# Unit 1: Introduction to TV Production

Content Area: **Arts**
Course(s): **TV Studio Broad**
Time Period: **Generic Time Period**
Length: **Two Weeks (and ongoing)**
Status: **Published**

## Standards

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| | Media artists present, share and distribute media artworks through various social, cultural, and political contexts. |
| 1.2.12acc.Pr6b | Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to people or to a situation. |
| | How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience? |
| 1.2.12acc.Re7a | Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience. |
| 1.2.12acc.Re7b | Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change. |
| VPA.1.1.12.A.1 | Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance. |
| VPA.1.1.12.A.2 | Categorize the elements, principles, and choreographic structures of dance masterworks. |
| VPA.1.1.12.A.CS1 | Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices. |
| VPA.1.1.12.A.CS2 | Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art. |
| VPA.1.4.12.B.1 | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |
| VPA.1.4.12.B.CS2 | The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. |
| VPA.1.4.12.B.CS3 | Art and art-making reflect and affect the role of technology in a global society. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |

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| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |

## Enduring Understandings

1. Students will understand the comprehensive process of creating a live TV broadcast, encompassing all stages from initial planning through to execution.

2. Students will understand the various roles and responsibilities within a TV production team, recognizing the critical importance of collaboration and communication for a successful broadcast.

3. Students will understand the significant impact of TV production on the audience and its broader influence on society.

## Essential Questions

1. What are the key roles and responsibilities within a TV production team, and how do they collaborate to execute a live broadcast?
2. How does the nature of live TV production, including its challenges and benefits, fundamentally differ from pre-recorded video production?
3. How does TV production exert influence on public opinion and culture, and what are the implications of this impact?

## Knowledge and Skills

Students will be able to:

- Identify and describe the roles of anchors, directors, producers, camera operators, and other crew members.

- Plan and execute a live TV broadcast, including scripting, rehearsing, and live filming.

- Operate TV production equipment such as cameras, switchers, and audio boards.

- Develop and follow a production schedule.

- Create/pitch story ideas and scheduling

- Work collaboratively to solve problems and make quick decisions during live broadcasts.

- Analyze the impact of TV production on viewers and society.

## Resources

Unit 1 Vocab/Terminology:

- Anchor
- Director
- Producer
- Teleprompter
- Switcher
- Live Feed
- B-Roll
- Lower Thirds
- Rundown
- Cue

Unit 1 Films/Shows:

- Broadcast News (1987), dir. James L. Brooks
- Selected episodes of The Newsroom (2012-2014)

Equipment/Programs used:

- Studio cameras
- Switchers
- Audio boards
- Teleprompters
- Editing software (Adobe Premiere Pro)

## Transfer Goals

1. Effective Team Collaboration in TV Production: Students will develop the ability to work effectively within a TV production team, understanding and fulfilling their roles and responsibilities. They will be able to plan, execute, and evaluate live TV broadcasts, demonstrating strong collaboration and communication skills.
2. Critical Understanding of TV Production's Impact: Students will gain a critical understanding of how TV production influences public opinion and culture. They will be able to analyze and discuss the societal impact of TV broadcasts, considering both the challenges and benefits of live broadcasting.

## Assessment

Assessments

## Modifications

Modifications