Television and Media Production III

8690 36 weeks / 280 hours

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Acknowledgments

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Course Description

Suggested Grade Level: 11 or 12
Prerequisites: 8689

This course builds upon knowledge and skills from Television and Media Production I and II. Students will demonstrate mastery of media production knowledge and skills. They will create original productions, assemble a professional digital portfolio, and investigate the dynamic
media production industry. Students will research postsecondary opportunities and formulate strategies for both college and career success.

“Television and Media Production III” may be offered as a complement to an existing concentration sequence in any CTE program area. In some instances, where noted, it may be combined with specific courses to create concentration sequences.

## 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.

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<td>Present the lesson.</td>
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**Curriculum Framework**

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**Practicing Safety on the Set and on Location**

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**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
- secured 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?

Making Postsecondary Connections

Task Number 42

Explore career pathways.

Definition

Exploration should include

- educational requirements
- earning implications
- job outlook
- online resources.

Process/Skill Questions

- What area of studies and educational levels/degrees are necessary to obtain employment in a specific job?
- What factors contribute to salary?
- What are the current industry trends for employment?
- What are the differences between various modes of education (e.g., technical schools, universities)?

Task Number 43

Research postsecondary institutions.

Definition

Research should include

- types of institutions
• types of degrees and certifications
• associated expenses
• sources of financial assistance
• entrance requirements of postsecondary institutions.

Process/Skill Questions

• Why is geographical location a consideration when selecting a postsecondary institution?
• What concentrations are offered in media production?
• What types of financial assistance are available?
• What are the considerations for taking on debt to fund postsecondary education?
• What is the role of the school counselor?

Task Number 44

Complete an application to postsecondary institution.

Definition

Completion should include

• obtaining letters of recommendation
• arranging for secondary transcripts to be sent
• editing and proofreading the application
• complying with deadlines.

Process/Skill Questions

• What are the requirements for completing supporting materials (e.g., résumé, test scores, recommendations)?
• What additional forms must be completed to apply for financial assistance?

Task Number 45

Submit postsecondary application.

Definition

Submission should include

• reviewing the application for accuracy and completeness
• verifying that the application was received.

Process/Skill Questions
• Why is it important to have someone proofread your application?
• How is completing a college application similar to completing a media production?
• What is the cost associated with applications?

Task Number 46

Make a site visit to a postsecondary institution.

Definition

Making a visit should include

• touring facilities
• meeting with media production program faculty
• meeting with students in your prospective program
• communicating with admissions staff.

Process/Skill Questions

• What are the experiences of actual students in your prospective program?
• What can you learn from a site visit compared to online or paper research?
• Why is it important to contact the admissions staff?

Task Number 47

Present information about a postsecondary institution.

Definition

Presentation should include a summary of

• geographical features of institution locations
• degrees offered
• costs
• size of institution
• statistical data
• success of graduates.

Process/Skill Questions

• What criteria are your peers using to evaluate postsecondary programs?
• How well does a particular school seem to connect with your future career pathway?
• What is your opinion of this school? Why?
• What are your priorities for selecting a postsecondary education option?

Creating Original Productions

Task Number 48

Create an original production (e.g., senior project, self-promotion, biography, tribute video, or gift) to achieve a personal goal/objective.

Definition

Creation should include

• using the three phases of the media production process (i.e., preproduction, production, postproduction)
• obtaining the needed permissions.

Process/Skill Questions

• How do you define a personal goal/objective and the steps to accomplish it?
• How do you monitor progress of this production?
• How do you measure success?

Task Number 49

Create an original production for a demographic (e.g., school, community).

Definition

Creation should include

• using the three phases of the media production process (i.e., preproduction, production, postproduction)
• interpreting the target demographics' interests, concerns, values, and sensibilities
• obtaining the needed permissions.
Process/Skill Questions

- What is the role of a focus group?
- Why is your target demographic important?
- What methods or techniques can be used to reach your target demographic?
- How can you broaden your target demographic?
- Should there be a review process before showing the production? Why, or why not?

**Task Number 50**

Create an original production for a client (e.g., business, nonprofit).

**Definition**

Creation should include

- using the three phases of the media production process (i.e., preproduction, production, postproduction)
- understanding your client's interests, concerns, values, and sensibilities
- budgeting time and money
- completing the review and sign-off processes
- obtaining the needed permissions.

Note: Teacher could be the client.

**Process/Skill Questions**

- What steps are needed before beginning preproduction?
- Who owns rights to the end production?
- What is the review and approval process for completing the production?

**Task Number 51**

Create an original production for a competition.

**Definition**

Creation should include

- using the three phases of the media production process (i.e., preproduction, production, postproduction)
- identifying potential competitions
• understanding competition rules and guidelines
• submitting projects to the competition per guidelines.

Process/Skill Questions

• What is the value of competition in promoting one's career?
• How can you determine what the judges are likely to favor in the competition?
• What do you get out of competing even if you don't win?

Task Number 52

Light multiple subjects on a location or studio set.

Definition

Lighting subjects should include using

• the 3-point technique
• other techniques, such as
  o balanced
  o four-point
  o cross-key
  o limbo lighting
• lighting accessories to optimize lighting on each subject.

Process/Skill Questions

• What is the best method for lighting two subjects on a set?
• How might you improve poorly lit backgrounds?
• How might you optimize light on a location shoot without power?

Task Number 53

Identify safety techniques used when handling lighting equipment.

Definition

Identification should include

• wearing appropriate safety gear (e.g., gloves), especially when handling heated equipment
• adhering to Occupational Safety and Health Administration (OSHA) regulations
• using safety cable(s) when setting up and moving studio lights
• using cables appropriate to voltage demands/levels
• securing cables to prevent accidents
• observing voltage and circuit loads
• keeping "hot" equipment from flammable materials (i.e., practicing fire safety).

Process/Skill Questions

• What might occur if safety procedures are not followed?
• What are two pieces of safety equipment commonly required for working with lighting?
• What is the importance of monitoring appropriate voltage use/load?

Task Number 54

Interpret video signal through broadcast standards, using waveform/vectorscope.

Definition

Interpretation should include

• using waveform monitors and vectorscopes
• making adjustments to achieve the best possible picture.

Process/Skill Questions

• What is one way to calibrate a vectorscope?
• What does a vectorscope indicate about the quality of your signal?
• Who ensures the vectorscope is properly calibrated?

Maximizing Marketing and Distribution of Digital Media

Task Number 55

Research outlets for digital content distribution.
Definition

Researching should include

- social media
- online
- cable
- broadcast
- physical media.

Process/Skill Questions

- What outlet would be the best for your target demographic?
- How do you submit your product to a specific outlet?
- What is the current trend in media distribution?

Task Number 56

Adhere to copyright and other legal requirements of distribution.

Definition

Adherence should include the federal copyright laws as they pertain to

- intellectual property protections
- type of media
- intended demographic
- originator
- fair use
- public domain
- rebroadcast.

Process/Skill Questions

- How are copyright laws enforced?
- How do you obtain copyright permission/usage license?
- How do you protect your copyright?
- What is public domain?

Task Number 57

Create digital marketing materials.
Definition

Creating materials could include

- online promotions
- promotional video/advertising
- trailers
- brochures
- viral campaigns
- social media
- give-a-ways.

Process/Skill Questions

- Which marketing mix might have the greatest chance of reaching the target demographic?
- What is the cost-benefit ratio of various marketing techniques?
- Which production elements might appeal to your target demographic?

Task Number 58

Obtain feedback from demographic.

Definition

Obtaining feedback should be made through

- designing a rubric for assessing the production
- using various techniques to solicit feedback (e.g., online survey, peer review, focus group).

Process/Skill Questions

- What is the value of obtaining feedback from demographics?
- Why is peer review important?
- How do you give and receive constructive criticism?

Task Number 59

Interpret analytics.

Definition

Interpretation should include
• gathering quantitative and qualitative data
• summarizing feedback so that it can be easily understood
• comparing multiple responses to analyze trends.

Process/Skill Questions

• What is the difference between quantitative and qualitative data?
• How do you prioritize and incorporate feedback in current and future productions?
• What procedures can you incorporate to improve your productions based on feedback?

Task Number 60

Create a professional portfolio of recent work.

Definition

Creation of a portfolio should include

• physical media
• digital files stored online
• relevant documentation.

Process/Skill Questions

• What is the value of a data digital video disc (DVD) vs. an authored DVD?
• How often should you revise/update your portfolio?
• How can material be archived to be easily retrieved and formatted for a target demographic?

Understanding the Media Production Industry

Task Number 61

Identify major sectors of the media production industry.

Definition

Identification should include the content creators, distributors, and consumers of commercial media, such as
- cable networks
- network affiliates
- production houses
- freelancers
- social media professionals
- website creators
- corporations
- educational institutions
- equipment vendors and technicians
- drone operators.

**Process/Skill Questions**

- Which sectors of the media production industry are growing? Shrinking?
- What skill sets are necessary for specific sectors within the industry?
- What is the earning potential and job outlook within the specific sectors?

**Task Number 62**

**Identify areas of growth and decline in the media production industry.**

**Definition**

Identification of growth includes

- new forms of media and media distribution
- geographic regions of innovation
- tracking of sales figures indicating increased demand and commercial activity.

Identification of decline includes

- geographic regions of decreased activity
- business bankruptcies
- decline of traditional media forms.

**Process/Skill Questions**

- What is the relationship between the decrease in traditional media and the growth of new media?
- How do you prepare for employment in a changing industry?
- How do you adapt and change with this dynamic industry?

**Task Number 63**
Identify sources of revenue that support media production and distribution.

Definition

Identification may include

- advertising
- subscription
- direct purchase of digital media
- equipment sales and installations
- equipment rental
- stock footage.

Process/Skill Questions

- How do television ratings affect advertising revenue?
- How do you create revenue through new media outlets?
- What is the vendor's role in the economics of media production?
- How do producers of media set prices?

Task Number 64

Identify entrepreneurial opportunities in the media production industry.

Definition

Identification should include

- freelance opportunities
- independent producer
- start-up production company
- event work
- new technologies.

Process/Skill Questions

- How do you find clients?
- How do you decide which products and/or services to offer?
- What are the procedures to start your own business?
- What are the constraints of using school equipment and facilities for commercial projects?
Making Industry Connections

Task Number 65

Create a résumé targeted to media production.

Definition

Creation should include using appropriately written and electronic formats.

Process/Skill Questions

- What should be included in a résumé?
- How do you change your résumé to reflect your skills for a specific position?
- What is the difference between a cover letter and a résumé?

Task Number 66

Research internship and/or job-shadowing opportunities.

Definition

Research should include

- available local resources and/or businesses
- alternative career pathways
- required tasks and responsibilities
- professional network connections.

Process/Skill Questions

- What is the difference between an internship and a job-shadowing opportunity?
- How can you maintain a professional connection after an internship or job-shadowing opportunity?
- What are the elements of a successful internship experience?

Task Number 67
Create self-marketing materials that would appeal to media production professionals.

Definition

Creation of materials could include

- self-promotional website
- portfolio
- résumé.

Process/Skill Questions

- How can social networking have a negative impact?
- What is the value of having something tangible such as a business card vs. having only electronic information?
- Why is it important to have a professional email address?

Task Number 68

Research job opportunities.

Definition

Research should include

- identifying short-, medium-, and long-term goals
- 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., job openings, salaries, working conditions, educational requirements, trends).

Process/Skill Questions

- What skill sets and education are required by various industries?
- What is the likely return on the educational and skill investment?
- What is the advantage of formulating short-, medium-, and long-term goals?

Task Number 69
Experience an internship and/or job shadowing opportunity.

Definition

Experience could include

- time spent in a career setting
- informational interviews with professional staff
- daily journal
- summary of the experience
- appropriate dress code
- on-the-job training
- networking.

Process/Skill Questions

- How can an internship or job-shadowing experience lead to employment?
- How can the experience guide educational and career planning?
- How can a negative experience be beneficial?
- Why is it important to get into the professional world?
- What steps are needed to prepare oneself for an internship or job-shadowing opportunity?

Task Number 70

Participate in a practice job interview.

Definition

Participation should include

- professional greeting and handshake
- clear, succinct answers to standard questions
- appropriate body language, eye contact, appearance, and dress.

Process/Skill Questions

- Why is it important to record a job interview?
- What makes a good first impression?
- What questions are inappropriate to ask?
- What personal information is inappropriate to share?

Delivering Instruction Using Multimedia
Task Number 71

Design a lesson.

Definition

Designing the lesson should include

- introduction
- goals and objectives
- explanation of tasks
- student assessment
- digital formats (for easy storage, retrieval, and play back)
- access to all materials.

Process/Skill Questions

- What is the value of planning before executing a lesson?
- Why is this lesson relevant?
- What techniques can be used to hook and engage students?
- What is the importance of having materials that appeal to different learning styles (e.g., visual, auditory, tactile/hands-on)?
- How can the materials be available for on-demand access?

Task Number 72

Present the lesson.

Definition

Presentation should include

- rehearsing the lesson before presenting it
- pacing of delivery to allow time for student interaction
- incorporating interactive components to enhance students' interest and engagement
- giving multimedia presentation, when applicable.

Process/Skill Questions

- Why is it important to be able to teach a skill or concept?
- How do you check for student learning?
- How can you enlist your students' help in conducting/delivering the lesson?
• What is the value of team teaching?

**Task Number 73**

**Receive feedback from students.**

**Definition**

Receiving feedback could include

• online tools
• exit passes
• What I Learned Today (WILT)
• survey.

**Process/Skill Questions**

• What is the value of receiving feedback on your lesson?
• How can feedback encourage improvement?
• When should feedback be shared with all students or held confidentially?
• What are the advantages and disadvantages of anonymous vs. identified feedback?

**Applying New Technologies**

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**Task Number 74**

**Compare various capture devices for production.**

**Definition**

Comparison should include

• comparing state-of-the-art 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 75

Compare post-production platforms.

Definition

Comparisons should include 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 76

Compare distribution formats and techniques.

Definition

Comparisons 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 77

Compare new technologies in a studio production facility.

Definition

Comparison 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

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<tr>
<td>Explore career pathways.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
<td></td>
</tr>
<tr>
<td>Research postsecondary institutions.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
<td></td>
</tr>
<tr>
<td>Complete an application to postsecondary institution.</td>
<td>English: 11.6, 11.7, 12.6, 12.7</td>
<td></td>
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<tr>
<td>Submit postsecondary application.</td>
<td>English: 11.7, 12.7</td>
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<tr>
<td>Make a site visit to a postsecondary institution.</td>
<td></td>
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<tr>
<td>Present information about a postsecondary institution.</td>
<td>English: 11.1, 12.1</td>
<td></td>
</tr>
<tr>
<td>Create an original production (e.g., senior project, self-promotion, biography, tribute video, or gift) to achieve a personal goal/objective.</td>
<td>English: 11.1, 11.2, 12.1, 12.2</td>
<td></td>
</tr>
<tr>
<td>Create an original production for a demographic (e.g., school, community).</td>
<td>English: 11.1, 11.2, 12.1, 12.2</td>
<td></td>
</tr>
<tr>
<td>Create an original production for a client (e.g., business, nonprofit).</td>
<td>English: 11.1, 11.2, 12.1, 12.2</td>
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<tr>
<td>Create an original production for a competition.</td>
<td>English: 11.1, 11.2, 12.1, 12.2</td>
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<tr>
<td>Light multiple subjects on a location or studio set.</td>
<td>History and Social Science: GOVT.16</td>
<td></td>
</tr>
<tr>
<td>Identify safety techniques used when handling lighting equipment.</td>
<td>History and Social Science: GOVT.16</td>
<td></td>
</tr>
<tr>
<td>Interpret video signal through broadcast standards, using waveform/vectorscope.</td>
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<td></td>
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<tr>
<td>Research outlets for digital content distribution.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
<td>VUS.14</td>
</tr>
<tr>
<td>Adhere to copyright and other legal requirements of distribution.</td>
<td>History and Social Science: GOVT.9, GOVT.16</td>
<td></td>
</tr>
<tr>
<td>Create digital marketing materials.</td>
<td>English: 11.2, 11.5, 12.2, 12.5</td>
<td>VUS.14</td>
</tr>
</tbody>
</table>
Obtain feedback from demographic.  
Interpret analytics.  
Create a professional portfolio of recent work.  
Identify major sectors of the media production industry.  
Identify areas of growth and decline in the media production industry.  
Identify sources of revenue that support media production and distribution.  
Identify entrepreneurial opportunities in the media production industry.  
Create a résumé targeted to media production.  
Research internship and/or job-shadowing opportunities.  
Create self-marketing materials that would appeal to media production professionals.  
Research job opportunities.  
Experience an internship and/or job shadowing opportunity.  
Participate in a practice job interview.  
Design a lesson.  
Present the lesson.  
Receive feedback from students.  
Compare various capture devices for production.  
Compare post-production platforms.  
Compare distribution formats and techniques.  
Compare new technologies in a studio production facility.

| History and Social Science: VUS.14 | English: 11.5, 11.6, 12.5, 12.6 |
| History and Social Science: VUS.14 | English: 11.5, 12.5 |
| History and Social Science: VUS.14 | English: 11.6, 12.6 |
| History and Social Science: VUS.14 | English: 11.5, 12.5 |
| History and Social Science: VUS.14 | English: 11.5, 12.5 |
| History and Social Science: GOVT.16 | English: 11.5, 12.5 |
| History and Social Science: GOVT.16 | English: 11.5, 11.6, 12.5, 12.6 |
| History and Social Science: GOVT.16 | English: 11.5, 11.8, 12.5, 12.8 |
| History and Social Science: VUS.14 | English: 11.2, 11.5, 12.2, 12.5 |
| History and Social Science: VUS.14 | English: 11.5, 11.8, 12.5, 12.8 |
| History and Social Science: VUS.14 | English: 11.1, 11.6, 12.1, 12.6 |
| History and Social Science: VUS.14 | English: 11.1, 12.1 |
| History and Social Science: VUS.14 | English: 11.5, 11.6, 12.5, 12.6 |
| History and Social Science: VUS.14 | English: 11.1, 11.2, 12.1, 12.2 |
| History and Social Science: VUS.14, GOVT.16 | English: 11.5, 12.5 |

**Student Organization Information**

**SkillsUSA Information**

SkillsUSA, the co-curricular student organization for Trade and Industrial Education, provides many opportunities through its program for students to apply the knowledge, skills, and processes learned in a variety of courses. For additional information about the student
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 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

<table>
<thead>
<tr>
<th>Career Cluster: Arts, Audio/Video Technology and Communications</th>
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<tbody>
<tr>
<td><strong>Pathway</strong></td>
</tr>
<tr>
<td>Audio and Video Technology and Film</td>
</tr>
<tr>
<td>Journalism and Broadcasting</td>
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<tr>
<td>Performing Arts</td>
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