

# Course Outline

Arts, Media and Entertainment

REVISED: August/2017

**Job Title:**

Video Production Supervisor

**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

**70-85-80**

## Video Production/3

**Credits:** 5

**Hours:** 90

**Course Description:**

This competency-based course is the last in a sequence of three designed for video production. It provides students with the technical instruction and practical experiences for aspiring video production supervisors in the pre-production, production and postproduction stages of TV and video projects. It focuses on the supervisory tasks involved in camera, sound, and lighting equipment use, soft/hard/feature story development, storyboard creation, studio and field production and video story editing and transmitting. It also includes a review of resource management and job shadowing, internship and job placement techniques. 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 successful completion of the Video Production/2 (70-85-70) course.

**NOTE:** For Perkins purposes this course has been designated as a **capstone** 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**

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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.

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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**

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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 PETER SUSHTARI and LUZ GRANADOS for developing and editing this course outline. 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/3 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand, apply, and evaluate classroom and workplace goals, practices, and safety regulations pertaining to the responsibilities of a video production supervisor.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the following requirements for a supervisory role in the video production industry:               <ol style="list-style-type: none"> <li>a. sound leadership skills</li> <li>b. experience in managing a video production crew</li> <li>c. other relevant qualifications and prerequisites</li> </ol> </li> <li>2. Review classroom/studio policies, procedures, and methods of learning.</li> <li>3. Review requirements for successful completion of course.</li> <li>4. Identify the competency areas for the Video Production/3 course.</li> <li>5. List the other occupations that impact the video production supervisor in the entertainment industry.</li> <li>6. Review classroom and workplace emergency procedures.</li> <li>7. Review the safe use of tools and equipment.</li> <li>8. Review safe classroom practices.</li> <li>9. Review the California Occupational Safety and Health Administration (Cal/OSHA) rules pertaining to the video production industry.</li> <li>10. Pass safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 3, 6, 7, 8, 9, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Career Planning and Management: 3.4, 3.5, 3.6, 3.8 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5 Leadership and Teamwork: 9.3, 9.6 Technical Knowledge and Skills: 10.2</p> <p><b>CTE Pathway:</b> C1.1, C1.3, C1.4, C3.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. INDUSTRY BACKGROUND</p> <p>Understand, apply, and evaluate the principles and techniques in video production as they relate to the duties and responsibilities of a production supervisor.</p>	<ol style="list-style-type: none"> <li>1. Review the definitions of the following:               <ol style="list-style-type: none"> <li>a. analog technology</li> <li>b. digital technology</li> </ol> </li> <li>2. Review the history of the broadcast (television) industry in terms of:               <ol style="list-style-type: none"> <li>a. technological advances</li> <li>b. production developments</li> </ol> </li> <li>4. Review the history of video production industry in terms of:               <ol style="list-style-type: none"> <li>a. technological advances</li> <li>b. production developments</li> </ol> </li> <li>5. Review predictions of the impact of emerging technologies on future employment in:               <ol style="list-style-type: none"> <li>a. the broadcast industry</li> <li>b. the video production industry</li> </ol> </li> <li>5. Review the general policies and rules at studios, including the following:               <ol style="list-style-type: none"> <li>a. security</li> <li>b. standard operating procedures (SOPs)</li> </ol> </li> <li>6. Review each of the three Ps of production:               <ol style="list-style-type: none"> <li>a. pre-production</li> <li>b. production</li> <li>c. post-production</li> </ol> </li> <li>7. Review the occupational titles of the members of a production crew:               <ol style="list-style-type: none"> <li>a. in the studio</li> <li>b. in the field</li> </ol> </li> <li>8. Review the individual responsibilities of each of the members of a production crew:               <ol style="list-style-type: none"> <li>a. in the studio</li> <li>b. in the field</li> </ol> </li> <li>9. Review the requirements for a production team to function as a unit.</li> <li>10. Describe the importance of setting time schedules for a production.</li> <li>11. Describe the stylistic differences between the following types of stories:               <ol style="list-style-type: none"> <li>a. a news-feature story</li> <li>b. a hard news story</li> <li>c. a background story</li> <li>d. a rehearsed dramatization</li> <li>e. a documentary</li> </ol> </li> <li>12. Compare the differences between producing the following:               <ol style="list-style-type: none"> <li>a. a news-feature story</li> <li>b. a hard news story</li> <li>c. a background story</li> <li>d. a rehearsed dramatization</li> <li>e. a documentary</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 7, 8, 9, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.6 Career Planning and Management: 3.5 Technology: 4.5, 4.6 Ethics and Legal Responsibilities: 8.2, 8.4 Leadership and Teamwork: 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2</p> <p><b>CTE Pathway:</b> C1.3, C2.1, C3.1, C4.1, C4.2, C4.3, C4.4, C4.5, C5.1, C5.2, C7.1, C7.6</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> <li>f. an electronic new gathering (ENG) production</li> <li>g. a studio production</li> <li>h. a field production</li> </ul> <p>13. Review the differences between each of the following categories of video production:</p> <ul style="list-style-type: none"> <li>a. network broadcast</li> <li>b. commercials for broadcasting</li> <li>c. cable broadcast</li> <li>d. public access broadcast</li> <li>e. corporate video</li> <li>f. governmental video</li> <li>g. video art</li> </ul> <p>14. Review basic elements involved in the video transmission process.</p> <p>15. Describe the essential aspects of the Digital Television Transition and Public Safety Act (2006).</p> <p>16. Review the Federal Communications Commission (FCC) regulations regarding:</p> <ul style="list-style-type: none"> <li>a. licensing requirements for television stations</li> <li>b. fair practices doctrine</li> <li>c. equal time amendments</li> </ul> <p>17. Review the concept of protection of source in broadcasting and video journalism.</p>	
<p>C. TECHNICAL TRAINING</p> <p>Understand, apply, and evaluate the principles and techniques for a supervisor's use of cameras and sound and lighting equipment.</p>	<ul style="list-style-type: none"> <li>1. Supervise the safe use of video equipment: <ul style="list-style-type: none"> <li>a. in the field</li> <li>b. in the studio</li> </ul> </li> <li>2. Review the use of the various video formats for acquiring images (e.g. mini-dv).</li> <li>3. Supervise the following with cameras that use different formats to acquire images: <ul style="list-style-type: none"> <li>a. safely load the format</li> <li>b. safely unload the format</li> </ul> </li> <li>4. Review the functions of a video camera (using a camcorder if necessary).</li> <li>5. Supervise the adjustment of the white-balance on a camera.</li> <li>6. Supervise back focus/front focus procedure to verify accurate focus.</li> <li>7. Supervise camera framing/shot composition by executing shots which display the following: <ul style="list-style-type: none"> <li>a. headroom</li> <li>b. spacing</li> <li>c. noseroom</li> <li>d. lead-in</li> </ul> </li> <li>8. Supervise proper use of a studio camera in a studio setting.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>9. Review and demonstrate knowledge of “film language” as applies to the following:               <ol style="list-style-type: none"> <li>a. camera shots</li> <li>b. camera angles</li> <li>c. stage directions</li> </ol> </li> <li>10. Supervise operation of a video tape recorder.</li> <li>11. Describe and demonstrate the procedures for:               <ol style="list-style-type: none"> <li>a. “blacking” a tape</li> <li>b. inserting color bars</li> </ol> </li> <li>12. Review the principles of tape duplication.</li> <li>13. Supervise tape duplication.</li> <li>14. Supervise the operation of a switcher to mix video images.</li> <li>15. Review various types and styles of lighting.</li> <li>16. Supervise the lighting of a set using the standard three-point lighting technique with:               <ol style="list-style-type: none"> <li>a. key light</li> <li>b. fill light</li> <li>c. back light</li> </ol> </li> <li>17. Review lighting requirements for digital cameras as opposed to film cameras.</li> <li>18. Describe and demonstrate various types and styles of:               <ol style="list-style-type: none"> <li>a. spot lighting instruments</li> <li>b. full lighting instruments</li> <li>c. screens</li> <li>d. scrims</li> <li>e. gels</li> </ol> </li> <li>19. Supervise the measurement of light in various settings using:               <ol style="list-style-type: none"> <li>a. spot meters</li> <li>b. incident light meters</li> </ol> </li> <li>20. Review the basic elements of audio recording involved in a video production.</li> <li>21. Supervise the set-up and operation of the following types of microphones:               <ol style="list-style-type: none"> <li>a. cardioid</li> <li>b. directional</li> <li>c. omni-directional</li> <li>d. lavalier</li> <li>e. wireless</li> </ol> </li> <li>22. Supervise the operation of different types of audio recorders.</li> <li>23. Supervise the recording of sound in various environments, including:               <ol style="list-style-type: none"> <li>a. studio</li> <li>b. interior with light background noise</li> <li>c. interior with heavy background noise</li> <li>d. exterior with light background noise</li> <li>e. exterior with heavy background noise</li> </ol> </li> <li>24. Review how a mixing board works.</li> <li>25. Describe and demonstrate how to “mix down” several audio tracks into one.</li> </ol>	<p>Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C2.3, C3.1, C4.1, C5.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)	<ul style="list-style-type: none"> <li>26. Supervise the preparation and use of graphics in a studio production.</li> <li>27. Supervise the creation of computer-generated titles and credits for a video production.</li> <li>28. Review the make-up techniques that enhance physical appearance for the camera.</li> <li>29. Supervise each of the following in light of its video impact: <ul style="list-style-type: none"> <li>a. application of make-up</li> <li>b. choice of clothing</li> <li>c. details of grooming</li> <li>d. addition of accessories</li> </ul> </li> <li>30. Review the basic elements of set design, including the following: <ul style="list-style-type: none"> <li>a. practical components</li> <li>b. technical components</li> <li>c. components with visual impact</li> </ul> </li> <li>31. Supervise a set construction.</li> </ul>	
<p>D. STORY DEVELOPMENT AND NEWS REPORTING</p> <p>Understand, apply, and evaluate the supervisory principles and techniques for developing and reporting a story.</p>	<ul style="list-style-type: none"> <li>1. Review the principles of program/story development, including: <ul style="list-style-type: none"> <li>a. theme</li> <li>b. content</li> <li>c. intended audience</li> <li>d. length of program</li> <li>e. possible legal restrictions</li> </ul> </li> <li>2. Review brainstorming techniques in story development.</li> <li>3. Review the differences between “hard” and “soft” news.</li> <li>4. Review various forms of government legislation, including First Amendment protections, which relate to news reporting.</li> <li>5. Review the media industry standards of news reporting.</li> <li>6. Review the reporter's responsibilities in news reporting.</li> <li>7. Differentiate between the structure of: <ul style="list-style-type: none"> <li>a. a “hard” news story</li> <li>b. a “feature” news story</li> </ul> </li> <li>8. Supervise the development of a feature news story using the proper script format.</li> <li>9. Supervise the development of a hard news story using the proper script format.</li> <li>10. Review the various sources of news items.</li> <li>11. Develop rubrics following industry standards to use as a guide to evaluating news stories.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.4 Responsibility and Flexibility: 7.5, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.5, 9.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.2  <b>CTE Pathway:</b> C2.1, C2.3, C4.1, C4.2, C4.3, C5.1, C7.6
E. PRE-PRODUCTION  Understand, apply, and evaluate the supervisory responsibilities and techniques for planning a studio production.	<ol style="list-style-type: none"> <li>1. Review the definition of “shot sheets.”</li> <li>2. Assist in the creation of shot sheets for use in a studio production.</li> <li>3. Review the components of a storyboard.</li> <li>4. Supervise and evaluate the creation of a simple storyboard.</li> <li>5. Review the integration of the following into a video story:               <ol style="list-style-type: none"> <li>a. still images</li> <li>b. graphics</li> </ol> </li> <li>6. Supervise the includes the following:               <ol style="list-style-type: none"> <li>a. crew positions</li> <li>b. schedules</li> <li>c. budgets</li> <li>d. research</li> <li>e. locations</li> </ol> </li> <li>7. Supervise the development of a production assignment/crew list.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8 Ethics and Responsibilities: 8.1, 8.2, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		Demonstration and Application: 11.1  <b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C3.1, C4.1, C4.2, C4.3, C4.4, C4.5, C5.1, C5.2, C6.1, C6.2, C7.1
<b>F. PRODUCTION</b>  Understand, apply, and evaluate the supervisory responsibilities and techniques for the production of a news story.	<ol style="list-style-type: none"> <li>1. Coordinate and supervise a crew for a studio production.</li> <li>2. Coordinate and supervise a crew for a field production.</li> <li>3. Supervise the creation of the following for a studio interview production:               <ol style="list-style-type: none"> <li>a. hairstyles</li> <li>b. make-up</li> <li>c. clothing</li> </ol> </li> <li>4. Supervise the creation of the following for a narrative production:               <ol style="list-style-type: none"> <li>a. hairstyles</li> <li>b. make-up</li> <li>c. clothing</li> </ol> </li> <li>5. Review proper interviewing techniques.</li> <li>6. Supervise the videotaping of interviews using the prepared scripts from earlier sections.</li> <li>7. Review and critique all of the recorded interviews and productions using industry-based rubric.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.4 Technology: 4.1, 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.5, 9.6, 9.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4  <b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C3.1, C4.1, C4.2, C4.3, C4.4, C4.5, C5.1, C5.2, C6.1
<b>G. POST-PRODUCTION</b>  Understand, apply, and evaluate the supervisory responsibilities and techniques for editing of a news story.	<ol style="list-style-type: none"> <li>1. Review the entire video production process of:               <ol style="list-style-type: none"> <li>a. planning</li> <li>b. acquiring images</li> <li>c. manipulating images (editing)</li> <li>d. transmitting the final product to various media</li> <li>e. storing the final product</li> </ol> </li> <li>2. Review the differences between linear and non-linear editing.</li> <li>3. Review the basic elements of editing:               <ol style="list-style-type: none"> <li>a. continuity</li> <li>b. pacing</li> <li>c. composition</li> <li>d. artistic use of transitions</li> </ol> </li> <li>4. Supervise the operation of computer-based editing software.</li> <li>5. Review jump cuts and other typical editing mistakes.</li> <li>6. Review the use of jump cuts for artistic emphasis.</li> <li>7. Supervise the following editing transitions:               <ol style="list-style-type: none"> <li>a. cut</li> <li>b. wipe</li> <li>c. fade</li> <li>d. dissolve</li> </ol> </li> <li>8. Supervise the use of a switcher to mix images.</li> <li>9. Supervise the addition of “voice-overs” to a set of images.</li> <li>10. Coordinate a “Foley” sound effect session.</li> <li>11. Supervise the editing of Foley effects.</li> <li>12. Supervise the addition of the following to a piece:               <ol style="list-style-type: none"> <li>a. post-production music</li> <li>b. other audio effects</li> </ol> </li> <li>13. Supervise the editing techniques used to sweeten sound tracks.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.4, 3.6 Technology: 4.1, 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ol style="list-style-type: none"> <li>14. Supervise the editing of sound channels on videotape for:               <ol style="list-style-type: none"> <li>a. a “hard” news piece</li> <li>b. a feature piece</li> <li>c. an artistic piece</li> </ol> </li> <li>15. Supervise the editing of sound channels for a scripted news story.</li> <li>16. Supervise the execution of audio effects including the use of post-production music.</li> <li>17. Supervise the editing of at least one of the production projects shot in the class; including titles and post-production sound work.</li> <li>18. Develop student-based rubrics for critiquing the final projects.</li> <li>19. Compile a list of rubrics based on industry standards.</li> <li>20. Compare the value of the rubrics from each source.</li> <li>21. Compile a final list of rubrics from both sources.</li> <li>22. Exchange final projects with another student and write a three-paragraph critique based on the final rubric list.</li> <li>23. Write a three-paragraph paper:               <ol style="list-style-type: none"> <li>a. defending the project, <b>OR</b></li> <li>b. submitting a plan for incorporating the criticism, <b>OR</b></li> <li>c. defending some aspects and incorporating some criticisms</li> </ol> </li> <li>24. Evaluate the member’s critique by:               <ol style="list-style-type: none"> <li>a. defending the project, <b>OR</b></li> <li>b. submitting a plan for incorporating the criticism, <b>OR</b></li> <li>c. defending some aspects and incorporating some criticisms</li> </ol> </li> <li>25. Submit final project for a critique by a member from the video production industry.</li> <li>26. Evaluate the member’s critique by:               <ol style="list-style-type: none"> <li>a. defending the project, <b>OR</b></li> <li>b. submitting a plan for incorporating the criticism, <b>OR</b></li> <li>c. defending some aspects and incorporating some criticisms</li> </ol> </li> <li>27. Submit final project and response to peer critique to instructor for evaluation.</li> </ol>	<p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.3, C1.4, C2.1, C2.2, C3.1, C4.1, C4.2, C4.3, C4.4, C4.5, C5.1, C5.2, C6.1</p>
<p>H. RESOURCE MANAGEMENT REVIEW</p> <p>Review, apply, and evaluate resource management principles and techniques for video production.</p>	<ol style="list-style-type: none"> <li>1. Review the definitions of the following:               <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Review the management of the following resources in video production:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>3. List specific examples of effective management of the following in video production:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 12</p> <p><b>CTE Anchor:</b> Career Planning and Management: 3.6, 3.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.6, 7.8</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<p>4. Review the benefits of effective resource management in video production:</p> <ul style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ul>	<p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>Leadership and Teamwork: 9.4, 9.5</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstration and Application: 11.3, 11.4</p> <p><b>CTE Pathway:</b> C5.1, C7.1, C7.2, C7.3, C7.4, C7.5, C7.6</p>
<p>I. JOB SHADOWING, INTERNSHIPS, AND JOB PLACEMENT REVIEW</p> <p>Review, apply, and evaluate the skills and tools necessary for acquiring employment in the electronic news gathering field.</p>	<ul style="list-style-type: none"> <li>1. Review the functions of various unions and employee organizations in the industry.</li> <li>2. Review the advantages and disadvantages of using the following resources in job searches: <ul style="list-style-type: none"> <li>a. personal contacts and networking</li> <li>b. trade publications</li> <li>c. internet research</li> <li>d. job placement firms and services</li> </ul> </li> <li>3. Update the cover letter.</li> <li>4. Update the résumé.</li> <li>5. Assemble a 1-minute demo reel.</li> <li>6. Update letters seeking employment.</li> <li>7. Review the skills needed for successful interviewing.</li> <li>8. Review the skills needed in promoting oneself when applying for a job.</li> <li>9. Review the skills that are required on the job, including but not limited to: <ul style="list-style-type: none"> <li>a. punctuality</li> <li>b. open communication</li> <li>c. integrity</li> <li>d. enthusiasm</li> <li>e. personal responsibility</li> <li>f. respect for supervisors and co-workers</li> <li>g. the ability to work well on a team</li> </ul> </li> <li>10. Review promotional ladders.</li> <li>11. Participate in a “job shadowing” event with an industry professional.</li> <li>12. Participate in an internship program, as available, demonstrating the skills learned in this course.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9</p> <p>Technology: 4.2, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Responsibility and Flexibility: 7.7</p> <p>Leadership and Teamwork: 9.2, 9.3, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.3, 10.4</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	13. Include the following in a mock interview with a panel of peers and industry personnel: <ul style="list-style-type: none"> <li>a. cover letter</li> <li>b. résumé</li> <li>c. demo reel</li> </ul> 14. Apply for appropriate entry-level jobs in the industry.	Demonstration and Application: 11.1, 11.5, 11.7  <b>CTE Pathway:</b> C4.1, C7.6

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTS AND SUPPLEMENTAL BOOKS**

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

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

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

Millerson, Gerald. Lighting for TV and Film, 3<sup>rd</sup> Edition. Focal Press, 1999.

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

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

Rea, Peter W. and David K. Irving (Contributor). Producing and Directing the Short Film and Video, 4<sup>th</sup> 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, 11<sup>th</sup> 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 – Introduction – 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 – Resource Management Review – Pass all assignments and exams on resource management review with a minimum score of 80% or higher.

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

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### Statement for Civil Rights

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

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