Department of Education | College, Career and Technical Education

Published, May 2021

A/V Production III

Primary Career Cluster:	Arts, A/V Technology, & Communications
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C11H03
Prerequisite(s):	*A/V Production II* (C11H02)
Credit:	1-2 credits (See Recommended Credit below)
Grade Level:	11-12
Focus Elective Graduation Requirements:	This course satisfies one to two 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 third 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; Amended April 15, 2016

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 partner explain the job safety issues.
- **Standards 3-4**| Invite an A/V union representative to guest speak.
- **Standards 5-9** | Student run enterprise with industry partner involvement and mentorship.
- **Standards 10-14** | Have students work on-site with a production crew.
- **Standards 15-17** | Have students partner with a social media outlet to learn how analytics are used in the industry.
- **Standards 18-20** | Have students experience a live television broadcast with through an industry partner.
- **Standards 21-24** | Internship

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

Course Description

A/V Production III is an applied-knowledge course intended to prepare students to pursue careers and postsecondary learning in audio/visual production. Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of media, and the production of live events. 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. Upon completion of this course, proficient students will be prepared for a career in audio/visual production or to transition to a postsecondary program for further study.

Program of Study Application

This is the third course in the *A/V Production* program of study. Flexibility is built in to offer this course for either one or two credits, depending on whether or not a student completes an internship. Whether offered for one credit or two credits, this course can feed into a fourth-level *Applied Arts Practicum* course in which students can apply learned skills toward the completion of an in-depth, semester- or year-long project. 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.

Recommended Credit

If standards 1-20 are covered, the course is recommended for one credit. If all standards (1-23) are covered, the course is recommended for two credits.

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 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 *A/V Production I* and *A/V Production II* and update as needed for various environments. Incorporate safety procedures and complete a safety test with 100 percent accuracy.

Policies and Regulations

3) Research and summarize relevant legislation, regulations, and laws regulating audio/visual production, such as Federal Communications Commission regulations and the Freedom of Information Act. Discuss the influence of government regulations on various media.

4) Examine labor management processes and agreements used in A/V production fields. Describe the roles and functions of unions and professional organizations. Explain how such organizations influence and impact the development of production plans and work production.

Independent Production

5) Perform research to develop a project idea for a given production type. Prepare a proposal and storyboard for the proposed project and pitch the idea to industry professionals, clients, and/or peers. In the presentation, include:
    a. Justification of identified production type
    b. Determination of the target audience based on research
    c. Relevance of the project idea to targeted audience
    d. A draft of a written script based on research and appropriate to the purpose
    e. A storyboard illustrating the main ideas of the production

    Collect and reflect on constructive feedback from the audience, and incorporate feedback to develop the production plan.

6) Apply skills and knowledge from previous courses to independently coordinate and complete all elements of the pre-production, production, and post-production processes in order to create an original production (as outlined in standard 5) according to identified schedule and intended purpose (e.g. client requirements).

7) Assume the role of a producer to coordinate production activities. Log activities in a production log. Determine the personnel, equipment, and associated costs needed to complete the project, including anticipated scheduling, coordinating, and managing of crews to complete projects.

8) Examine characteristics of high quality on-camera performances by reading textbooks and other resources and by analyzing actual professional video productions. Synthesize research to create guidelines for on-screen performances. Practice performing on-screen and identify strengths and areas to improve for future performances, both through personal reflection based on identified guidelines and by requesting constructive feedback from the instructor and/or peers.

9) Read and interpret instructional materials to generate special effects and animated elements for a given production using industry software. Employ the elements of design such as type, color, and composition to enhance the communication of the theme and message. For example, create and employ graphical elements consistent with a company's or broadcasting station's branding to appeal to the identified target audience.

Collaborative Production

10) Drawing on research conducted in *A/V Production II* regarding the roles of individuals within A/V production teams, determine the structure of a production team needed to complete a classroom production. Draw a diagram to illustrate the breakdown of the team. Create job descriptions to indicate the responsibilities of every position.

11) Apply skills and knowledge in an authentic production laboratory. Organize a production team; assign roles based on the strengths of each individual, working collaboratively to set and complete project goals. Demonstrate professionalism, exercise leadership, and complete tasks in a timely manner according to the production schedule.
12) Schedule and conduct team project meetings as needed throughout all phases of production, emphasizing team goals and values. For example, conduct meetings to brainstorm and refine project ideas, prepare for production, coordinate logistics, address challenges as production is implemented, and to plan and delegate editing and distribution responsibilities during post-production.

13) Work in production teams to complete all aspects of the production process including planning, coordinating, capturing, editing, and distributing a production. Demonstrate advanced skills in selecting, setting up, and using industry equipment and software. Utilize advanced scheduling techniques to manage extended projects by developing a Gantt chart, monitoring production processes, and appropriately adjusting plans in response to problems or delays.

14) Reflect upon project outcomes, evaluating the results based on project goals. Evaluate team operations and identify opportunities to improve functioning processes of the team. As a group, evaluate the effectiveness of production content and implementation based on audience feedback, ratings, etc. Note constructive and positive feedback received, and incorporate feedback to improve the outcomes of future projects.

Distribution of Media

15) Research outlets for media distribution. Explain the techniques and procedures of online distribution (e.g., web hosting, streaming, social media), television broadcast and cable networks, radio broadcast and networks, syndication, and public broadcast. Compare and contrast each in an infographic or written narrative, citing evidence from the sources consulted.

16) Select a specific media outlet and research in more detail the transmission procedures of that outlet. For example, analyze methods a local news broadcasting company uses to send transmissions from a remote site to a studio, and how news broadcasts are transmitted to viewers.

17) Create a strategy to gather audience feedback utilizing technology. For example, utilize social media sites to monitor audience feedback posts or create an online survey. Gather and analyze feedback from audience responses and use it to influence future productions.

Live Events

18) Analyze the unique procedures and equipment needed to capture and stream/broadcast video and/or audio productions of live events, such as a sporting event or a performance. Summarize findings in an informational text, citing research from online resources or industry professionals.

19) Drawing on research, plan equipment setup for a live production. For a given event, create drawings (i.e., location sketches or CAD drawings) to plan the layout of equipment required for the event including cameras, lighting, audio, intercommunications, and other equipment and its connection to available electrical sources. While planning, attend to safety considerations such as the placement of cords and balancing of electrical loads. Use the drawings to develop an equipment list and determine the personnel required to capture the event.

20) Work in teams to produce live events. Follow proper procedures to set up, use, and tear down equipment for producing live events in various contexts. Reflect on production outcomes in a journal and use the reflections to improve future outcomes.

Portfolio

21) Update the portfolio to reflect the cumulative total of all projects undertaken across the program of study. Continually reflect on coursework experiences and revise and refine the career plan generated in *A/V Production II*. Include written descriptions of project types and learning outcomes.

Internship Option**

22) Participate in a work-based learning internship experience to develop, practice, and demonstrate skills outlined in course standards. An internship must follow current Tennessee Work-Based Learning (WBL) Framework Guidelines.

23) Create and continually update a personal journal to document internship activities. Draw connections between the experience and course content, thoughtfully reflecting on:
    a. Acquired leadership and technical skills
    b. Problem-solving techniques and decision-making skills
    c. Team member participation in a learning environment
    d. Personal career development

24) Upon conclusion of the internship, write an informative essay summarizing the internship experience and next steps for personal and professional growth. Produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the internship.

** Although a hands-on experience in work-based learning (WBL) is most ideal, it is recognized that not all students will be able to be placed in a company setting. Internship activities may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education,

service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, to earn two credits, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and must follow policies outlined in the Work-Based Learning Policy Guide available online at https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_policy_guide.pdf.

The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

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.