



## Video Studio Fundamentals

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### Course Description

This course will expose students to the materials, processes, and artistic techniques involved in creating video productions. Students learn about the operation of cameras, lighting, depth-of-field, composition, storyboarding, sound capture, special effects and editing techniques. This project-driven course includes both studio and field production experiences, as well as advanced training in Adobe Photoshop and Premiere Pro. This course focuses on the standards of journalism.

Students who complete this course may continue in the Cinematography & Video Production Career Pathway at PLD leading to a Career Major Certificate upon graduation after completing the following courses: Video Studio Fundamentals (VSF), Studio Production & Performance (SDP), Advanced Studio Production (ASP) and/or Media Arts Internship courses.

Students taking this pathway will learn to produce WPLD (broadcasting), PLD Lamplighter (online newspaper) and Torch (podcast).

### Objectives

Upon completion of this course, the student will be able to:

- o Recognize the historical/cultural impact and purposes of media on society
- o Demonstrate journalistic ethics in story coverage and production
- o Enterprise own stories for broadcast
- o Comply with copyright requirements in production
- o Produce show rundowns, write scripts, and execute assignments for crew and anchors
- o Work with peers completing jobs associated with the various aspects of studio and production
- o Demonstrate a sound understanding of basic audio and video equipment, editing software and how to produce a finished product
- o Demonstrate basic performance skills in news casting, hosting, and announcing
- o Identify different career opportunities in broadcasting and multimedia production
- o Use digital media and environments to communicate and work collaboratively; interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, and contribute to project teams to produce original works
- o Develop constructive and cooperative working relationships with others
- o Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts with editors and peers
- o Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## Units

- o **History and Future of Journalism**  
Media has evolved over the years, and it's important that students not only identify the historical significance of journalistic practices and practitioners, but also to correlate that with changing news consumers.
- o **Copyright Law/Media Ethics**  
Understand how to practice legal and ethical behavior and responsible use of information and technology.
- o **Mass Communication**  
Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media; Communicate information and ideas effectively to multiple audiences using a variety of media and formats especially with design plans
- o **Writing for Media/Journalistic Writing**  
Write scripts, articles and other industry specific forms of communication used in the production of media; Use accurate and appropriate language to understand and produce documents that serve to guide project teams in the production of original productions; Recognize and use a variety of communication formats to relate information necessary for the creation of digital products; Complete research and gather pertinent information for communication of stories or ideas for media arts productions; Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas and their steps of production for media arts creations; Interact, collaborate, and publish documents individually and with peers which guide the production of media for a variety of digital environments; Produce documents that communicate information and ideas effectively to multiple audiences.
- o **Video and Photo Framing & Composition**  
Select and use current media arts applications and software effectively and productively; Maintain archives of images, photos, or previous work products; Identify the application of simplicity, rule of thirds, point of view, focal point, proportion/scale, and framing; Analyze and incorporate guidelines for composition; communicate a specific idea through the subject matter and the composition of a video or photograph; Use critical thinking skills to describe, interpret, analyze, and make judgments about composition.
- o **Pre-Production and Post-Production**  
Demonstrate a sound understanding of basic audio and video equipment, editing software and how to produce a finished product; Operate electronic equipment to record, edit, and transmit radio and television programs, short movies, or multimedia presentations; Organize and string together raw footage into a continuous whole according to scripts or the instructions of directors and producers; Edit films and videotapes to insert music, dialogue, and sound effects, to arrange films into sequences, and to correct errors, using editing equipment; Demonstrate how to organize and plan a video sequence; Identify general principles for video shooting; Demonstrate visual techniques for enhancing video content; Demonstrate effective use of still images to enhance video content
- o **Career Exploration**  
Research skills and practices, interrogative questioning Examine careers and entrepreneurial opportunities associated with the media arts.

**Materials needed**

This course has a class fee of \$25 for the school year. This fee covers all materials used in class throughout the year as well as Adobe certification training. All students will need to purchase a Press Pass Credential sticker (\$5), a staff T-shirt (\$15), and lanyard ID button (\$1). Lost ID buttons must be worn on a lanyard at all times and must be replaced if lost. Please make all checks payable to PLD Lamplighter, and write the student’s name in the subject line.

**Formative Assessments/Coursework**

The goal is to help all students reach or exceed mastery for the standards in this class. Formative assessment results will be used routinely to develop individual, small group, and whole-class interventions and extensions during class. Formative assessment is meant for feedback; therefore, it will not factor into the final grade.

**Summative Assessments/Projects**

Summative assessments measure achievement on standards. In this project learning class, summative assessments will take the form of published products including video, audio, photography, and/or writing. *Scoring guidelines, models, and/or rubrics with clear descriptions of the work levels for the standards/ learning goals being assessed will be provided.*

**PLD School-Wide Employability Rubric (10% of total grade)**

EA4	.1 Inadequate	2 Fair	3 Adequate	4 Proficient	5 Excellent
<p><b>Dependability in the workplace</b>  <i>Prepared</i>  <i>Engaged</i>  <i>On-task</i></p> <p>In the Media Arts production classes, employability translates as work ethic, teamwork, and reliability. Our staff need to be able to meet deadlines, be trusted to work both independently and in a group setting.</p>	<p>There is little or no investment of student’s energy into the learning tasks and activities.</p> <p><b>Example:</b> <i>Fails to wear button ID, sleeping, not paying attention, patterns of disruptive behavior, refusal to work or excessive goofing off/horseplay, missed deadlines and untrustworthy behavior; abuses privileges</i></p>	<p>The student needs frequent prompting to remain on-task and engaged in learning activities.</p> <p><b>Example:</b> <i>on phone and not paying attention, needs redirection often, sometimes disruptive and/or overly talkative, does not pull own weight in a team setting</i></p>	<p>The student has inconsistent focus and engagement and is interested in completion rather than learning at high levels.</p> <p><b>Example:</b> <i>mostly focused, but sometimes needs some redirection, spends some time and/or effort on assignments, but procrastinates</i></p>	<p>The student understands their role as a learner and consistently makes an effort to learn.</p> <p><b>Example:</b> <i>Mostly attentive, focused and on task; completes work and collaborates with teammates A 4 may not always use “down time” wisely (teach others, self-study, practicing skills, etc.) but a 5 will.</i></p>	<p>The student assumes responsibility for high quality learning by initiating revisions, initiating extensions to learning, and/or contributing</p> <p><b>Example:</b> <i>Always attentive and focused; adds to class conversation; always wears ID button, always on task; makes a strong effort to do best work and to help teammates, positive and proactive attitude</i></p>

### **Requesting Reassessment in a Production Course**

All students will have at least one opportunity to improve their learning results on a summative assessment of a standard (excluding final exams and employability) after the following have occurred:

- o Formative assessments have been completed at a higher level of learning than was evident on the original assessment. If missing formatives are not completed, no summative retake will be allowed. Article drafts, video raw footage, pre-edited photos and audio are considered formatives because their quality affects the final project.
- o Reassessments will only be allowed within a two week period of the publication date.
- o Please note that if a student misses a deadline, the employability grade for that period will reflect it. Employability grades cannot be revised and will not change *even if* the missing article is remediated. Missing a deadline affects the students' entire team.

### **Final exam**

The final exam in this course is a cumulative portfolio and presentation of the students' work during that semester.

### **Classroom Behavior Expectations**

Follow all schoolwide expectations as outlined in the presentation all students reviewed in the first days of class. In the Lamplighter lab and studio, I ask that you respect yourself, respect others, and respect our spaces. Please be responsible with all equipment, and be accountable for using your time wisely.

### **Phone Policy per SBDM**

During class, personal devices are to be used for instructional purposes only. When technology is being used during instructional time, the teacher will tell the student to put away the phone, document the infraction, and write an office referral for "failure to follow directions."

### **PLD Lamplighter**

Our organization has been a part of the Dunbar community since 1990, and we are proud to represent the school! Check out students' work at [www.pldlamplighter.org](http://www.pldlamplighter.org) for daily updates and weekly video segments. And be sure to follow us on Facebook, Twitter and Instagram @pdlamplighter.

### **Fundraising**

Please help us raise funds for equipment and other expenses by adding PLD Lamplighter to your Kroger Card. Go to <https://www.kroger.com/account/communityrewards/>. Our organization number is **WL448** and is listed as Paul L Dunbar HS Newspaper.

Throughout the year, we will also host fundraising nights and would love to see you there!