

Television and Media Production II

8689 36 weeks / 280 hours

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Course Description

Suggested Grade Level: 10 or 11 or 12

Prerequisites: 8688

This course builds upon knowledge and skills from Television and Media Production I. Students will generate fiction and non-fictional media content. Students will enhance their digital media production skills by entering the studio and control room and become proficient with industry-standard equipment and software. They put their knowledge of digital media production into action with use of sophisticated tools and equipment as they begin to develop their personal portfolios.

Task Essentials Table

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (−) are omitted
- Tasks marked with an asterisk (*) are sensitive.

Task Number	8689	Tasks/Competencies
Practicing Safety on the Set and on Location		
39	(+)	Adhere to safety requirements.
40	(+)	Maintain a clean, safe, and orderly work area.
41	(+)	Demonstrate professional conduct.
Preproduction: Writing Script		
42	(+)	Write a treatment or proposal and script to be delivered as a pitch.
43	(+)	Write a script for informational purposes.
44	(+)	Write a script for persuasive purposes.
45	(+)	Write a script to entertain.
46	(+)	Write a script to instruct.
Preproduction: Managing Preproduction Activities		
47	(+)	Compose a production schedule.
48	(+)	Manage time constraints when working under deadlines.
49	(+)	Obtain necessary permits, permissions, and release forms.
50	(+)	Delegate tasks/roles of personnel.
51	(+)	Conduct research for a program.
52	(+)	Prepare the set.
Production: Managing Equipment		
53	(+)	Create troubleshooting trees to solve technical problems.
54	(+)	Demonstrate basic computer and software maintenance.
55	(+)	Demonstrate basic equipment maintenance.
Production: Practicing the Talent Role		

Task Number	8689	Tasks/Competencies
56	+	Conduct an interview.
57	+	Perform audio production.
58	○	Apply makeup.
59	+	Perform a reporter stand-up on location.
60	+	Rehearse with all talent and crew for production.
Production: Shooting Field/Location Video		
61	+	Shoot location interview.
62	+	Shoot according to a storyboard, two-story script, or shot list.
63	+	Maintain a field log.
Production: Mastering Control Room Equipment		
64	+	Change background.
65	+	Call up titles for shows, using character generator (CG) in a live or "as-live" production.
66	+	Operate video playback device in a live or "as-live" production.
67	+	Control audio sources, using audio mixing board in a live or "as-live" production.
68	+	Mix video sources, using production switcher in a live or "as-live" production.
69	+	Shoot a sequence that maintains screen direction and continuity.
Production: Performing Studio Positions		
70	+	Direct live or "as-live" studio production.
71	+	Direct the studio floor environment.
72	+	Direct a location video shoot.
73	+	Supervise narration recording.
Production: Practicing Lighting Techniques		
74	+	Assign lights to power sources and dimmers.
75	+	Explain how to change lamps in lighting instruments.
76	+	Demonstrate how to light a subject, using 3-point lighting.
77	+	Light subjects and sets, using various lighting instruments and accessories.
78	+	Identify light levels and qualities (i.e., shape, intensity, and color).
79	+	Light for chroma key.
Production: Managing Audio		
80	+	Add audio effects, using audio processing devices and/or software.
81	+	Record on location or in the studio, using microphones and audio accessories.
82	+	Add audio sources, using appropriate technology.
Distribution: Delivering Digital Content to the Demographic		
83	+	Export media files to multiple devices, formats, and compression levels.
84	+	Maintain an archive of digital media.
Postproduction: Designing Graphics and Animation		
85	+	Prepare a computer-generated background or graphic.
86	○	Create motion graphics.

Task Number	8689	Tasks/Competencies
87	+	Key a graphic or a title-over video.
Postproduction: Editing Digital Content		
88	+	Log footage using camera shot acronyms, keywords, and jargon.
89	+	Select the best source material (e.g., interview, sound bite, B-roll, associated press [AP] newswire story) to achieve program goals.
90	+	Prepare an edit log.
91	+	Identify the elements in a master for broadcast.
92	+	Add virtual sets to live or pre-recorded action, using chroma key software.
Practicing Media Literacy and Criticism		
93	+	Research careers related to the television and media industry.
94	+	Articulate a personal response to the effects of a specific production technique, using a rubric.
95	+	Analyze the effectiveness of audio/video techniques as they pertain to the message.
96	+	Solicit program feedback from professionals to incorporate into future drafts or productions.
Researching New Technologies		
97	+	Evaluate various capture devices for production.
98	+	Evaluate trends that affect equipment purchase.
99	+	Evaluate post-production platforms.
100	+	Evaluate distribution formats and techniques.
101	+	Evaluate new technologies in a studio production facility.

Legend: + Essential ○ Non-essential - Omitted

Curriculum Framework

Practicing Safety on the Set and on Location

Task Number 39

Adhere to safety requirements.

Definition

Adherence should be based on common industry practice, equipment manufacturer recommendations, and instructor guidelines for handling gear and equipment. Personal protective equipment (PPE) may include gloves, closed-toe shoes, and goggles, as appropriate.

Process/Skill Questions

- What kind of shoes should be worn in a television studio?
- What can result from failure to follow safety procedures?
- What dangers are associated with video location and studio lighting?

Task Number 40

Maintain a clean, safe, and orderly work area.

Definition

Maintenance should include

- ensuring unobstructed walkways
- securing cables
- checking safety harnesses on hanging equipment
- securing staging
- powering down and storing equipment.

Process/Skill Questions

- Why is it important to maintain a clean lighting grid?
- Why is it important to use safety harnesses on lighting fixtures?
- When is it appropriate to use gloves in the studio?

Task Number 41

Demonstrate professional conduct.

Definition

Demonstration should include

- attendance and punctuality (being in position, on time)
- electronic device and tool etiquette
- communication etiquette (e.g., professional language and headset etiquette, if applicable)
- professional dress
- respect for instructors/supervisors, peers, self, and equipment at all times.

Process/Skill Questions

- What are the costs to the industry, business, and employee for failure to observe professional conduct?
- What are the adverse consequences of using foul language on the job?
- Why should headset communication be reserved for technical instructions?
- What are three examples of appropriate clothing for the studio?

Preproduction: Writing Script

Task Number 42

Write a treatment or proposal and script to be delivered as a pitch.

Definition

Writing should include a

- **treatment:** a document, usually just a few pages long, that program producers use to communicate a media concept (idea) with all stakeholders, including sponsors and the crew
- **proposal:** a basic idea of the program, an applicable program format, a message imparted to the audience, the program's intended audience, budget considerations, shooting location considerations, and rough program shooting schedule
- **pitch:** a compelling case for producing the project, which includes the reasons
 - why it is important
 - how it will be effective
 - what practical issues, such as constraints of time, money, equipment, and personnel might be needed to successfully produce and distribute the program.

Process/Skill Questions

- What elements should be included in a program treatment?
- What other documentation besides a treatment is required by most productions in the pre-production (production planning) stage?
- How does a treatment differ from a pitch?

Task Number 43

Write a script for informational purposes.

Definition

Writing should include a(n)

- awareness of demographic
- inverted pyramid style (i.e., information in descending order of importance: who, what, when, where, why, how)
- concept of corresponding visuals and images
- lead or hook that grabs and holds viewer attention.

Process/Skill Questions

- How do you determine your demographic?
- How do you decide the order of importance?
- How do you indicate visuals on a script?
- What are some of the techniques employed by the most memorable and effective public service announcements (PSAs)?
- How can producers use the power of media to promote the health and well-being of their communities?

Task Number 44

Write a script for persuasive purposes.

Definition

Writing should include a(n)

- awareness of demographic
- clear statement of position/argument
- number of details, supported by relevant research
- concept of corresponding visuals and images
- lead or hook that grabs and holds viewer attention.

Process/Skill Questions

- What are the characteristics of a clear statement of position?
- What details are most important to a persuasive script?
- Why are the commercials that run on network television often viewed as persuasive?
- What are commercials trying to persuade you to do?
- What techniques are used by effective commercials?

Task Number 45

Write a script to entertain.

Definition

Writing should include a(n)

- awareness of demographics
- concept of corresponding visuals and images
- lead or hook that grabs and holds viewer attention.

Process/Skill Questions

- What are popular media genres?
- What makes for a successful hook in the television and media production industry?
- How should visuals correspond to scripts in the media?
- What role do actors play in the development and interpretation of the characters they are playing?
- How does the spoken word differ from the written word?

Task Number 46

Write a script to instruct.

Definition

Writing should include a(n)

- awareness of demographics and learning styles
- awareness of teaching and learning goals
- logical sequence of steps
- concept of corresponding visuals and images
- lead or hook that grabs and holds viewer attention.

Process/Skill Questions

- What type of testing can be done to measure the effectiveness of instructional media?
- What impact does using a variety of media have on instruction?

Preproduction: Managing Preproduction Activities

Task Number 47

Compose a production schedule.

Definition

Composition should provide a coordinated plan for a complete production (i.e., concept through distribution) and include

- assigning jobs
- establishing deadlines and working hours
- planning pre-production, production, post-production, and distribution tasks.

Process/Skill Questions

- Why does a good production schedule need to be flexible?
- How can flexibility be built into a production schedule to accommodate delays and other surprises that arise in the production process?
- What consequences can arise from missing production deadlines?

Task Number 48

Manage time constraints when working under deadlines.

Definition

Managing time constraints should include

- understanding the importance and impact of due dates and the consequences/costs of missing them
- prioritizing multiple projects and setting reminders as needed
- developing a timeline for completion of project tasks
- adhering to project requirements
- modifying program scope
- adapting schedule as needed.

Process/Skill Questions

- Why is time management important?
- Why is meeting deadlines important?
- What are the consequences of missing deadlines?
- How might a schedule be adapted to meet project requirements?

Task Number 49

Obtain necessary permits, permissions, and release forms.

Definition

Obtaining necessary permits, permissions, and release forms should include

- identifying the required forms for personnel, locations, and production practices
- determining the legal authority that requires each type of form required (e.g., ruling bodies, labor unions, state and federal authorities, local police, and fire officials).

Process/Skill Questions

- What are the possible penalties for failing to observe regulations with regard to licenses and permitting?
- What time and expenditures need to be incorporated in the production process to allow for licensure and permitting?
- Why are permits required?

Task Number 50

Delegate tasks/roles of personnel.

Definition

Delegation should include determining needs and

- working as a team, under deadlines
- determining who will be responsible for specific tasks
- ensuring that each team member has the equipment, supplies, information, and access to other team members.

Process/Skill Questions

- What is parallel tasking?
- How does parallel tasking affect a television crew in production?
- How can quality control and error checking be built into the team structure?
- Why is being a good follower just as important as being a good leader?

Task Number 51

Conduct research for a program.

Definition

Conducting research should include

- determining the benefits of research
- evaluating the reliability of sources
- using multiple sources to corroborate information as needed
- documenting and citing sources.

Process/Skill Questions

- What are some ways to research a topic and evaluate the reliability of sources?
- How can facts/information be checked/confirmed for reliability and accuracy?
- Why is it important to cite or document all sources?

Task Number 52

Prepare the set.

Definition

Preparation should include a floor plan or blueprint of the location that includes

- set pieces
- dressings
- possible set modifications or manipulations.

Process/Skill Questions

- What considerations must be made when preparing for production on location?
- What are the benefits of having a floor plan or blueprint when shooting on location?
- What are the considerations of establishing a foreground, middle-ground, and background of a set?

Production: Managing Equipment

Task Number 53

Create troubleshooting trees to solve technical problems.

Definition

Creation of troubleshooting trees should include

- manipulating and understanding signal flow
- applying systematic protocols and procedures that enable video professionals to solve technical problems when they arise, especially in high-pressure situations.

Process/Skill Questions

- What is a troubleshooting tree, and how can it be used to solve problems?
 - What is the path of an audio/video signal in a given system?
 - What problems are most typical in audio/video systems?
-

Task Number 54

Demonstrate basic computer and software maintenance.

Definition

Demonstration may include

- loading new software
- updating existing software
- allocating file space for project work files and backup (file system)
- reformatting/erasing/preparing removable media
- maintaining a clean and orderly workstation.

Process/Skill Questions

- What is the first step when installing any new software?
 - Why is it important to reformat/clean out removable media?
 - What are the steps to maintaining a clean and orderly editing/computer station?
-

Task Number 55

Demonstrate basic equipment maintenance.

Definition

Demonstration should include

- cleaning lenses
- charging batteries
- wrapping cables
- checking in/out and storing equipment
- adhering to equipment labeling and inventory system.

Process/Skill Questions

- What is the proper method for checking out equipment?
- How should equipment be returned?
- What materials are used to clean a camera lens?

Production: Practicing the Talent Role

Task Number 56

Conduct an interview.

Definition

Conducting an interview should include

- a script of closed- and open-ended questions
- questions worded to solicit concise statements
- an opportunity for additional thoughts to be provided by interviewee
- statement of subject's identification and date of interview (documentation).

Process/Skill Questions

- How do interviewers put their subjects at ease while encouraging them to share information?
- What does the term *sound bite* mean and what is its relevance to television interviews?
- How can open-ended questions elicit better answers?

Task Number 57

Perform audio production.

Definition

Performance should include using one's voice to convey the script's message.

Process/Skill Questions

- How does a radio/audio demographic obtain meaning from a program's content?
- How does content/information affect the way talents perform audio scripts?
- What communication possibilities are present in audio as compared to television?

Task Number 58

Apply makeup.

Definition

Application should include

- helping television performers appear natural under television's artificial lights
- altering appearance when creating dramatic or special effects and/or appearance transformations.

Process/Skill Questions

- What is the demand for makeup artists in the television industry?
 - How does one begin a career in the makeup aspect of the business?
 - What health and safety issues are related to the use of television makeup?
 - How might one minimize shadows on a set or physical imperfections of talent?
-

Task Number 59

Perform a reporter stand-up on location.

Definition

Performance should include

- on-camera appearance during the story
- clear articulation

- multiple takes, as needed.

Process/Skill Questions

- How do you define *stand-up*?
- How is the countdown performed on a stand-up?
- Where in a news package does the stand-up happen?

Task Number 60

Rehearse with all talent and crew for production.

Definition

Rehearsal should include

- hitting marks repeatedly and consistently
- applying time cues as directed
- functioning as a team member
- considering camera/location constraints.

Process/Skill Questions

- How should on-air talent adjust for too much/too little time in a newscast?
- How should on-air talent adjust for movement on a small set?
- What is the director's role in rehearsal?

Production: Shooting Field/Location Video

Task Number 61

Shoot location interview.

Definition

Shooting should include

- calibrating recording equipment (e.g., mic check)
- using a variety of shots (e.g., cutaways, reversals, and over the shoulder (OTS))
- considering location parameters (e.g., lighting, framing, background noise)
- re-wording the questions to solicit concise statements from interviewee

- providing an opportunity for additional thoughts from interviewee
- providing a statement of subject's identification and date of interview (i.e., documentation).

Process/Skill Questions

- Which shots and camera angles are required for a typical video interview?
- What are the most typical problems that hamper effective shooting of interviews on location?
- What are some common equipment needs and issues associated with location interviews?

Task Number 62

Shoot according to a storyboard, two-story script, or shot list.

Definition

Shooting should include

- executing location shoots, based on the storyboard, two-column script, or shot list
- describing reasons for diverging from the initial storyboard, two-column script, or shot list.

Process/Skill Questions

- How do storyboards help make location shooting more efficient?
- When might a director depart from the storyboard plan, two-column script, or shot list?
- What are some variations of standard paper storyboards?

Task Number 63

Maintain a field log.

Definition

Maintenance should include

- a record of shots and shot lengths
- an initial assessment of shot quality made in the field, used to expedite post-production.

Process/Skill Questions

- What types of information can be found in a shot log entry?
- How is maintaining a field log preferable to rewinding and recording over undesired shots?
- Who is responsible for keeping/recording the field log?

Production: Mastering Control Room Equipment

Task Number 64

Change background.

Definition

Changing the background may include adding effects, using chroma key, and

- deleting the original background
- creating an alpha channel for transparency around the subject
- blending the subject image to the new background (the new background image must meet quality specifications)
- merging the images.

Process/Skill Questions

- What colors can be most effectively replaced using chroma key?
 - Why create a background effect?
 - Why eliminate shadows when chroma keying?
 - In what situations might chroma key be chosen to create a background or image effect?
-

Task Number 65

Call up titles for shows, using character generator (CG) in a live or "as-live" production.

Definition

Calling up titles should include

- proofing the graphics (for appropriateness and spelling)
- following director commands
- working within time constraints.

Process/Skill Questions

- What are the responsibilities with using a CG operator?
- What is the importance of accuracy in graphics?
- What does it mean to fit your graphic in the essential area of the screen?

Task Number 66

Operate video playback device in a live or "as-live" production.

Definition

Operation should include

- checking order and sequence of all sources
- following director commands and communicating with crew as needed
- working within time constraints.

Process/Skill Questions

- What is the importance of following the director's commands and timeline?
- Why is sequencing important to a video playback operator?
- What are examples of timing constraints/issues?

Task Number 67

Control audio sources, using audio mixing board in a live or "as-live" production.

Definition

Controlling of sources should include

- assigning and labeling multiple inputs

- following director commands and communicating with crew as needed
- adjusting and monitoring to appropriate levels.

Process/Skill Questions

- What is the path of an audio source through an audio mixer or audio board?
- What are the video and audio methods of controlling levels?
- What is the importance of the audio operator's job during a live or "as-live" production?

Task Number 68

Mix video sources, using production switcher in a live or "as-live" production.

Definition

Mixing video sources should include

- following director commands and communicating with crew as needed
- assigning and labeling (patching) multiple inputs
- operating video mixer/switcher proficiently.

Process/Skill Questions

- What are the common series of controls on a switcher?
- What are the three main functions of a switcher?
- What is the function of a fader?

Task Number 69

Shoot a sequence that maintains screen direction and continuity.

Definition

Shooting a sequence should include

- adhering to the 180-degree rule, also known as "not crossing the line"
- maintaining talents' positions in relation to each other.

Process/Skill Questions

- What happens when "the line" is crossed?

- What is meant by screen direction? Explain.
 - What are some productions you can name that follow the 180-degree rule?
-

Production: Performing Studio Positions

Task Number 70

Direct live or "as-live" studio production.

Definition

Direction should include demonstrating verbal camera commands (e.g., tilt, truck, dolly, wide-out/zoom, or pan) using

- proper verbal camera commands that enhance the ability to control the quality of the studio production
- script and/or rundown list to anticipate upcoming shots.

Process/Skill Questions

- What common commands should a director use?
 - What are the consequences of the director's use of improper commands?
 - What are the role and responsibility of the director?
-

Task Number 71

Direct the studio floor environment.

Definition

Director should be responsible for the entire studio before, during, and after the show. This may include

- cleanliness
- organization
- camera direction
- general studio setup.

Process/Skill Questions

- What production personnel report directly to the floor director?
 - How can floor directors help with general studio setup and breakdown?
-

Task Number 72

Direct a location video shoot.

Definition

Direction should include making final decisions for all aspects of a shoot outside of the studio, including the following issues:

- Personnel assignments and equipment lists
- Transportation
- Script
- Talent
- Location and environment

Process/Skill Questions

- What is electronic field production (*EFP*)?
 - What is electronic news gathering (*ENG*)?
-

Task Number 73

Supervise narration recording.

Definition

Supervision should include

- keeping talent focused on production objectives
- monitoring the quality of the narration recording
- requiring multiple takes if needed.

Process/Skill Questions

- What problems might the director encounter with narration?

- What equipment is needed to monitor the quality of the narration?
-

Production: Practicing Lighting Techniques

Task Number 74

Assign lights to power sources and dimmers.

Definition

Assignment may include

- connecting patch cables from an electrical patch panel to dimmer channels on the lighting board
- plugging lights into numbered receptacles on a wall or grid and using a circuit board to power those outlets.

Process/Skill Questions

- What safety rules should be observed when working with electrical circuit panels and patch panels?
- How can teams of technicians be coordinated to light a set efficiently and safely?
- How might one lower the light intensity without using a dimmer?

Task Number 75

Explain how to change lamps in lighting instruments.

Definition

Explanation of changing lamps in television lighting means replacing the bulb, a “lamp” in television terminology, in a given lighting instrument once a lamp burns out, breaks, or when different wattage is desired.

Process/Skill Questions

- What are the costs of standard lamps used in television lighting, and what can be done to prolong their life?

- What risks are associated with television lamps when they are in use, and how can these risks be minimized?

Task Number 76

Demonstrate how to light a subject, using 3-point lighting.

Definition

Demonstrating the 3-point lighting technique should include

- using a key light for main illumination
- using a fill light to fill in or soften shadows created by the key
- using a back light to separate the subject from the background.

Process/Skill Questions

- Where should the three lights in a 3-point scheme be placed in relation to the subject, and at what level should their relative light levels be set?
- In what situation do lighting professionals not conform to the guidelines for 3-point lighting?
- What are the names of the three lights in a 3-point lighting setup?

Task Number 77

Light subjects and sets, using various lighting instruments and accessories.

Definition

Lighting professionals should use an array of lighting instruments, such as

- focusing lights
- floods
- soft lights
- ellipsoidal
- scoop lights.

Understanding the different types, qualities, and applications of these instruments is essential for good lighting.

Process/Skill Questions

- Which types of lighting instruments are best suited for use in a three-point lighting setup?
 - Which lights are more typically used in a studio situation? Location shooting?
 - Why is it important to use professional lighting equipment and techniques?
 - What is the advantage of using a lighting board instead of manually controlling individual lights with on/off switches and/or individual dim controllers?
-

Task Number 78

Identify light levels and qualities (i.e., shape, intensity, and color).

Definition

Identification may include the use of the following:

- Cookies
- Barn doors
- Gobos
- Gels
- Reflectors
- Diffusions
- Umbrellas
- Flags
- Light meters

Process/Skill Questions

- What are zebra bars?
 - What household objects can safely be used for light modifiers?
 - What is a scrim?
 - Which techniques provide the most attractive lighting for people?
 - How can lighting professionals achieve a balance between attractive lighting and the comfort of talent (actors) performing under those lights?
-

Task Number 79

Light for chroma key.

Definition

Lighting for chroma key should include adjusting both the background and subject lights required to technically and artistically isolate a subject from a chroma key background while matching that subject to a different background.

Process/Skill Questions

- Which lighting instruments are most effective in achieving broad, flat illumination of a chroma key background?
 - What lighting techniques prevent reflections from the chroma key color onto the subject, thereby creating an unnatural lighting effect?
-

Production: Managing Audio

Task Number 80

Add audio effects, using audio processing devices and/or software.

Definition

Adding effects should include using hardware or software to control various dimensions of the audio signal for audio quality and effect, including

- echo
- tone
- pitch
- speed
- dynamic range.

Process/Skill Questions

- Which audio effects are best done live when the audio source is recorded?
 - Which audio effects are best added later, in post-production?
 - How does audio processing differ in the digital realm as compared with the analog realm?
-

Task Number 81

Record on location or in the studio, using microphones and audio accessories.

Definition

Recording with microphones and audio accessories should include components used to secure microphones in proximity to audio sources and devices used to protect the quality of the sound that is being recorded. Accessories might include

- portable mixers
- boom poles
- shock mounts
- pop filters.

Process/Skill Questions

- What are the best techniques to use when placing microphones as close as possible to audio sources while keeping them out of camera view?
 - What types of backup equipment and procedures can be used to ensure that usable audio will be captured even when the primary microphones fail?
-

Task Number 82

Add audio sources, using appropriate technology.

Definition

Adding additional audio sources to live or pre-recorded setups should include using

- playback devices
- generation devices.

Process/Skill Questions

- What are the most versatile audio playback and generation devices for a recording studio?
 - When are analog audio devices (e.g., musical instruments) preferable to digital devices (e.g., electronic keyboards) for creating audio sources for use in a television or radio program?
-

Distribution: Delivering Digital Content to the Demographic

Task Number 83

Export media files to multiple devices, formats, and compression levels.

Definition

Exporting media files may include choosing among multiple formats based on knowledge of

- each format's function
- compression settings and the resolution and data rates that are appropriate for various means of distribution
- software tools available for translating media into different file types.

Process/Skill Questions

- What happens when files are compressed?
- How are compression and resolution related?
- What is the correlation between file types and various software?

Task Number 84

Maintain an archive of digital media.

Definition

Maintenance should include

- backing up projects for long-term storage using file-management techniques
- placing projects on designated media storage devices (e.g., external hard drive, redundant array of inexpensive drives [RAID] server, web server, universal serial bus [USB], digital video disc [DVD])
- creating a portfolio for all media files.

Process/Skill Questions

- What are the benefits of developing and maintaining a portfolio of digital media files?
 - What are ways to manage files and methods of backing them up?
 - What is the correlation between file size and memory?
-

Postproduction: Designing Graphics and Animation

Task Number 85

Prepare a computer-generated background or graphic.

Definition

Preparation should include image generation programs to create static backgrounds and graphics, usually from scratch, to give programs designed, artistic looks.

Process/Skill Questions

- What colors most effectively translate into television graphics?
- How can computer-generated graphics enhance a program's message?
- How does contrast ratio affect graphic imaging choices?
- Why is the concept of the color wheel crucial to graphic artists?

Task Number 86

Create motion graphics.

Definition

Creation should include using computer programs to animate graphic elements in either two dimension (2D) or three dimension (3D).

Process/Skill Questions

- What are typical costs of creating one second of 2D or 3D motion graphics?
- When do motion graphics enhance a program's message, and when do they detract from it?

Task Number 87

Key a graphic or a title-over video.

Definition

Keying should include

- creating a lower-third title
- adding a layer to an editing timeline
- controlling layer settings to achieve a superimposed effect
- replacing a solid color background with a new image or video track.

Process/Skill Questions

- How should images be composed to allow space for keyed graphics and titles?
- What type of equipment is used in keying graphics and titles in a studio situation vs. keying graphics and titles in an edit situation?
- What is the standard minimum length of time allowed for a keyed title?

Postproduction: Editing Digital Content

Task Number 88

Log footage using camera shot acronyms, keywords, and jargon.

Definition

Logging footage should include

- editing software and saving it to a designated location on a computer
- labeling and adding additional descriptive information to facilitate shot selection and editing.

Process/Skill Questions

- Why is it important to designate where you save your media?

- What is the importance of organizing media?
- What are the key acronyms or keywords that may be used in a television production?

Task Number 89

Select the best source material (e.g., interview, sound bite, B-roll, associated press [AP] newswire story) to achieve program goals.

Definition

Selection should include

- reviewing all material available for the program
- evaluating the best material, according to program objectives.

Process/Skill Questions

- What would you look for when choosing material to use in your production?
- How do you identify the goals of your productions?
- In a production, where would you likely place your best material?
- How might you easily interpret/distill and adjust newswire stories to production time constraints?

Task Number 90

Prepare an edit log.

Definition

Preparation should include

- a list of shots to be included in a finished program
- shot order, length of shot, location of source footage for each shot
- an edit decision list (EDL), a computer-generated list of edit events from an edit controller, or non-linear edit system.

Process/Skill Questions

- What information is included in an edit log and EDL?
- When should an edit log or EDL be used?
- What is the benefit of using an EDL?

Task Number 91

Identify the elements in a master for broadcast.

Definition

Identification should include elements not typically found in distribution copies, such as

- color bars
- tone
- slates
- countdown leader.

Process/Skill Questions

- What are typical edit master specifications required by broadcasters and cable operators?
- What are the purposes of color bars, tones, slates, and countdown leaders?
- Why is using an edit master desirable?

Task Number 92

Add virtual sets to live or pre-recorded action, using chroma key software.

Definition

Adding virtual sets should include computer-generated graphics over which talents are superimposed using a chroma key.

Process/Skill Questions

- What colors work best with the virtual set?
- When might a virtual set be preferred to a real set?
- What lighting techniques are used for meshing virtual sets with performers?

Practicing Media Literacy and Criticism

Task Number 93

Research careers related to the television and media industry.

Definition

Researching careers should include

- using established, credible resources (e.g., U.S. Bureau of Labor Statistics [BLS], Occupational Outlook Handbook, O*Net Online, Virginia Education Wizard, CTE Trailblazers)
- using the Career Cluster model for career exploration
- narrowing research to career pathways and occupational titles
- analyzing select occupational titles in greater detail (e.g., for job openings, salaries, working conditions, educational requirements, and trends).

Process/Skill Questions

- What are the factors that contribute to job openings?
- What are the educational requirements for employment in the position that you seek?
- How do you intend to achieve your education goals?
- How might volunteering help you enter a profession?

Task Number 94

Articulate a personal response to the effects of a specific production technique, using a rubric.

Definition

Articulating a personal response should include helping students analyzing a production technique to describe in detail the emotions, impressions, reactions, thoughts, and feelings elicited.

Process/Skill Questions

- Is it possible to evaluate media objectively, or is media interpretation always biased by the personal experience of the viewer? Explain.

- In creating a piece of media, why is it important to consider the demographic before crafting the content, selecting the production techniques, and communicating the message?
- What are some examples of product placements in movies you've seen?

Task Number 95

Analyze the effectiveness of audio/video techniques as they pertain to the message.

Definition

Analysis should include

- consideration of the range of audio/video techniques available to a product
- an evaluation of the chosen technique.

Process/Skill Questions

- What might happen in the mind of the viewer when a technique is inconsistent with the message?
- When might a producer be advised to use special techniques and effects sparingly?
- What is the meaning of the phrase, "The medium is the message"? Who said this? Why is this person important to the media industry?

Task Number 96

Solicit program feedback from professionals to incorporate into future drafts or productions.

Definition

Solicitation should include

- identification of professionals representative of the target demographic
- creation of feedback forms (e.g., rubrics, surveys) that allow for assessment and constructive criticism.

Process/Skill Questions

- What are the benefits of receiving constructive criticism from professionals?
- How is constructive criticism given?
- How should you receive and respond to constructive criticism?

Researching New Technologies

Task Number 97

Evaluate various capture devices for production.

Definition

Evaluation should include

- comparing state-of-the-art products, using market research and reports
- identifying trade shows, publications, and Internet resources that indicate where new products are introduced and evaluated.

Process/Skill Questions

- What are three different places to gain information about and reviews of new technology?
- What are examples of emerging technologies?
- What are the key differences between free software and commercial applications?

Task Number 98

Evaluate trends that affect equipment purchase.

Definition

Evaluation should include emerging technologies and industry trends and

- comparing state-of-the-market products, using reliable market research and reports
- identifying trade shows, publications, and Internet resources that indicate where new products are introduced and evaluated.

Process/Skill Questions

- What are three different places to gain information about and reviews of new technology?
 - What are examples of emerging technologies?
 - What are the key differences between free software and commercial applications?
-

Task Number 99

Evaluate post-production platforms.

Definition

Evaluations should include the industries' latest editing platform.

Process/Skill Questions

- What are three different places to gain information about and reviews of new technology?
 - What are examples of emerging technologies?
 - What are the key differences between free software and commercial applications?
-

Task Number 100

Evaluate distribution formats and techniques.

Definition

Evaluation should include different applications associated with end-user requirements.

Process/Skill Questions

- What are three different places to gain information about and reviews of new technology?
 - What are examples of emerging technologies?
 - What are the key differences between free software and commercial applications?
-

Task Number 101

Evaluate new technologies in a studio production facility.

Definition

Evaluations should include all studio and control room equipment.

Process/Skill Questions

- What are three different places to gain information about and reviews of new technology?
- What are examples of emerging technologies?
- What are the key differences between free software and commercial applications?

SOL Correlation by Task

Adhere to safety requirements.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.16
Maintain a clean, safe, and orderly work area.	History and Social Science: GOVT.16
Demonstrate professional conduct.	History and Social Science: GOVT.16
Write a treatment or proposal and script to be delivered as a pitch.	English: 10.2, 10.6, 10.7, 11.2, 11.6, 11.7, 12.6, 12.7
Write a script for informational purposes.	English: 10.2, 10.6, 10.7, 11.2, 11.6, 11.7, 12.2, 12.6, 12.7
Write a script for persuasive purposes.	English: 10.2, 10.6, 10.7, 11.2, 11.6, 11.7, 12.2, 12.6, 12.7
Write a script to entertain.	English: 10.2, 10.6, 10.7, 11.2, 11.6, 11.7, 12.2, 12.6, 12.7
Write a script to instruct.	English: 10.2, 10.6, 10.7, 11.2, 11.6, 11.7, 12.2, 12.6, 12.7
Compose a production schedule.	English: 10.6, 11.6, 12.6
Manage time constraints when working under deadlines.	
Obtain necessary permits, permissions, and release forms.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.1, GOVT.9, GOVT.15
Delegate tasks/roles of personnel.	English: 10.1, 11.1, 12.1
Conduct research for a program.	English: 10.8, 11.8, 12.8
Prepare the set.	
Create troubleshooting trees to solve technical problems.	
Demonstrate basic computer and software maintenance.	
Demonstrate basic equipment maintenance.	
Conduct an interview.	English: 11.1
Perform audio production.	English: 10.1, 10.2, 11.1, 11.2, 12.1, 12.2
Apply makeup.	
Perform a reporter stand-up on location.	English: 10.1, 10.2, 11.1, 11.2, 12.1, 12.2
Rehearse with all talent and crew for production.	English: 11.1, 11.2, 12.1, 12.2

Shoot location interview.	English: 10.6, 11.6, 12.6
Shoot according to a storyboard, two-story script, or shot list.	
Maintain a field log.	English: 10.6, 11.6, 12.6
Change background.	
Call up titles for shows, using character generator (CG) in a live or "as-live" production.	Mathematics: COM.12
Operate video playback device in a live or "as-live" production.	
Control audio sources, using audio mixing board in a live or "as-live" production.	English: 10.1, 11.1, 12.1
Mix video sources, using production switcher in a live or "as-live" production.	English: 10.1, 11.1, 12.1
Shoot a sequence that maintains screen direction and continuity.	
Direct live or "as-live" studio production.	
Direct the studio floor environment.	
Direct a location video shoot.	
Supervise narration recording.	
Assign lights to power sources and dimmers.	Science: PH.7
Explain how to change lamps in lighting instruments.	English: 10.5, 11.5, 12.5
Demonstrate how to light a subject, using 3-point lighting.	Science: PH.4
Light subjects and sets, using various lighting instruments and accessories.	
Identify light levels and qualities (i.e., shape, intensity, and color).	
Light for chroma key.	
Add audio effects, using audio processing devices and/or software.	
Record on location or in the studio, using microphones and audio accessories.	
Add audio sources, using appropriate technology.	
Export media files to multiple devices, formats, and compression levels.	English: 11.2, 12.2
Maintain an archive of digital media.	
Prepare a computer-generated background or graphic.	Mathematics: COM.12
Create motion graphics.	
Key a graphic or a title-over video.	Mathematics: COM.11
Log footage using camera shot acronyms, keywords, and jargon.	English: 10.3, 11.3, 12.3
Select the best source material (e.g., interview, sound bite, B-roll, associated press [AP] newswire story) to achieve program goals.	English: 10.5, 11.5, 12.5
Prepare an edit log.	

Identify the elements in a master for broadcast.	
Add virtual sets to live or pre-recorded action, using chroma key software.	
Research careers related to the television and media industry.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8
Articulate a personal response to the effects of a specific production technique, using a rubric.	English: 10.5, 11.5, 12.5
Analyze the effectiveness of audio/video techniques as they pertain to the message.	English: 10.2, 10.5, 11.2, 11.5, 12.2, 12.5
Solicit program feedback from professionals to incorporate into future drafts or productions.	English: 10.2, 11.2, 12.2
Evaluate various capture devices for production.	English: 10.5, 11.5, 12.5
Evaluate trends that affect equipment purchase.	
Evaluate post-production platforms.	
Evaluate distribution formats and techniques.	
Evaluate new technologies in a studio production facility.	

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Adobe Certified Associate (ACA) Examinations
- Audio-Visual Communications Assessment
- Avid Certified Professional for Media Composer Certification Examination
- Avid Certified User for Media Composer Certification Examination
- Broadcasting and Journalism Assessment
- Certified Broadcast Technologist (CBT) Examination
- Certified Television Operator (CTO) Examination
- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- National Career Readiness Certificate Assessment
- Performing Arts Assessment
- Professional Communications Certification Examination
- Television Production Assessment
- Television Video Production Examination
- Visual Arts Assessment
- Visual Communications and Interactive Media Design Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Television and Media Production I (8688/36 weeks, 140 hours)

Career Cluster: Arts, Audio/Video Technology and Communications	
Pathway	Occupations
Audio and Video Technology and Film	Audio and Video Equipment Technician Audio-Video Designer, Engineer Editor Graphic Designer Multimedia Artist, Animator

Career Cluster: Arts, Audio/Video Technology and Communications	
Pathway	Occupations
	Producer Sound Engineering Technician Videographer
Journalism and Broadcasting	Art Director Broadcast Technician Editor Program Director Radio, TV Announcer Radio, TV Reporter
Performing Arts	Cinematographer Lighting Designer Technical Director Video, Film Editor