

Course Outline

Arts, Media and Entertainment

REVISED: August/2017

Job Title:

Video Production Assistant

Career Pathway:

Production and Managerial Arts

Industry Sector:

Arts, Media and Entertainment

O*NET-SOC CODE:

27-4011.00

CBEDS Title:

Video Production

CBEDS No.:

5716

70-85-60

Video Production/1

Credits: 5

Hours: 90

Course Description:

This competency-based course is the first in a sequence of three designed for video production. It provides students with the technical instruction and practical experiences for aspiring video production assistants in the pre-production, production and post-production stages of TV and video projects. It focuses on the basic set up and breakdown of camera, sound, and lighting equipment, basic principles of story development, planning and creation of a studio production and editing of production projects. It also includes the basics of job shadowing, internships and job placement. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires a reading level of 6.0 as measured by the TABE D 9/10.

NOTE: For Perkins purposes this course has been designated as an **Introductory** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-16

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-16

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 18

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to SAM POWERS and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Arts, Media, and Entertainment Industry Sector Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

Arts, Media, and Entertainment Pathway Standards

C. Production and Managerial Arts Pathway

Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require “publication” or a public presentation in one way or another. Consequently, the Production and Managerial Arts pathway focuses on both the technical skills and the organizational and managerial knowledge necessary to bring arts, media, and entertainment to the public.

Sample occupations associated with this pathway:

- ◆ Event Planner
- ◆ Producers/Directors for Theater, Television, Concerts, and Motion Picture
- ◆ Stage Manager/Production Manager
- ◆ Talent Management
- ◆ Theatrical and Broadcast Technician

- C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.
- C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.
- C3.0 Analyze and differentiate the function of the various members of a production team.
- C4.0 Demonstrate key skills and an understanding of the complexities of production planning.
- C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
- C6.0 Understand the key elements of developing and promoting a production from creation to distribution.
- C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Video Production/1 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Understand, apply, and evaluate classroom and workplace goals, practices, and safety regulations pertaining to the responsibilities of a video production assistant.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Describe qualifications and prerequisites for a career in the video production industry. 2. Describe and demonstrate an understanding of classroom/studio policies, procedures, and methods of learning. 3. Identify the competency areas for the Video Production/1 course that focuses on the responsibilities of the assistants. 4. Describe how the following classes can comprise a sequence of courses: <ol style="list-style-type: none"> a. video production assistant b. video production crew member c. video production supervisor 5. List the other occupations that impact the video production assistant in the entertainment industry. 6. Describe classroom and workplace emergency procedures. 7. Describe the safe use of tools and equipment. 8. Describe safe classroom practices. 9. Describe the California Occupational Safety and Health Administration (Cal/OSHA) rules pertaining to all aspects of the video production industry. 10. Pass safety test with 100% accuracy. 	<p>Career Ready Practice: 2, 3, 7, 9, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.4, 2.6 Career Planning and Management: 3.4, 3.5, 3.6, 3.8 Technology: 4.1, 4.2, 4.3, 4.4 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.2, 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.1, C1.3, C1.4, C2.1, C3.1, C4.1, C4.3, C.5.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. INDUSTRY BACKGROUND</p> <p>Understand, apply, and evaluate the different principles and techniques in video production as they relate to the duties and responsibilities of a video production assistant.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. analog technology b. digital technology 2. Describe the history of the broadcast (television) industry in terms of: <ol style="list-style-type: none"> c. technological advances d. production developments 3. Describe the history of video production industry in terms of: <ol style="list-style-type: none"> a. technological advances b. production developments 4. Predict the impact of emerging technologies on future employment in: <ol style="list-style-type: none"> a. the broadcast industry b. the video production industry 5. Describe general policies and rules at studios, including the following: <ol style="list-style-type: none"> a. security b. standard operating procedures (SOPs) 6. Define and describe each of the organizational elements of production: <ol style="list-style-type: none"> a. development b. pre-production c. production d. post-production 7. Define the following: <ol style="list-style-type: none"> a. electronic news gathering b. field production c. studio production 8. Describe the differences between: <ol style="list-style-type: none"> a. electronic news gathering b. field production c. studio production 9. List the members of the following teams: <ol style="list-style-type: none"> a. electronic news-gathering b. studio production c. field production 10. Describe work responsibilities of the following teams: <ol style="list-style-type: none"> a. electronic news-gathering b. studio production c. field production 11. Describe how a production team functions as a unit. 12. Describe the importance of multi-tasking as a member of a video production team. 13. Describe how to set time schedules for a production. 14. Define the following types of productions: <ol style="list-style-type: none"> a. a news story b. a Public Service Announcement (PSA) c. a commercial d. a music video 	<p>Career Ready Practice: 1, 2, 3, 5, 7, 9, 11, 12</p> <p>CTE Anchor: Career Planning and Management: 3.6 Technology: 4.5 Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C1.3, C2.1, C3.1, C4.1, C4.2, C4.3, C4.4, C4.5, C 7.1, C7.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> e. a rehearsed dramatization f. a documentary <p>15. Compare and contrast the production methods of each of the following by using appropriate industry vocabulary:</p> <ul style="list-style-type: none"> a. a news story b. a Public Service Announcement (PSA) c. a commercial d. a music video e. a rehearsed dramatization f. a documentary <p>16. Define each of the following categories of video production by its distinguishing characteristics:</p> <ul style="list-style-type: none"> a. network broadcast b. commercials for broadcasting c. cable broadcast d. public access broadcast e. corporate video f. governmental video g. video art <p>17. Differentiate between the following in terms of their video production methods:</p> <ul style="list-style-type: none"> a. network broadcast b. commercials for broadcasting c. cable broadcast d. public access broadcast e. corporate video f. governmental video g. video art <p>18. Identify basic elements involved in the video transmission process.</p> <p>19. Define the following as relates to video transmission:</p> <ul style="list-style-type: none"> a. analog signal b. digital signal c. standard definition digital broadcast d. high definition digital broadcast e. satellite TV <p>20. Describe the technology behind on-demand video capture devices.</p> <p>21. Describe the Federal Communications Commission (FCC) regulations regarding:</p> <ul style="list-style-type: none"> a. licensing requirements for television stations b. fair practices doctrine c. equal time amendments <p>22. Describe the concept of <i>protection of source</i> in video journalism and broadcasting.</p> <p>23. Describe union practices in the broadcasting industry.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. TECHNICAL TRAINING</p> <p>Understand, apply, and evaluate the principles and techniques for a video production assistant's use of cameras and sound and lighting equipment.</p>	<ol style="list-style-type: none"> 1. Identify the following video production equipment: <ol style="list-style-type: none"> a. camera b. camera accessories c. tripod d. dolly e. lighting equipment f. sound equipment g. cabling and connectors 2. Describe the safe use of video equipment: <ol style="list-style-type: none"> a. in the field b. in the studio 3. Demonstrate the safe use of video equipment using available equipment. 4. Describe the use of the various video formats for acquiring images (e.g. mini-dv). 5. Identify the cameras that use different formats to acquire images. 6. Identify and define the functions of a video camera (using a camcorder if necessary). 7. Describe and demonstrate white-balance on a camera. 8. Describe and demonstrate the procedures for: <ol style="list-style-type: none"> a. "blacking" a tape b. inserting color bars 9. Demonstrate back focus/front focus procedure to verify accurate focus. 10. Assist in the proper use of a studio camera in a studio setting. 11. Describe "film language" as applies to the following: <ol style="list-style-type: none"> a. camera shots b. camera angles c. stage directions 12. Interpret the meaning of hand signals as they relate to film language. 13. Interpret and respond to film language on the set. 14. Describe different ways to transmit a video production for the following: <ol style="list-style-type: none"> a. domestic distribution b. foreign distribution c. internet 15. Describe the concept of video tape recording. 16. Identify different recording media. 17. Identify the functions of a video tape recorder. 18. Define standard three-point lighting. 19. Describe and demonstrate the following aspects of standard three-point lighting: <ol style="list-style-type: none"> a. key light b. fill light c. back light 20. Compare lighting requirements for digital cameras as opposed to film cameras. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 11, 12</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: C1.2, C1.3, C1.4, C3.1, C4.1, C4.4, C7.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<p>21. Describe and demonstrate various types and styles of:</p> <ul style="list-style-type: none"> a. spot lighting instruments b. full lighting instruments c. screens d. scrims e. gels <p>22. Define the following types of light meters:</p> <ul style="list-style-type: none"> a. spot b. incident <p>23. Assist in the measurement of light in various settings using:</p> <ul style="list-style-type: none"> a. spot meters b. incident meters <p>24. Describe the contents of a “grip kit.”</p> <p>25. Describe the basic elements of audio recording involved in a video production.</p> <p>26. Define the following:</p> <ul style="list-style-type: none"> a. microphone (mic) b. cardioid mic c. directional mic d. omni-directional e. lavalier f. audio track g. mixing board <p>27. Assist in the set up and operation of the following types of microphones:</p> <ul style="list-style-type: none"> a. cardioid b. directional c. omni-directional d. lavalier e. wireless <p>28. Describe how a mixing board works.</p> <p>29. Describe and demonstrate how to “mix down” several audio tracks into one.</p> <p>30. Assist in the recording of sound in various environments, including:</p> <ul style="list-style-type: none"> a. studio b. interior with light background noise c. interior with heavy background noise d. exterior with light background noise e. exterior with heavy background noise 	
<p>D. STORY DEVELOPMENT AND NEWS REPORTING</p> <p>Understand, apply, and evaluate the basic principles and techniques for assisting in story development and news reporting.</p>	<p>1. Describe the principles of program/story development, including:</p> <ul style="list-style-type: none"> a. theme b. content c. intended audience d. length of program e. possible legal restrictions 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 9, 10, 11, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ol style="list-style-type: none"> 2. Describe brainstorming techniques in story development. 3. Differentiate between “hard” and “soft” news. 4. Describe various forms of government legislation, including First Amendment protections, which relate to news reporting. 5. Define the media industry. 6. Describe the media industry standards of news reporting. 7. Describe the reporter's responsibilities in news reporting. 8. Assist in the development of a story. 9. Assist in the development of a news report. 	<p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: C2.1, C2.2, C2.3, C4.1, C4.2, C4.3, C7.1, C7.2, C7.3, C7.4, C7.5, C7.6</p>
<p>E. PRE-PRODUCTION</p> <p>Understand, apply, and evaluate the techniques and assistant’s responsibilities in planning a studio production.</p> <p>(12 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. shot sheet b. storyboard 2. Assist in the creation of shot sheets for use in a studio production by demonstrating knowledge of: <ol style="list-style-type: none"> a. camera placement b. efficiency of production 3. Identify components of a storyboard. 4. Assist in the creation of a simple storyboard. 5. Describe the integration of the following into a video story: <ol style="list-style-type: none"> a. still images b. graphics 6. Assist in the planning of a studio production which includes the following: <ol style="list-style-type: none"> a. crew positions b. schedules c. budgets d. research e. locations 7. Learn proper script format. 8. Assist preparation at script development. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: C2.1, C2.2, C3.1, C4.1, C4.2, C4.3, C4.4, C4.5, C5.1, C5.2, C6.1, C6.2, C7.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. PRODUCTION</p> <p>Understand, apply, and evaluate the techniques and assistant’s responsibilities in the studio and field production of news stories.</p> <p>(12 hours)</p>	<ol style="list-style-type: none"> 1. Participate as a production assistant on a crew for: <ol style="list-style-type: none"> a. a studio production b. a field production 2. Run cables. 3. Mic talent. 4. Assist in the creation of different hairstyles. 5. Solicit critiques of hairstyle creations and write a three-paragraph paper: <ol style="list-style-type: none"> a. defending the style, OR b. using information from the critiques to change the style, OR c. incorporating a strategy of both defending parts and changing parts of the style 6. Assist in make-up application appropriate for: <ol style="list-style-type: none"> a. a studio interview b. a narrative production 7. Describe proper interviewing techniques. 8. Assist in conducting interviews using the prepared scripts from earlier sections. 9. Develop media industry standards-based rubrics to use as a guide for reviewing productions. 10. Participate in the review and critique of all of: <ol style="list-style-type: none"> a. the recorded interviews b. the productions 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.6, 8.7 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1, 11.2, 11.3</p> <p>CTE Pathway: C1.2, C1.3, C1.4, C2.1, C2.3, C3.1, C4.1, C4.4, C5.1, C5.2</p>
<p>G. POST-PRODUCTION</p> <p>Understand, apply, and evaluate the techniques and assistant’s responsibilities in the editing of news stories.</p>	<ol style="list-style-type: none"> 1. Describe the entire video production process of: <ol style="list-style-type: none"> a. planning b. acquiring images c. manipulating images (editing) d. transmitting the final product to various media e. storing the final product 2. Define the following: <ol style="list-style-type: none"> a. linear editing b. non-linear editing c. computer editor d. tape editor e. continuity f. pacing g. composition h. transition <p>i. cut</p>	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4</p> <p>Demonstration</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> j. wipe k. fade l. dissolve m. jump cut n. assemble editing o. insert editing p. voice-over q. Automated Dialogue Replacement (ADR) r. "Foley" effect s. sweetening sound tracks <ol style="list-style-type: none"> 3. Describe the differences between linear and non-linear editing. 4. Assist in editing video using computer software programs. 5. Describe the importance of each of the following basic elements of editing: <ul style="list-style-type: none"> a. continuity b. pacing c. composition d. artistic use of transitions 6. Identify jump cuts and other typical editing mistakes. 7. Describe when jump cuts can be used for artistic emphasis. 8. Explain the difference between assemble and insert editing. 9. Assist in the performance of the following editing transitions using a computer software program: <ul style="list-style-type: none"> a. cut b. wipe c. fade d. dissolve 10. Describe and demonstrate the use of a switcher to mix images. 11. Assist in the addition of "voice-overs" to a set of images. 12. Describe the procedures involved with an ADR session. 13. Describe the procedures in creating "Foley" sound effects. 14. Describe how to edit in "Foley" sound effects. 15. Assist in the addition of post-production music to a piece. 16. Explain how to sweeten sound tracks. 17. Assist in the editing of sound channels on a video tape for: <ul style="list-style-type: none"> a. a "hard" news piece b. a feature piece c. an artistic piece 18. Assist in the editing of: <ul style="list-style-type: none"> a. audio effects b. post-production music 19. Assist in the post-production of at least one of the class projects with regard to: <ul style="list-style-type: none"> a. video editing b. titling c. sound editing 20. Develop student-based rubrics for critiquing the final projects. 21. Compile a list of rubrics based on industry standards. 	<p>and Application: 11.1, 11.2</p> <p>CTE Pathway: C2.1, C2.2, C3.1, C4.1, C4.2, C4.3, C4.4, C5.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	22. Compare the value of the rubrics from each source. 23. Compile a final list of rubrics from both sources. 24. Exchange final projects with another student and write a three-paragraph critique based on the final rubric list. 25. Write a three-paragraph paper: a. defending the project, OR b. submitting a plan for incorporating the criticism, OR c. defending some aspects and incorporating some criticisms 26. Submit final project for a critique by a member from the video production industry. 27. Evaluate the member's critique by: a. defending the project, OR b. submitting a plan for incorporating the criticism, OR c. defending some aspects and incorporating some criticisms 28. Submit final project and response to peer critique to instructor for evaluation.	
H. JOB SHADOWING, INTERNSHIPS, AND JOB PLACEMENT Understand, apply, and evaluate the skills and tools necessary for acquiring employment in the electronic news gathering field.	1. Describe the advantages and disadvantages of using the following resources in job searches: a. personal contacts and networking b. trade publications c. internet research d. job placement firms and services 2. Develop a cover letter. 3. Develop a résumé. 4. Assemble a 3-minute demo reel. 5. Write letters seeking employment. 6. Describe the skills needed for successful interviewing. 7. Describe the skills needed in promoting oneself when applying for a job. 8. Describe the skills that are required on the job, including but not limited to: a. punctuality b. open communication c. integrity d. enthusiasm e. personal responsibility f. respect for supervisors and co-workers g. the ability to work well on a team 9. Identify promotional ladders. 10. Participate in a "job shadowing" event, as available, with an industry professional. 11. Participate in an internship program, as available, demonstrating the skills learned in this course. 12. Include the following in a mock interview with a panel of peers	Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 CTE Anchor: Communications: 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.2, 9.3, 9.6, 9.7 Technical

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	and industry personnel: a. cover letter b. résumé c. demo reel 13. Apply for appropriate entry-level jobs in the industry.	Knowledge and Skills: 10.1, 10.3, 10.4 Demonstration and Application: 11.1, 11.7 CTE Pathway: C3.1, C4.1, C5.1

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL BOOKS

Gross, Lynne S. and James C. Foust. Video Production: Disciplines and Techniques, 10th Edition. Holcomb-Hathaway Publishers, 2008.

Huber, David Miles and Robert E. Runstein. Modern Recording Techniques, 7th Edition. Focal Press, 2009.

Mamer, Bruce. Film Production Technique: Creating the Accomplished Image, 5th Edition. Wadsworth Publishing, 2008.

Millerson, Gerald. Lighting for TV and Film, 3rd Edition. Focal Press, 1999.

Jim Owens and Gerald Millerson. Video Production Handbook, 5th Edition. Focal Press, 2011.

Murch, Walter. In the Blink of an Eye: A Perspective on Film Editing, 2nd Edition. Silman-James Press, 2001.

Rea, Peter W. and David K. Irving (Contributor). Producing and Directing the Short Film and Video, 4th Edition. Focal Press, 2010.

Rodriguez, Robert. Rebel Without a Crew: Or How a 23-Year-Old Filmmaker With \$7,000 Became a Hollywood Player. Penguin Group, 1996.

Zettl, Herbert. Television Production Handbook, 11th Edition. Cengage Learning, 2011.

Zettl, Herbert. Video Basics. Wadsworth Publishing Company, 2009.

PUBLICATIONS

Videography Magazine

RESOURCES

Employer Advisory Board members

CTE Model Curriculum Standards for Arts, Media, and Entertainment:
<http://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>

<http://www.skillsnet.com/>
(Jobseekers Guide, Employment Resources, etc.)

<http://www.onetcenter.org/>
(Occupational Information Network)

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multi-media presentations
- C. Visual aids
- D. Projects
- E. Individualized instruction

EVALUATION

SECTION A – Orientation – Pass the safety test with 100% accuracy.

SECTION B – Industry Background - Pass all assignments and exams on industry background with a minimum score of 80% or higher.

SECTION C – Technical Training – Pass all assignments and exams on technical training with a minimum score of 80% or higher.

SECTION D – Story Development and News Reporting – Pass all assignments and exams on story development and news reporting with a minimum score of 80% or higher.

SECTION E – Pre-Production – Pass all assignments and exams on pre-production with a minimum score of 80% or higher.

SECTION F – Production – Pass all assignments and exams on production with a minimum score of 80% or higher.

SECTION G – Post-Production – Pass all assignments and exams on post-production with a minimum score of 80% or higher.

SECTION H – Job Shadowing, Internships, and Job Placement – Pass all assignments and exams on job shadowing, internships, and job placement with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
