

"Wilson Jr. High School, Appleton, WI 54914"

Unit # 8 Lesson #1 Time Required 10 class periods

Course Title: Communications

Lesson Title: Video Technology/Production

Objectives of the unit

The student will:

- 1) Show an understanding of the technical operations of the taping system.
- 2) Utilize proper broadcasting techniques and technical processes used to convey a message via a television medium.
- 3) In groups of 1 to 4 people, write and produce a 2 to 4 minute video production.

Instructional Aids : A Handout on a guide to a good video production.

Equipment required : Video Camera, TV Monitor, Video Recording Machine, Microphone, Blank Video tapes

References : Boyce, J.C. Modern Electronics: A Survey of New Technology.
NY: McGraw-Hill Book Co., 1982

DuVall, J.B., Maughan, G.R. Jr. and Berger, E.G. Getting the Message: The Technology of Communication Worcester, MA: Davis Publications, 1980

How Television Works

11 min. 02040 \$10.00

Animated sequences explain the workings of a television camera, the vacuum tubes, the flow of electrons, the amplifying and receiving systems, the transmitting antenna, and the home television sets.

Sixty-Second Spot

25 min. 83047 \$15.00

Follows the production of a 7-Up commercial from the storyboard concept to location filming.

Teacher Activity - Video Production

Introduction : The students explore television broadcasting; it's function, operation and use as influential communication mediums. The student can develop an understanding of graphic and electronic communication, as well as becoming aware of the technical developments greatly impacting the effectiveness of these communication techniques.

This unit may focus on one central broadcasting activity where students plan, organize and produce a video and audio production. The production could have an advertising focus (ie. commercial), information focus (news, reporting event), or any combination of the two. The main objective would be to help students develop a clear understanding of the planning, organization and production techniques necessary to follow for effective broadcasting transfer. Students could utilize videotaping equipment.

As the cameraman focuses the camera on the subjects being taped, he is looking through the viewfinder which shows the image being observed by the lens of the camera. This image is transferred by hard wire to the video recording unit. The electronic signal is imposed on the cassette by magnetic flux particles attracted to the cassette by the recording head. The image can also be seen on the TV monitor for simultaneous viewing of the participants. For play-back viewing the play-record head simply reads the magnetic particle arrangement on the tape and transfers those into electronic pulses to be carried into an image for viewing on the TV monitor.

- I. Give demonstration and introduction of the proper set-up techniques of the video equipment.
- II. Lead discussion on brainstorming ideas for production and selection of groups. (Handout on suggested topics- Appendix A)
- III. Give individual assessment of group topics and ideas for production (Give some tips for a good production).
- IV. Show some videos of high and low quality past productions.

* Note to Instructors *

This activity should be done in a group setting, but if necessary can be performed by one person as well. For the best outcome, have the students practice as much as possible, as this will reduce the anxiety of going in front of the camera for the final "take" (remind them of this).

Stress the importance of good eye contact with the camera during the production and limited use of notes while the students are practicing. Stress dramatics- proper facial expressions, body movements, proper stance and arm movements. Proper dressing and wardrobe can accent the production to make it be much more realistic. Props also play an important part as they complete the "total look" of the setting (ie, cooking supplies, fishing pole, kitchen tables, chairs, curtains, etc.) The background should be of white paper or drawn curtains, try to emphasize a solid color. Speech plays a very important role in the production angle of it. Correct diction of words, loudness & clearness in voice and slowness in speech all play a major factor in a top quality production.

Student Activity

| <u>Procedure</u> | <u>Equipment</u> | <u>Notes</u> |
|--|------------------------|----------------------------------|
| 1) Select topic to coordinate with selection of group size or individual | 1) Topic sheet handout | 1) OK topic with with Instructor |
| 2) Choose roles of the participants and write the script | | |
| 3) Practice and rehearsal of script, make adjustments | 3) Current script | 3) Instructor to help if needed |
| 4) Select and bring wardrobe to school | 4) Wardrobe | 4) Store in a safe place |
| 5) Rehearse in front of the camera | 5) Video camera set-up | |
| 6) Dress rehearsal repeated until final copy is finished | | 6) Practice as much as possible |
| 7) Edit tape for good production | 7) Dual tape machines | |

Appendix A
Topics for audio video production unit

- 1) Talk Show
- 2) Weather Report
- 3) Soap Opera
- 4) Commercial
- 5) Rock Video
- 6) Lip Sync
- 7) Game Show
- 8) Cooking
- 9) Movie Review
- 10) Dance
- 11) Bloopers
- 12) Dear Abby
- 13) Pet Show
- 14) Selling a Product
- 15) Consumer Report
- 16) Gardening
- 17) Kid Show
- 18) Comedy Show
- 19) Fashion Show
- 20) Magic Act
- 21) Fishing Report
- 22) Make-Over
- 23) Exercise
- 24) Demonstration
- 25) All-Star Wrestling
- 26) People's Court
- 27) Dating Game

SCHOOL _____
COURSE _____
UNIT No. _____
LESSON TITLE _____ LESSON No _____ TIME _____

OBJECTIVE(S)

- (1) _____
(2) _____
(3) _____
(4) _____

REFERENCES _____

INSTRUCTIONAL AIDS _____
SUPPLIES AND EQUIPMENT _____
SUPPLY SOURCES _____

TEACHER ACTIVITY _____

INTRODUCTION (WRITTEN OUT) _____
PRESENTATION (OUTLINE FORM) _____
SUMMARY _____

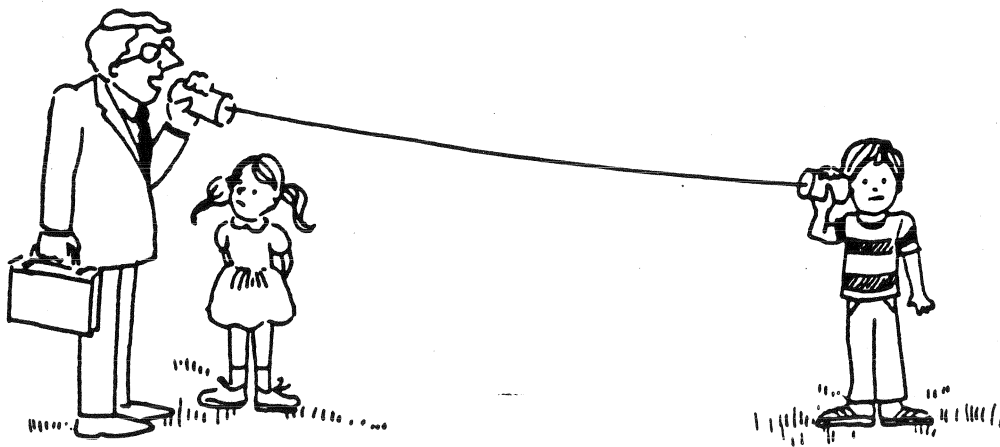
EVALUATION _____

STUDENT ACTIVITY: _____

PROCEDURE SHEET _____
WORKSHEET _____
HANDOUTS _____

NOTE ; [USE APPLE WRITER PROGRAM AND SAVE]

COMMUNICATIONS



"I'M WITH THE FEDERAL COMMUNICATIONS COMMISSION. DO YOU HAVE A LICENSE?"

VIDEO PRODUCTION

Name _____

Date _____

ABBOTSFORD HIGH SCHOOL

**GRADING SHEET
COMMUNICATIONS
VIDEO PRODUCTION**

| <u>CRITERIA</u> | <u>POSSIBLE</u> | <u>EARNED</u> |
|-----------------------------------|-----------------|---------------|
| ACTIVITY 1 | | |
| Checkpoint 1: Storyboarding | | |
| Inst.: _____ | 5 | _____ |
| Date: _____ | | |
| Checkpoint 2: Script Writing | | |
| Inst.: _____ | 5 | _____ |
| Date: _____ | | |
| Checkpoint 3: Equipment Operation | | |
| Inst.: _____ | 5 | _____ |
| Date: _____ | | |
| Final Production: | | |
| Impact | 5 | _____ |
| Continuity | 4 | _____ |
| Imagery | 4 | _____ |
| Direction | 4 | _____ |
| Sound Track | 3 | _____ |
| Worksheet | 15 | _____ |
| | — | |
| Total | 50 | _____ |

GRADE BREAKDOWN

A = 47 - 50
 B = 44 - 46
 C = 41 - 43
 D = 38 - 40

INTRODUCTION

There's evidence that by the age of 18 students spend more time watching television than they spend in school. Therefore, students are extremely familiar with one of the major forms of communication - the television commercial.

What we see on the screen in 30 or 60 seconds actually represents many hours, days, or possibly even weeks of planning, organizing, filming, trial and error, and editing.

With television air time exceeding one million dollars a minute in some time slots, the content and impact of the commercial are of extreme importance.

OBJECTIVES

Upon completion of this package the student will be able to:

1. Relate to many concepts involved in actual T.V. production
2. Understand technical concepts and video equipment operation
3. Design and test scripts through rehearsals
4. Utilize the interaction of a group to produce a quality production

ACTIVITY

V I D E O P R O D U C T I O N

INTRODUCTION:

Video recording is the study of placing visible images on magnetic tape.

In this activity we will use the format of the 60 second commercial or P.S.A. (Public Service Announcement) to discover production techniques, script writing, equipment operation, directing, and acting.

MATERIALS AND EQUIPMENT:

1. V.C.R. (Video Cassette Recorder) and camera OR Camcorder (combination camera and V.C.R.)
2. Blank cassette
3. Props - any items necessary to "show" ideas. Remember - this is VIDEO - Don't talk. Show and tell!

Assignment 6
Technology Learning Activity Rating Sheet
(Continued)

5. Check as many items as apply to this activity:

- | | |
|--|--|
| <input type="checkbox"/> Enjoyable | <input type="checkbox"/> Boring |
| <input type="checkbox"/> Confusing | <input type="checkbox"/> Frustrating |
| <input type="checkbox"/> Too Long | <input type="checkbox"/> Too much work |
| <input type="checkbox"/> Too short | <input type="checkbox"/> Fantastic |
| <input type="checkbox"/> Would like to do more of this | |

Please explain any boxes checked.

Assignment 6
Technology Learning Activity Rating Sheet

1. Was the reading level
_____ Too Easy
_____ At my level
_____ Too difficult
2. Were the information sheets and activities:
_____ Clearly written and easy to use
_____ O.K.
_____ Hard to understand or follow
3. The illustrations and pictures were:
_____ Not enough
_____ Not helpful
_____ O.K.
_____ Very helpful
4. The objectives were completely covered in this activity?
_____ Yes
_____ Somewhat
_____ No

EVALUATION (Continued)

7. Describe the following terms:

Pan

Tilt

Zoom

Cue

Possible

40

Earned _____

A = 37 - 40

B = 33 - 36

C = 29 - 32

D = 25 - 28

Name of spot _____

Name of student _____

Date _____ Period _____

EVALUATION

1. What is meant by storyboarding?
2. What information is included in the script?
3. How many rehearsals were required to arrive at the final take? _____ Why?
4. List the steps necessary to record on the V.C.R.:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
5. What were the strengths of working as a group?
6. What were the weaknesses of your group?

- Angle Shot**—A camera technique usually used for dramatic effect. Can be high or low, or from an unusual or extreme angle.
- Aspect Ratio**—The 3:4 rectangular shape of the television picture. A requirement of the FCC—governs picture composition.
- Backdrop**—An upstage curtain used as a setting for television.
- Background (b.g.)**—What is placed behind people or objects as part of the scene. Also any support audio, music, or sound effects.
- Blocking**—The process by which the director of a TV program arranges the movement of performers, plots positions on the set, and relates these to camera positions. Also identifies time segments.
- Board**—The control panels through which a program passes from the studio control board to the master control and/or transmitter.
- Boom Microphone**—A microphone suspended from a boom which can be lowered or raised, extended or retracted in order to follow talent.
- Camera Left**—A direction that indicates the area to the left of the camera as it faces the set. This would be to the camera operator's left and the performer's right.
- Camera Right**—Same as above except this would be to the camera operator's right and the performer's left.
- Cans**—The headphones used by those people who must give or receive instructions during a television production session.
- Center Stage**—The middle of the performing area.
- Close-Up (CU)**—A camera view of a subject consisting of a head, head-and-shoulder picture, or a close view of an object.
- Control Room**—Area of a television station in which the director, technical director, and audio technician work during the program.
- Copy**—Any portion of a television program that is written word for word.
- Cover Shot**—Picture taken by the TV camera that shows the entire set.
- Cross**—On-camera talent moves from one part of the set to another.
- Cue**—A signal given to begin. Also, the final words on one segment which indicate the next segment will soon begin.
- Cut**—Switching directly from one camera to another.
- Dissolve**—Two pictures merge as one leaves the screen and the other comes to view.
- Pan**—Slow horizontal movement of the camera.
- Segue (pronounced seg-way)**—Transition from one musical selection to another without interruption. An audio dissolve.
- Shot**—The picture taken by a television or movie camera.
- S.E.**—Sound effects.
- Stand By**—Direction given to indicate that the program is about to begin.
- Switcher**—The mechanism used in the TV control room to cut, dissolve, fade, and super.
- Swish**—Rapid horizontal camera movement.
- Talent**—Name given to those people who appear in front of the TV camera.
- Tally Light**—The small red light on the front or top of the camera, indicating that the camera is turned on.
- Tilting**—The up and down movement of a camera along the vertical axis by use of the friction head or cradle mount.
- Transition**—Moving from one segment of a program to another. A variety of methods can be used to make the transition smooth.
- Truck**—A shot in which the camera and the pedestal move parallel to the action.
- Viewfinder**—Small TV set mounted on top of the television camera for the use of the camera operator in lining up and focusing a shot.
- VTR**—Stands for Video Tape Recording.
- Zoom**—A fast movement toward or away from the subject being photographed. Can be accomplished on a zoom-type or varifocal lens, or with a dolly that moves the camera unit in or away rapidly.

INFORMATION SHEET #1

Ever wonder what a key grip does? Or a best boy?

Both are terms to describe stage hands with specific responsibilities. And how about words like pan, zoom, and segue? As in any profession, television is filled with it's own terminology.

Listed are the five positions, and a description of the duties, that members of your production team will assume.

Director: Has control of the production. Responsible for titling, storyboarding, script writing, background, and props. Must furnish copies of written script to all members of the crew.

Technical Assistant: Assists the director in any capacity needed for the production. Responsible for printing cue cards from finished script, making props, and setting up necessary items on stage, including background.

Technician: Operates the videotape recorder and monitor. Responsible for the audio portion of the final production.

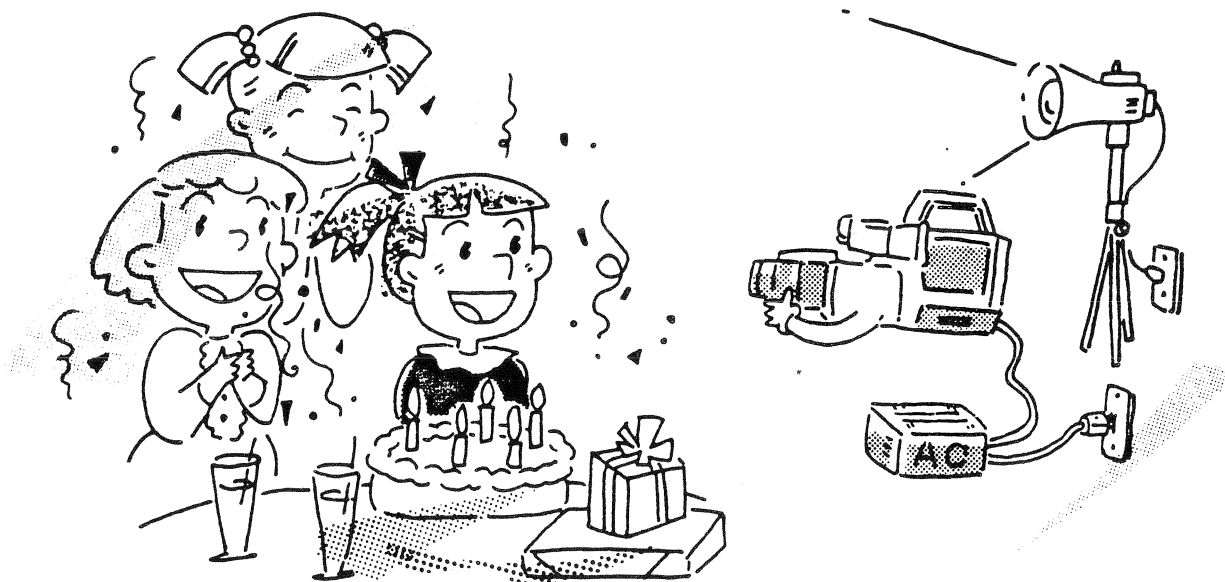
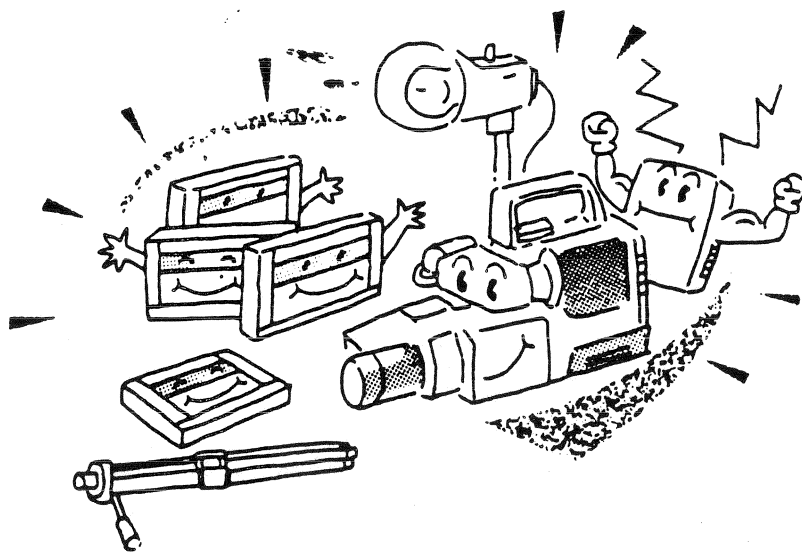
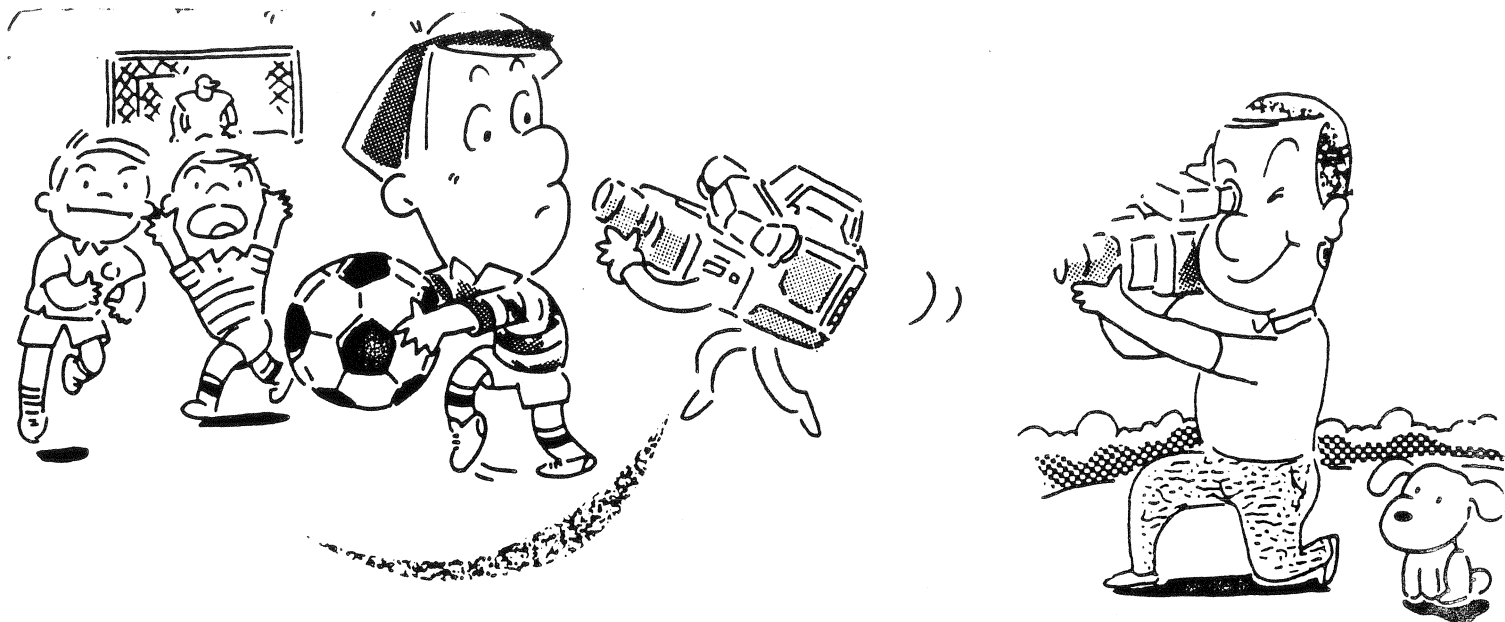
Camera Operator: Must operate the camera during rehearsals and final production. Responsible for all camera movement and video portion of the final production.

Star: Must supply costume (within reason) as needed. Will be responsible for reading the script from the cue cards.

Read through the glossary of technical terms.

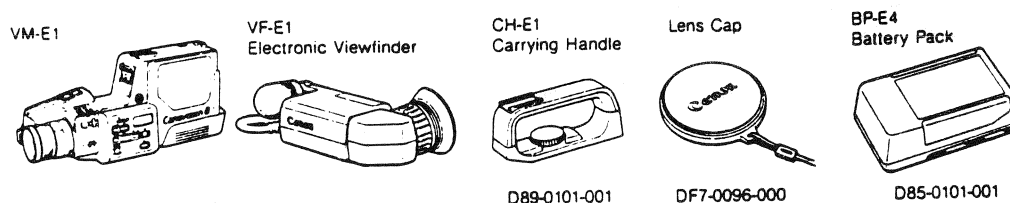
WORKSHEET

1. List ten ideas for topics that came out of your brainstorming session.
 1. 6.
 2. 7.
 3. 8.
 4. 9.
 5. 10.
2. How does the job of technician differ from that of technical director?
3. What modifications would be necessary to reduce your commercial time to 30 seconds without losing content or structure?
4. If the product you are selling is toothpaste and your profit per tube is 25¢, how many extra tubes must you sell to cover the cost of a 30 second commercial to \$500,000.00 per minute?
5. List some advantages of television advertising over radio:
 1. 3.
 2. 4.Over newspapers:
 1. 3.
 2. 4.Some disadvantages over either:
 1. 3.
 2. 4.



PROCEDURE (Continued)

5. Obtain the operations manual for the video equipment from the instructor. Familiarize all members of your group in record, rewind, and play back modes.



This is very expensive equipment! If you are unsure or having problems consult with instructor. Call instructor before first rehearsal.

REFER TO CHECKPOINT 3

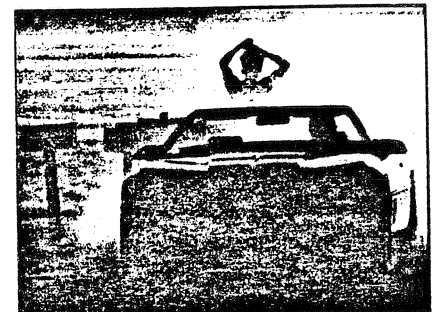
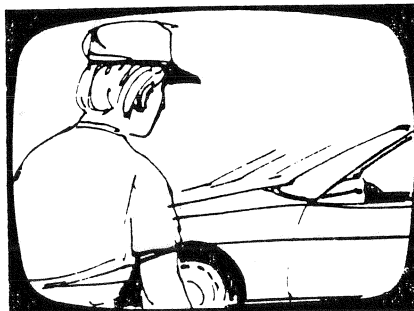
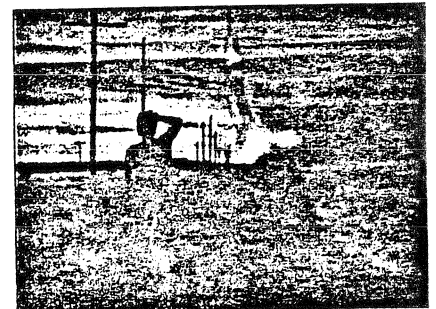
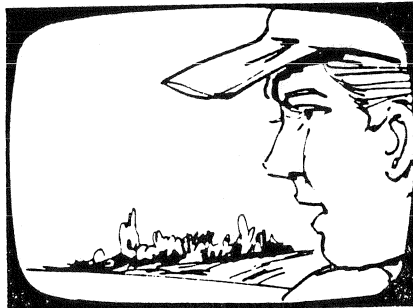
6. Practice rehearsals can be held without having them videotaped. It is sometimes useful to tape record during rehearsals as a means of checking the script. These dry runs will help establish the need for finishing the remainder of the materials. Finally, videotape as many rehearsals as possible. This will help you become more relaxed in front of the camera. Remember - the network has scheduled you for exactly 60 seconds.
7. The final take should be planned immediately after the dress rehearsals. The star is in costume, the background is set up, and the props are in place. Several dress rehearsals may be necessary. Finally, one of these will be correct. That is the one to keep.
8. Turn in final take for grading.

PROCEDURE

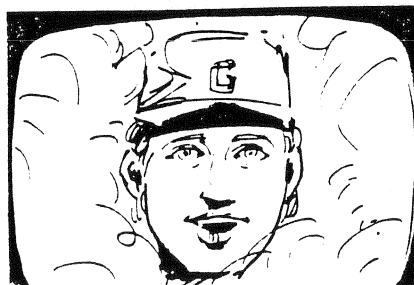
1. The instructor will schedule production teams of four or five people, depending on whether a separate V.C.R. is used.
2. The group should establish plans for the topic and initial title of the production. It is suggested that this information be posted in the classroom. Although this may change slightly, having something in writing for all the class to see will provide some specific direction for future planning. Once the topic is set, it is relatively easy to generate ideas for the script, props, and background. Brainstorm as many ideas as possible. Write ALL ideas down. Try to be original. Don't copy what you've already seen.
3. The group should complete the storyboarding as early as possible. Include the sketch of the scene, the portion of the script to be spoken during that particular scene, and any special notes. These storyboards should be checked and approved by the instructor before continuing the project. After completion of the storyboarding, the cue cards can be printed, the props can be made, and the background can be finished.

REFER TO CHECKPOINT 1

Original 'storyboard' drawings of Corvette commercial were 'Eureka!' moment: 'We were selling aspirations'



Scenes from the finished Corvette commercial correspond closely to original vision; was shot by director Bruce Dawod



PROCEDURE

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REFER TO CHECKPOINT 1

4. Scriptwriting is completed from the storyboard cards. There may be some need to polish the final script during this writing. Next, the script should be transferred to the cue cards. The cue cards should match the final script. The script should be typewritten if possible. Use a standard 8 1/2 x 11 sheet of paper; divide it in half vertically. This will give you two vertical columns on which to complete the scripts. The left side of the paper is used for **information** about the scene. The right side of the paper is used for the actual **words** that are spoken during the scene. Finally, all members of the crew should have copies of the final script.

REFER TO CHECKPOINT 2