</li><li>• Technology and media arts are often catalysts for creating original choreographic compositions.</li><li>• Good communication is based on good preparedness and listening.</li><li>• The various buttons and switches on the video camera do very specific operations.</li><li>• The visual medium is a powerful way to express and deliver a message and learn knowledge.</li><li>• Sound plays a vital role in any video or film project and adds to the message the audience receives.</li><li>• The selection of background, lighting, framing, and depth of field elements all play an important role in keeping the viewer interested.</li><li>• The development and use of specific camera shots can create a particular mood for the audience.</li><li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li><li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li></ul>			
Unit Essential Questions			
<ul style="list-style-type: none"><li>• How can a video, or the visual medium, deliver a message?</li><li>• How is the mood in my video affected by the types of camera shots used?</li><li>• What roles does sound play in the communication delivery of the message?</li><li>• How can I use the mechanics and operations of the video camera to create interesting visual composition?</li><li>• How will the visuals add to the effectiveness of how my message comes across to my audience?</li></ul>			
Objectives			
<b>Students will know:</b> <ul style="list-style-type: none"><li>• How to examine works of art (video) that communicate beliefs and set of values.</li><li>• How to use domain-specific vocabulary relating to symbolism, genre, and performance technique.</li><li>• How to analyze how art is often defined by its originality.</li><li>• How to explore how video can tell a story, and deliver a mood and message.</li><li>• How sound can add to the delivery of a message, mood, or feeling of the audience.</li></ul>			
<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Differentiate between the unique and common properties of visual camera shots.</li><li>• Use sound as a contributing element to the effectiveness of a message.</li><li>• Combine sound with strong visuals to create a mood, feeling, or emotion in their audience.</li><li>• Distinguish among artistic styles, trends and movements in visual composition</li><li>• Express how art is inspired by an individual’s imagination</li><li>• Illustrate how the use and operation of a video camera can produce attractive visuals</li></ul>			
Evidence of Learning			
Assessment			
Common Assessment 2.1			
Competencies for 21 <sup>st</sup> Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner



Resources
<p><b>Core Text:</b></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"><li>• Text &amp; Handouts</li><li>• Professional periodicals</li><li>• Professional Videos</li><li>• Previous Year's Student's Work</li><li>• Internet Based Resources</li></ul>

Unit 3	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: TV Production, Grade 8</b>	
Summary and Rationale	
<p>LIGHTS! CAMERA! ACTION! The TV Production Course will allow students to develop advanced skills in the areas of studio and news/broadcast production as well as developing advanced skills in video editing. This course is project based and will focus on field work in capturing footage, studio production in producing live three-camera video shows and in understanding and applying the correct use of transitions, effects, sound and camera shot angles to produce professional-like demonstration reels. By the end of the class, students will be able to use advanced editing techniques as well as increase live production experience. Students will learn and appreciate how a film or video is constructed by viewing and assessing various films. Students will learn the elements of visual composition and acquire the knowledge of how to compose an entire sequence seamlessly. Students will learn how to maintain continuity and avoid common mistakes when building sequences. Students will gain knowledge of the terms necessary to write, prepare, shoot and edit a video or film. Students will understand the three phases of film and video production that include preproduction, production and postproduction. Students will explore and document video shooting techniques and vocabulary. Students will also gain a better understanding of electronic news gathering by creating their own news packages to produce a live news broadcast. By creating original films, students learn alternate storytelling techniques aside from traditional verbal dialogue.</p>	
Recommended Pacing	
15 days	
State Standards	
<p><b>Visual and Performing Arts Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
CPI #	Cumulative Progress Indicator (CPI)
1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
<p><b>Visual and Performing Arts Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Integration of Technology	
<p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	

CPI #	Cumulative Progress Indicator (CPI)		
8.1.8.A.3	Create a multimedia presentation including sound and images.		
Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"><li>• Visual communication through art crosses cultural and language barriers throughout time.</li><li>• Technology and media arts are often catalysts for creating original choreographic compositions.</li><li>• Good communication is based on good preparedness and listening.</li><li>• The visual medium is a powerful way to express and deliver a message and learn knowledge.</li><li>• The selection of background, lighting, framing, and depth of field elements all play an important role in keeping the viewer interested.</li><li>• All projects start with an idea that is developed through brain-storming, communication, and team work.</li><li>• A team working together to achieve a goal is more successful than one person.</li><li>• Looking back on a project will always help to prepare you for your next initiative.</li><li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li><li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li></ul>			
Unit Essential Questions			
<ul style="list-style-type: none"><li>• How do we deliver a STORY/MESSAGE message in a short amount of time?</li><li>• What can a video editor do to help my message become more attractive?</li><li>• How can a group of creative individuals work together to achieve the same goal?</li><li>• How can reviewing a finished product help me learn for the future?</li><li>• How will the combination of video and audio work together to deliver a strong, interesting, and/or entertaining message?</li></ul>			
Objectives			
<b>Students will know:</b> <ul style="list-style-type: none"><li>• How to analyze how art is often defined by its originality</li><li>• How to explore how the combination of video and audio can tell a story, and deliver a mood and message</li><li>• How to use sequencing and shot selection to create a short video story</li><li>• How to compare artistic content among contrasting art works in the same domain</li><li>• How to explore how to write for the visual medium</li></ul>			
<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Use storyboards to construct a written script for the visual medium of television</li><li>• Use sequencing as an element of professional video production and delivery of a message.</li><li>• Evaluate the judgment of others based on the process of critique</li><li>• Differentiate between the unique and common ways of delivering the same message</li><li>• Compare artistic content among contrasting art works in the same domain</li><li>• Express how art is inspired by an individual’s imagination.</li><li>• Illustrate how the use and operation of a video editor can produce attractive visuals</li></ul>			
Evidence of Learning			
Assessment			
Common Assessment 3.1			
Competencies for 21 <sup>st</sup> Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher

X	Innovative & Practical Problem Solver	X	Self-Directed Learner
<b>Resources</b>			
<b>Core Text:</b> <b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>• Text &amp; Handouts</li> <li>• Professional periodicals</li> <li>• Professional Videos</li> <li>• Previous Year's Student's Work</li> <li>• Internet Based Resources</li> </ul>			

Unit 4	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: TV Production, Grade 8</b>	
Summary and Rationale	
<p>LIGHTS! CAMERA! ACTION! The TV Production Course will allow students to develop advanced skills in the areas of studio and news/broadcast production as well as developing advanced skills in video editing. This course is project based and will focus on field work in capturing footage, studio production in producing live three-camera video shows and in understanding and applying the correct use of transitions, effects, sound and camera shot angles to produce professional-like demonstration reels. By the end of the class, students will be able to use advanced editing techniques as well as increase live production experience. Students will learn and appreciate how a film or video is constructed by viewing and assessing various films. Students will learn the elements of visual composition and acquire the knowledge of how to compose an entire sequence seamlessly. Students will learn how to maintain continuity and avoid common mistakes when building sequences. Students will gain knowledge of the terms necessary to write, prepare, shoot and edit a video or film. Students will understand the three phases of film and video production that include preproduction, production and postproduction. Students will explore and document video shooting techniques and vocabulary. Students will also gain a better understanding of electronic news gathering by creating their own news packages to produce a live news broadcast. By creating original films, students learn alternate storytelling techniques aside from traditional verbal dialogue.</p>	
Recommended Pacing	
15 days	
State Standards	
<p><b>Visual and Performing Arts Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
CPI #	Cumulative Progress Indicator (CPI)
1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
<p><b>Visual and Performing Arts Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Integration of Technology	
<p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.3	Create a multimedia presentation including sound and images.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Visual communication through art crosses cultural and language barriers throughout time.</li> <li>Technology and media arts are often catalysts for creating original choreographic compositions.</li> <li>Good communication is based on good preparedness and listening.</li> <li>The visual medium is a powerful way to express and deliver a message and learn knowledge.</li> <li>The selection of background, lighting, framing, and depth of field elements all play an important role in keeping the viewer interested.</li> <li>All projects start with an idea that is developed through brain-storming, communication, and team work.</li> <li>The job of a leader is to make everyone on the team perform collaboratively and to the best they can.</li> <li>A team working together to achieve a goal is more successful than one person. Teamwork involves everyone doing their job effectively and efficiently striving, doing their part to reach the team's goal.</li> <li>The key to any successful group project is thorough planning.</li> <li>The creative process involves the listening and encouragement of ideas, none of which are considered bad.</li> <li>Looking back on a project will always help to prepare you for your next initiative.</li> <li>The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>What is involved in writing for the visual medium?</li> <li>How do individuals work together to develop an idea?</li> <li>What is the essential ingredient to a successful team?</li> <li>What key skills are needed to be an effective leader?</li> <li>To what extent is planning important to a long-range project?</li> <li>How can you create creativity?</li> <li>What are the essential elements of producing a television commercial?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to analyze how important planning is to a final outcome</li> <li>How to write for the spoken word</li> <li>How to explore the process of developing some creativity in a project</li> <li>How to see how "thinking ahead" keeps you focused on the ultimate goal</li> <li>How to compare artistic content among contrasting art works in the same domain</li> <li>How to combine TV elements (video, sound, graphics, text) into a message.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Write a script for the spoken word</li> <li>Learn to understand the importance of the role one plays in any group setting</li> <li>Lead by setting a standard and giving everyone the ability and flexibility to meet that standard</li> <li>Compare artistic content and creativity among contrasting art works in the same domain</li> <li>Express how art is inspired by an individual's imagination</li> <li>Illustrate how the combination of different visual elements work together to create an artistic visual art</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	

Common Assessment 4.1			
<b>Competencies for 21<sup>st</sup> Century Learners</b>			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
<b>Resources</b>			
<b>Core Text:</b> <b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>• Text &amp; Handouts</li> <li>• Professional periodicals</li> <li>• Professional Videos</li> <li>• Previous Year's Student's Work</li> <li>• Internet Based Resources</li> </ul>			

Unit 5	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: TV Production, Grade 8</b>	
Summary and Rationale	
<p>LIGHTS! CAMERA! ACTION! The TV Production Course will allow students to develop advanced skills in the areas of studio and news/broadcast production as well as developing advanced skills in video editing. This course is project based and will focus on field work in capturing footage, studio production in producing live three-camera video shows and in understanding and applying the correct use of transitions, effects, sound and camera shot angles to produce professional-like demonstration reels. By the end of the class, students will be able to use advanced editing techniques as well as increase live production experience. Students will learn and appreciate how a film or video is constructed by viewing and assessing various films. Students will learn the elements of visual composition and acquire the knowledge of how to compose an entire sequence seamlessly. Students will learn how to maintain continuity and avoid common mistakes when building sequences. Students will gain knowledge of the terms necessary to write, prepare, shoot and edit a video or film. Students will understand the three phases of film and video production that include preproduction, production and postproduction. Students will explore and document video shooting techniques and vocabulary. Students will also gain a better understanding of electronic news gathering by creating their own news packages to produce a live news broadcast. By creating original films, students learn alternate storytelling techniques aside from traditional verbal dialogue.</p>	
Recommended Pacing	
15 days	
State Standards	
<p><b>Visual and Performing Arts Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
CPI #	Cumulative Progress Indicator (CPI)
1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
<p><b>Visual and Performing Arts Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Integration of Technology	
<p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	



CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.3	Create a multimedia presentation including sound and images.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Visual communication through art crosses cultural and language barriers throughout time.</li> <li>Technology and media arts are often catalysts for creating original choreographic compositions.</li> <li>Good communication is based on good preparedness and listening.</li> <li>The visual medium is a powerful way to express and deliver a message and learn knowledge.</li> <li>The selection of background, lighting, framing, and depth of field elements all play an important role in keeping the viewer interested.</li> <li>The development and use of specific camera shots can create a particular mood for the audience.</li> <li>All projects start with an idea that is developed through brain-storming, communication, and team work.</li> <li>The job of a leader is to make everyone on the team perform collaboratively and to the best they can.</li> <li>A team working together to achieve a goal is more successful than one person. Teamwork involves everyone doing their job effectively and efficiently striving, doing their part to reach the team's goal.</li> <li>The key to any successful group project is thorough planning.</li> <li>The creative process involves the listening and encouragement of ideas, none of which are considered bad.</li> <li>Looking back on a project will always help to prepare you for your next initiative.</li> <li>Research and background information is essential to delivering a news story.</li> <li>The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>What is involved in writing for the visual medium?</li> <li>How do you edit to deliver the content needed to tell the story in a short amount of time?</li> <li>What is the number one important element in delivering the news?</li> <li>How do you keep the audience interested during a longer video message?</li> <li>To what extent is planning important to the group being successful?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to analyze how important planning is to a final outcome.</li> <li>How to experience how to edit information into a cohesive, succinct story.</li> <li>How to see how to create a logical, interesting, and entertaining flow to a presentation.</li> <li>How to create a flow to a longer video message that keeps the viewer interested throughout.</li> <li>How to compare artistic content among contrasting art works in the same domain.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Write a script for the spoken word</li> <li>Learn to understand the importance of the role one plays in any group setting</li> <li>Lead by setting a standard and giving everyone the ability and flexibility to meet that standard</li> <li>Direct the operations needed to create a video message that is long form.</li> <li>Compare artistic content and creativity among contrasting art works in the same domain</li> <li>Express how to make sure key facts of a story are delivered to an audience</li> <li>Illustrate how the combination of different visual elements work together to create an artistic visual art</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	

Common Assessment 5.1			
<b>Competencies for 21<sup>st</sup> Century Learners</b>			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
<b>Resources</b>			
<b>Core Text:</b> <b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>• Text &amp; Handouts</li> <li>• Professional periodicals</li> <li>• Professional Videos</li> <li>• Previous Year's Student's Work</li> <li>• Internet Based Resources</li> </ul>			

Unit 6	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course &amp; Grade Level: TV Production, Grade 8</b>	
Summary and Rationale	
<p>LIGHTS! CAMERA! ACTION! The TV Production Course will allow students to develop advanced skills in the areas of studio and news/broadcast production as well as developing advanced skills in video editing. This course is project based and will focus on field work in capturing footage, studio production in producing live three-camera video shows and in understanding and applying the correct use of transitions, effects, sound and camera shot angles to produce professional-like demonstration reels. By the end of the class, students will be able to use advanced editing techniques as well as increase live production experience. Students will learn and appreciate how a film or video is constructed by viewing and assessing various films. Students will learn the elements of visual composition and acquire the knowledge of how to compose an entire sequence seamlessly. Students will learn how to maintain continuity and avoid common mistakes when building sequences. Students will gain knowledge of the terms necessary to write, prepare, shoot and edit a video or film. Students will understand the three phases of film and video production that include preproduction, production and postproduction. Students will explore and document video shooting techniques and vocabulary. Students will also gain a better understanding of electronic news gathering by creating their own news packages to produce a live news broadcast. By creating original films, students learn alternate storytelling techniques aside from traditional verbal dialogue.</p>	
Recommended Pacing	
15 days	
State Standards	
<p><b>Visual and Performing Arts Standard 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
CPI #	Cumulative Progress Indicator (CPI)
1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
<p><b>Visual and Performing Arts Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
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1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Integration of Technology	
<p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.3	Create a multimedia presentation including sound and images.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>Visual communication through art crosses cultural and language barriers throughout time.</li> <li>Technology and media arts are often catalysts for creating original choreographic compositions.</li> <li>Good communication is based on good preparedness and listening.</li> <li>The various buttons and switches on the video camera do very specific operations.</li> <li>The visual medium is a powerful way to express and deliver a message and learn knowledge.</li> <li>Interviewing is an art that requires good preparation and excellent listening skills.</li> <li>The selection of background, lighting, framing, and depth of field elements all play an important role in keeping the viewer interested.</li> <li>The development and use of specific camera shots can create a particular mood for the audience.</li> <li>All projects start with an idea that is developed through brain-storming, communication, and team work.</li> <li>The job of a leader is to make everyone on the team perform collaboratively and to the best they can.</li> <li>A team working together to achieve a goal is more successful than one person. Teamwork involves everyone doing their job effectively and efficiently striving, doing their part to reach the team's goal.</li> <li>The key to any successful group project is thorough planning.</li> <li>The creative process involves the listening and encouragement of ideas, none of which are considered bad.</li> <li>Looking back on a project will always help to prepare you for your next initiative.</li> <li>Research and background information is essential to delivering a news story.</li> <li>Messages need to be succinct, content driven, entertaining, and flow logically for the audience to be interested.</li> <li>The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li> </ul>	
Unit Essential Questions	
<ul style="list-style-type: none"> <li>How do we combine all visual and audio elements to deliver a message in an entertaining and stimulating presentation?</li> <li>Why and how is writing the foundation of the production process?</li> <li>How important is it to create a mood in a video?</li> <li>To what extent does the mood of the video play in the audience's interest and acceptance of the message?</li> <li>How can I creatively express my message to a wider audience?</li> </ul>	
Objectives	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to analyze how important planning is to a final outcome</li> <li>How to experience how to edit information into a cohesive, succinct story</li> <li>How to see how to create a logical, interesting, and entertaining flow to a presentation</li> <li>How to compare artistic content among contrasting art works in the same domain</li> <li>Keeping the audience interested is just as important as the content of the message</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Write a script for the spoken word and the visual medium</li> <li>Learn to understand the importance of the role one plays in any group setting</li> <li>Think through and plan every aspect of your idea and message before proceeding with it</li> <li>Compare artistic content and creativity among contrasting art works in the same domain</li> <li>Illustrate how the combination of different visual elements work together to create an artistic visual art</li> </ul>	

Evidence of Learning			
<b>Assessment</b>			
Common Assessment 6.1			
<b>Competencies for 21<sup>st</sup> Century Learners</b>			
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X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
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Resources			
<b>Core Text:</b> <b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>• Text &amp; Handouts</li> <li>• Professional periodicals</li> <li>• Professional Videos</li> <li>• Previous Year's Student's Work</li> <li>• Internet Based Resources</li> </ul>			