Department of Education | College, Career and Technical Education

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A/V Production II

Primary Career Cluster:	Arts, A/V Technology, & Communications
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C11H02
Prerequisite(s):	*A/V Production I* (C11H01)
Credit:	1
Grade Level:	10
Focus Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Arts, A/V Technology, & Communications* courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the *A/V Production* program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.com Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	042, 230, 231, 537, 538, 539, 543, 576, 583, 597, 710
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html Best For All Central: https://bestforall.tnedu.gov/

Approved January 30, 2015

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at http://www.tnskillsusa.com.

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-2**| Have an industry expert explain onsite safety issues to students.
- **Standards 3-5**| Integrated project with industry partner involvement.
- **Standards 6** | Informational interview with industry partner on how they got started in this career field.
- **Standards 7** | Virtual exchange with a local attorney to explore A/V ethical and legal issues.
- **Standards 8-10** | Have industry partners mentor students on an integrated project.
- **Standards 11-13** | Have students do virtual mock interview with industry partners.
- **Standards 14-25** | Have students job shadow a production crew.
- **Standards 26-28** | Have industry partners mentor and evaluate students through their portfolio project.

For more ideas and information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.

Course Description

A/V Production II is the second course in the *A/V Production* program of study intended to prepare students for a careers in audio/visual production. Building on knowledge acquired in *A/V Production I*, this course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an investigation of concerns affecting A/V production businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

Program of Study Application

This is the second course in the *A/V Production* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology, & Communications website at https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html.

Course Standards

Safety

1) Accurately read, interpret, and demonstrate adherence to safety rules, including but not limited to rules published by the Occupational Safety and Health Administration (OSHA), and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply in a written, oral or digital presentation using domain-specific terminology.

2) Explain the intended use of equipment available in the classroom. Demonstrate how to properly inspect, use, and maintain safe operating procedures with equipment. Review the hazard assessment checklist from the introductory course and update as needed for various environments. Incorporate safety procedures and complete a safety test with 100 percent accuracy.

A/V Production Industries

3) Analyze how A/V professionals interact with others within industry. Conduct a case study of a company to evaluate the roles and responsibilities of A/V production professionals within the company. Create an oral, written, or visual presentation to illustrate the similarities and differences among the various roles. For example, investigate how an audio or video editor interacts with producers, directors, cinematographers, and assistants in a motion picture company to create a movie trailer.

4) Develop a research paper, video production, or visual display demonstrating the influence of technology on the careers of A/V production professionals, including the impact on technical

work and business management. Write persuasively to make a claim about the personal traits and skills needed for professionals in the field as technology advances, citing an example of an emerging or future technology.

5) Examine funding methods for various types of productions, including private equity and capital investment, tax incentives, and grants. Describe the relationship between A/V productions and advertising. Select a production type and describe how a specific project is funded, including the role advertising plays in the project, citing examples and identifying key personnel involved in production finance. Use technology to compile the information as a class and create a library of production types, with example funding strategies for each.

Career Preparation

6) Research the postsecondary institutions (colleges of applied technology, community colleges, and four-year universities) in Tennessee and other states that offer A/V production-related programs. Based on the research, determine how postsecondary study and other advanced training help facilitate career development. Identify specific occupations of interest, outline preliminary employment goals, and devise a tentative career plan to reach those goals. Include in the plan descriptions of admissions criteria, postsecondary programs of study, and the secondary courses that will prepare a student to be successful in a chosen A/V career.

Ethical and Legal Issues

7) Examine the significance of ethical practices in A/V production occupations, using professional organizations' codes of ethics or other industry sources. Evaluate ethical issues affecting the industry, such as truth telling in broadcast journalism and cultural sensitivity. Compose an argument with claim(s) and counterclaim(s), debating the sociological and economic impact of a particular issue facing the industry.

Production Writing

8) Employ research methods when planning a production, including data collection, critical reading, and analysis of such information as casting tapes or location scouting reports. Synthesize research to draw conclusions and present a claim, citing resources and articulating logical rationale for the use of chosen resources. For example, conduct a survey to determine student body opinions regarding a current news event.

9) Utilize research methods to determine the target audience for a given advertising production. Analyze the wants and needs of the target audience to prepare persuasive writing to communicate the intended message to the viewer. Create a distribution plan to deliver the content to the target audience such as through television, radio, email, websites, and/or social media.

10) Building on the experiences and knowledge from *A/V Production I*, conduct research and write scripts for various production types. Analyze and break down the components of each type to create narratives that communicate the desired message or story with a logical

beginning, middle, and end. Produce, review, and revise a script for each of the following production types, utilizing the appropriate style and formatting conventions of each:

a. Entertainment-based productions
b. Fact-based productions
c. Market-based productions, such as advertising and proposals

Interviewing

11) Examine interviewing techniques used in A/V production. Create an interviewing plan outlining the selected topic, interviewees, interview location, and scheduling plan. Include justification for why the selected interviewees and location are appropriate for the given topic, noting any potential biases that may exist.

12) Analyze techniques used for writing interview questions. Compare and contrast a variety of example interview questions to determine the characteristics of quality interview questions, such as those which evoke detailed responses. Recognize the properties of biased and unbiased questions. Create a library of example questions a professional could use to prepare for interviews.

13) Drawing on research, create a list of interview questions for a specified interview with a specific purpose and audience. Evaluate the questions for bias and quality. Perform interviews using prepared questions, appropriately improvising based on responses.

Planning a Production

14) Explain the components and function of storyboards for A/V productions. Search for short scripts or draw excerpts from larger texts in order to analyze and prepare them for conversion into storyboards. For the identified production, create an original storyboard based on the written script.

15) Utilize the steps of the pre-production phase to create written plans for productions of increasing complexity. Conduct a pre-production meeting to develop production plans. The plans should include but would not be limited to:

a. Justifying the purpose of the production
b. Researching the topic of interest
c. Determining the target audience
d. Writing a script for the production based on research
e. Crafting a storyboard
f. Creating a project budget
g. Outlining a production schedule
h. Choosing a method of content delivery (i.e., online, on radio, on local television, live production, etc.)

For example, research a popular or controversial topic within A/V production, and create a production plan for a well-organized, short documentary film or radio news story that

explores expert opinion on both sides of the debate. Sample topics include the portrayal of athletes as positive role models or the prevalence of violence on television.

Lighting

16) Examine the scientific principles of light, distinguishing among the characteristics of hard light, diffused light, and incident light. Describe techniques used for manipulating light such as filters, gels, diffusers, and more. Utilizing these principles and building on techniques learned in *A/V Production I*, plan and implement the lighting for a production scene. Steps include planning the scene and equipment, blocking the scene, setting the lights, and adjusting the white balance of the camera.

17) Analyze how lighting techniques are used to create composition, visual continuity, and mood by examining case studies of video productions. Examine a given production and formulate a hypothesis concerning the types and setup of lighting equipment used for the scenes. Corroborate the hypothesis where possible and illustrate the conclusions in a written narrative with supporting graphics (such as a lighting set-up diagram). Formulate a strategy for creating a given mood by studying and citing examples from textbooks, online resources, and results of the case study.

Audio

18) Describe the importance and characteristics of quality audio, drawing conclusions about production results and implications based on audio quality. Explain the proper techniques for capturing quality audio for productions. Cite sources employing both scientific and industry perspectives, briefly justifying why each is valid.

19) Properly set up audio recording equipment and perform a pre-production check. Record an audio sequence and properly monitor the sound level. Troubleshoot poor sound quality and interferences by identifying the source of the problem and making corrections. Record quality sound, both in the studio and on location.

Production Equipment

20) Design the staging and layout of a set. Appropriately integrate lighting, audio, scenery, costumes, and props according to the script and production plan. In teams, demonstrate the proper setup and operation of a wide array of production equipment, and rotate roles to complete the various jobs necessary for a studio and/or remote production.

21) Demonstrate camera operations of advancing skill in studio and field environments including:
    a. Selecting proper framing
    b. Capturing action footage
    c. Using appropriate lens focal length, aperture, and exposure
    d. Implementing appropriate recording sequence

22) Identify and describe the function of the equipment in a control room. Appropriately use an audio mixer, switch cameras, and utilize traffic control equipment. Drawing on instructional manuals and other resources, create a short tutorial video that a beginning A/V production student could view to understand the basic functions of a control room.

23) Interpret instructional manuals and other resources to determine and demonstrate routine maintenance and cleaning procedures to protect and prolong the life of A/V production equipment. Create a maintenance plan for a given piece of equipment that another peer could use to perform proper cleaning and storing techniques.

24) Perform troubleshooting procedures, including researching solutions used by A/V technicians, to solve basic technical problems involving production equipment. For example, examine a malfunctioning piece of equipment or improperly set-up network of equipment and determine the cause of the malfunction. Apply knowledge gained through experience in the course and employ research procedures to fix the equipment, adjust the settings, and prepare for production.

Post-Production

25) Examine the importance of post-production editing to the A/V production process, and determine the impact of editing on continuity, performance, emphasis, and pacing. Perform advancing software operations to edit video and/or audio clips. Build on the skills learned in *A/V Production I* (assembling clips for proper sequencing, applying transition effects, and inserting basic text to enhance video) to complete more sophisticated tasks, including:
    a. Adjusting audio levels for balance and emphasis
    b. Using multiple audio sources
    c. Mixing audio for video such as applying sound effects, equalizing, and matching levels
    d. Applying visual effects such as filters, keying, and image control
    e. Creating graphics for video productions such as titles and still images
    f. Exporting and uploading video and/or audio in the appropriate format based on its planned distribution

    Utilize digital editing software to create productions of increasing complexity, such as a documentary film that incorporates photographs, interviews, narrative voice-over, and other footage.

Projects

26) Apply the production process to complete video and/or audio projects (independently and in teams) for a public audience of increasing complexity and of varying type. Demonstrate the ability to select and use the appropriate equipment and procedures to accomplish project goals. Create a narrative to promote the production to a targeted audience. For example, write a synopsis of a short film, as though for a movie listing.

27) Reflect on the outcomes of productions created in the course. Evaluate whether the various elements of the production meet the goals set in the production plan. Additionally, evaluate

the productions of others, assuming the role of a film critic or analyst to write a critical review of a production, citing evidence to justify claims made.

Portfolio

28) Update materials from coursework to add to the portfolio started in *A/V Production I*, including the career plan generated in this course, and continually reflect on coursework experiences. Include written descriptions of project types and learning outcomes.

Standards Alignment Notes

References to other standards include:
P21: Partnership for 21st Century Skills Framework for 21st Century Learning
Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.