TV 1 Handbook
Course Description

Television Production I introduces students to fundamental, technical, and creative aspects of television production, operation of equipment, camera and sound techniques, basic script writing, graphics, and a variety of programming possibilities.

Through reading, watching and analyzing films and television programs students will gain a critical awareness and knowledge of the television medium. Students will learn to write scripts through a series of steps designed to yield a shooting script that is production oriented and appropriate for a project, either assigned or created by the student. Students will collaborate to effectively communicate their message. They will function as a team to set program goals, creatively produce a TV product by applying their knowledge of current TV technology.

This course is designed with a focus on the studio workshop; it will provide students with opportunities to experience the total process of television production. Further, it is important for students to learn to collaborate as multi-age creative teams. There will be many opportunities for students to learn by doing, inquiring, and discovering. Networking with local community resources and experts is encouraged.

Course Requirements

The television laboratory equipment will provide the major structure for this course. Students will be evaluated on the following.

1. Completion of assigned worksheets
2. Quizzes on the worksheets and lectures.
3. Completion and execution of assigned television productions.
4. Participation on all class television production projects as crew.

WEEKLY RESPONSIBILITY POINTS

1. Students begin each week with 5 points.
2. Responsibility points can increase or decrease during the week.
3. Responsibility points increase by:
   • Helping classmates
   • Contributing to class discussions
   • Using outside materials to aid learning
4. Responsibility points decrease by:
   • Tardy to class -2
   • Classroom disruptions up to -4
   • Lack of preparation up to -4
   • Poor care of equipment up to -4
**Classroom Management**

**Rules**
A. There must be complete respect for everyone and everything in the classroom.

B. You cannot disturb the learning process of anyone (including yourself) during class.

C. All classroom activities must meet the proper conduct for the class.

**Procedures**
A. All lab equipment must be put back and the lab left clean. Chairs in the studio, edit suites, and control room **must be stacked**. No one will be allowed to leave until the entire lab meets my approval.

B. Students must come to class prepared. Any lost time will be extremely damaging to lab activities.

C. Laboratory assignments will be given deadlines that are similar to a professional assignment. Deadlines are to be met or a reduction of 10 points for each day late.

D. Due to the sensitivity of equipment, no food or water is allowed in the lab or studio area.

E. Each student will be responsible for his/her own missed work.

F. The bell does not dismiss you! **I DISMISS THE CLASS WHEN EVERYONE IS IN THEIR SEATS.**

G. Bathroom passes will be given out provided your are following class rules.

H. Blank tapes will be provided to record all in-class production.

I. For each lab assignment a rotation will be used to place each student at his or her station.

J. If we are in a lab session it is necessary to check what your station is so you can prepare for the day.

K. Your attendance is expected to be perfect. Missing days will not only hurt you but also can be detrimental to your classmates, if they are counting on you being there
L. Since we will be having professional speakers and actors for some of the productions. They are taking time away from their day and they must be treated with respect so they will come back in the future.

Behavior Contract

Before you are allowed to each to work on any of the equipment a behavior contract must be signed by you and your parents. The behavior contract gives specific examples of what is appropriate behavior and what happens when you do not follow the contract.
TV Production

History of TV Production

TV production was started in the Grosse Pointe School District in the late 1980’s. Dr. Julie Corbett was the founder of the program and has since retired. Originally the program was located at South underneath the tennis courts. Students from North had to travel to South if they wanted to take the course. Several years ago the North TV Studio was started combining the two programs. The programs share technology, resources, and personnel. There is very little difference between the two programs.

Field Trips

TV production students take part in a wide variety of activities including additional field trips to New York or Los Angeles depending on the year. The trips take place in the winter around March. You must be registered for TV production to take the trip. They usually go Wednesday through Sunday. Some activities include tours of major networks, Television show tapings, film studio tours, and museums. The trips usually cost around $1300. More details will be given in the future.
Course Projects

TV I students produce several different types of shows. Each project is produced by one group and crewed by the rest of the class. The director of the project has to be from your group. If you need actors from the other groups you have to get their permission before you assign them. If there are no more jobs you will critique the project. Projects include but are not limited to:

Music Video: Students will use still pictures at all three cameras and pick a song that is appropriate to convey your message. Possible topics include homecoming pictures, favorite group, movie, etc.

PSA: 30 or 60 seconds using actors, graphics, music, and cameras to show the negative effects of a topic.

Commercial: A fake product will be given to the groups to create a commercial that uses a specific appeal to sell the item.

Newscast: This will be your final project. The class will have to produce a newscast that contains stories, graphics, voiceovers, and more. This will be your largest project and will be your final.

Every project you do will have the possibility of being aired on Channel 20!
Studio Rules

1. No eating or drinking in the studio.
2. Only TV students are allowed in the studio.
3. Leave all personal belongings at your desk.
4. NEVER POINT CAMERAS AT THE LIGHTS!
5. Do not touch lamps with bare hands.
7. Never leave the camera unattended without locking it down.
8. Do not step on cables, twirl the connector, or wrap them around your arm.
9. During breaks students can sit down if they have locked down their camera and stack the chairs when they are finished.
10. You can listen to music for your project as long as I do not hear it.
Media Literacy

*Media Literacy*: the ability to effectively and efficiently comprehend and utilize mass communication.

Examples of Mass Communication:

*Media Bias*: refers to the bias of *journalists* and *news producers* within the *mass media*, in the selection of which events and stories are reported and how they are covered.

*Influence of Advertising*: Advertising has a long history of creating fads, trends, and popular culture.

Camera Shots

Why is it important for you to be aware of camera-subject distance, perhaps before addressing any other aspect of movies and television?

Television is made up of hundreds and thousands of pictures, called *shots*, each of which must be carefully planned.

- **Long Shot (LS)**- Draw a picture of a Long Shot of a person on a beach
- **Medium Shot (MS)**-
- **Close Up (CU)**-
- **Extreme Close Up (XCU)**-

Long shot, medium shot, and close-up (and many other camera-subject distances such as the medium long shot and extreme close-up) are the basis of editing in movies and on television.

Without these shots, the person who edits the movie, TV show, or commercial would have nothing to work with. Editing, in nearly all cases, is the combining of long shots, medium shots, and close-ups to create an effective visual presentation. Camera-subject distance is the basis for visual editing.

The closer the camera is to the subject the greater emotional connection is created.
Give examples of Long Shots?

Close ups?

What types of camera shots are you most likely to see in movies? In television?

In addition to camera shots, **camera angle** is also important. The angle from which a shot is taken is another way to give variety as well as information.

*Low Angle View*
*High Angle View*

**Shot Types**

Find three pictures from the magazines in the classroom. Determine **what type of shot was used,** **what is the subject of the picture, what message are they trying to send to the reader?**

- Rip the pictures out of the magazine
- Write the answer to the three questions above on a separate piece of paper, staple and turn in when done.

**Photographic Truth in the Digital Era**

Advances in digital technology mean that anyone with a computer and image-manipulation software can easily cut and paste a wide range of images into an apparently seamless whole.
**Current Events**

Periodically you will be asked to find a current event article. The article can be from newspapers, magazines, or the Internet. They have to focus on some aspect of broadcasting like new TV Shows, ratings, networks, mergers, new technologies and so on. The best place to find the articles are in the entertainment or business section of your paper. In order to receive credit you must:

- Cut the article out
- Say when and where you got your article
- Highlight the main points
- Summarize the article
- Finish with your own personal thoughts

**Viewing Habits**

Each student will be writing and presenting a report to the rest of the class on their television viewing habits. You will turn in the reports after you give your presentation. They can be handwritten but you **must skip every other line. If the reports are typed you must double space.**

**Requirements**

Each report must include:

- If you have Cable/Broadcast/Satellite TV in your house,
- At least three favorite programs (more the better) and why using specific examples they are your favorite programs, channels their on, time.
- What is your favorite network? Why?
- Do you watch certain shows on a DVR, computer, phone or other device?
- Internet/video game use,
- The one show you will absolutely will not watch, why.
- The number of hours spent watching TV a week.

**BROADCASTING**

Each area that we cover certain handouts will be provided. There will still be additional notes and handouts you will need.

**WHY, BROADCAST TELEVISION, AND CABLE TELEVISION EXIST**

There are two types of broadcasting:

- **Commercial** - their goal is to make money;
- **Examples** -
**Non-Commercial**- television stations that provide an alternative to commercial programming. Many of the shows on non-commercial station have been turned down by a commercial station.

**Examples**-

**Commercial Broadcasting**

Networks- large companies that want to make money in radio and/or TV. Broadcast Networks send their signal out in the air for anyone to receive it. Cable Companies arrange contracts with networks and then provide a variety of cable channels to customers.

**Examples of National Broadcast Networks**-

**Examples of Cable Networks**-

Networks then arrange deals with local companies called affiliates throughout the United States to guarantee the shows they produce will be seen. The affiliate is often referred to by their call letters.

Local broadcast stations (affiliates)-

Cable companies make money by selling their time to advertisers and by charging subscribers for cable service.

The value of advertising time is determined by the audience, which is listening or watching, how many people (ratings) and what kind of people (demographics)

**Ratings**- strictly the number of people watching TV

**Demographics**- the type of person who is watching

**HOW TELEVISION STATIONS MAKE MONEY**

Networks make money by selling advertising time to companies who want to advertise during a program.

The networks either buy the rights of a show or make the show themselves. The networks usually pay the affiliates money to air the show in their local market.

The local market makes money by selling airtime for local shows and gets to sell some advertising time on network shows.

**SYNDICATION**- A station leases the right to air the show on their station. The shows are owned by the creators of the show who receive the most money from the rights. Other people who worked on the show might receive some money. Each local station signs it’s own deal to broadcast the show.
DISTURBUTION OF A BROADCAST NETWORK SHOW

Adverting time is determined by how many people are listening or watching.

Ratings are the number of people watching
Share is the percent of households or persons using television at the time the program is airing and who are watching a particular program

TV Ratings- the major research company providing audience information for TV stations is Nielsen. The Nielsen Company uses 2 main methods for collecting its data.

1. People meter- a small electronic box that attaches to a TV. The people meter measures ratings and demographics in 25,000 homes across the United States, a representative sample of the entire country

2. Diary Method-a random sampling of people who write down what they watched and at what time and send the form back to the Nielsen company

Problems:
1. Nielsen doesn't measure viewers' satisfaction, just the number of eyeballs watching a program

2. Majority of people asked to participate decline to take part in the survey

3. Ethnic populations are not evenly represented

4. Button fatigue-Nielsen families stop hitting the button after a period of time

Whatever the ratings measure, they measure consistently
Due to increase in technology the results are becoming more and more accessible to the networks. There are 250 TV markets in the U.S. with thousands of TV stations. Individual station ratings are tabulated only four times a year during the "SWEEPS" months of NOVEMBER, February, MAY, and JULY.

The ratings information gathered during the "sweeps" establishes how much TV stations can charge for a commercial. The higher the ratings, the more the cost to an advertiser, the greater the station's profits.

Programming Strategies

Counter Programming- Strategically placing a program in a specific time slot
  Example-

Audience Flow (stacking)- placing a similar show after a highly successful show
  Example-

Hammock- placing a new show between two popular shows
  Example-

Programming strategies differ between cable and broadcast network shows. Cable shows are for a specific audience. Broadcast shows are for the most general audience.
CAMERA
### Camera Operator Commands

<table>
<thead>
<tr>
<th>Tilt Up</th>
<th>Tilt Down</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Tilt Up Image" /></td>
<td><img src="image2" alt="Tilt Down Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pan Left</th>
<th>Pan Right</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Pan Left Image" /></td>
<td><img src="image4" alt="Pan Right Image" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Truck Left</th>
<th>Truck Right</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Truck Left Image" /></td>
<td><img src="image6" alt="Truck Right Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dolly In</th>
<th>Dolly Out</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="Dolly In Image" /></td>
<td><img src="image8" alt="Dolly Out Image" /></td>
</tr>
</tbody>
</table>
## Camera Shots

<table>
<thead>
<tr>
<th>Extreme Long Shot</th>
<th>Long Shot</th>
<th>Knee Shot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Also called an establishing shot. Used to show location</td>
<td>Should show the entire body of your subject</td>
<td>Cut the subject off at the knees while still leaving enough headroom</td>
</tr>
<tr>
<td>XLS</td>
<td>LS</td>
<td>KS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medium Shot</th>
<th>Medium Close Up</th>
<th>Close Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut the subject off at the waist</td>
<td>Shows the head and shoulders but no hands</td>
<td>Takes up the majority of the frame</td>
</tr>
<tr>
<td>MS</td>
<td>MCU</td>
<td>CU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extreme Close Up</th>
<th>Two Shot</th>
<th>Over the Shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fills the entire frame</td>
<td>Shows both subjects balanced in the frame</td>
<td>Frames the subject in the background in a MCU and the subject in the foreground as a CU</td>
</tr>
<tr>
<td>XCU</td>
<td>Two Shot</td>
<td>O/S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Point of View</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows a view from the subject's perspective</td>
<td></td>
</tr>
<tr>
<td>POV</td>
<td></td>
</tr>
</tbody>
</table>


Directing

The director and technical director work as team in the control room. The technical director changes the inputs to the program monitor and to the preview monitor. In our studio the technical director can also be the director.

The switcher and the director have to know the following commands:

- **READY** - Put the input asked for into preview. The switcher then presses the white buttons on the board. You do this for two reasons:

1. It allows the director to see what the shot will look like before it is put into program. The director can now make changes before it is put into program.
2. Allows the camera person to get their shot ready

**EXAMPLE**: READY ONE or READY VHS

- **Cut** - Directly changing what is in program to another input. Used after you have said ready.

**EXAMPLE**: Cut ONE or Cut VHS

After you select cut whatever you had selected in the preview row (white Row of buttons) will be selected in the program row (mini LCD screens) and will be in program and will be recorded. Whatever button was in program will now be highlighted in the white row of buttons.
• **MIX** - Using the MIX key change the inputs by mixing the two shots together. You have to select mix on the switcher and then either use the **Auto Trans** button or the **Lever** to actually mix the two shots together.

**EXAMPLE:** READY ONE MIX TO ONE
- **Wipe** - Use the Wipe key to change what is selected in the preview row with what is selected in the program row. Many different wipes can be selected and altered.

  EXAMPLE: Ready VP WIPE to VP

- **Fade to Black** - To begin and end a program use the fade to black button. It will override anything selected in the program row.

**Director Rundown**
1. Ready on the Set
2. Quiet on the Set
3. Roll Tape
4. Bring up Slate (wait for three seconds) Bring down Slate
5. Ready to Fade Out of Black in 5, 4, 3, 2, 1
Audio
LEVELS
Levels are the strength of the audio signal coming through the board. You must keep a good balance between all levels.

BETWEEN –4 AND 0
The levels are controlled by a slider or fader. The higher the fader the more power you are giving that input. You can have some faders at a high level (microphones) and some for background sound like a CD.

**How to do a sound Check**

It is the audio engineer job to set up every microphone. At the top of the fader is the mute button. Once you have the appropriate level mute the input. As talent **never** bang or talk directly into a microphone.

1. Make sure the input is ready (mic turned on, CD in the player)
2. Bring the master volume ¾ of the way up
3. Begin getting proper level for the source by asking the talent to count to 20.

For other inputs follow steps 1 & 2

4. Mute other inputs that you already have the level set for.
5. Begin getting proper level for the source.
Floor Directing
<table>
<thead>
<tr>
<th>Signal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand by</td>
<td>Show about to start</td>
</tr>
<tr>
<td>Cue</td>
<td>Point to talent or camera that is “hot”</td>
</tr>
<tr>
<td>Speed Up</td>
<td>Accelerate what you are doing</td>
</tr>
<tr>
<td>Stretch</td>
<td>Slow down what you are doing</td>
</tr>
<tr>
<td>Wrap it Up</td>
<td>Finish what you are doing and come to an end</td>
</tr>
<tr>
<td>1, 2, 3, 4, Minutes</td>
<td>Indicate how many minutes are left.</td>
</tr>
</tbody>
</table>

Floor Director Hand Signals
<table>
<thead>
<tr>
<th>½ Minute</th>
<th>![Image]</th>
<th>30 seconds until the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Seconds</td>
<td>![Image]</td>
<td>15 seconds until the end</td>
</tr>
</tbody>
</table>


MUSIC VIDEO

ASSIGNMENT

You are to create a music video using the studio. You will need to find pictures to use (old photographs, magazine picture, etc.) The pictures and the music must correlate. You can bring your own music in or use some that we have in the studio. All music must be appropriate or the music will be picked for you.

Each group will be assigned a day to shoot their video they have only that day to shoot. You can practice and record as many times as you like but you have to choose the one to be graded. Your entire group will be given a grade and you will receive an individual grade.

REQUIREMENTS

The music video must

• Have 5 seconds of black at the beginning and end
• Slate with group names, song, date, director
• Be at least 3 minutes long. You can fade the song out after 3 minutes as long as it is in a spot that makes sense.
• Use all three cameras with at least one camera movement per camera
• Use at least 3 mixes and 3 different wipes
• Fade in and out music and video together.
• All pictures must be mounted on construction paper

GRADE

You will need to have the following things on the day of your shoot. Each member of your group needs to be responsible for one of the following:

• CREW LIST - Make a crew list for the entire class and your group. Someone from your group has to be the director. This person is responsible for posting the crew list.
• FLOOR PLAN - A floor plan giving the placement of the cameras, set design, and talent.
• TREATMENT - Complete the form found in the folder in class. This should be done first.

The day after you shoot, each person must turn in a:

PROJECT OVERVIEW - Gives an overview of how the project went. Include what grade you would give yourself, pre-production, production, and post production. An example is located in the back of your handbook. You must double space. The project overview can be hand written or typed. 1 page in length
### Music Video

<table>
<thead>
<tr>
<th>Look Fors</th>
<th>Oscar Winning 5 Points</th>
<th>Golden Globe 3 Points</th>
<th>People’s Choice 0-1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Requirements</strong></td>
<td>5 secs of BLK beginning and end, updated slate, Fade I/O</td>
<td>Majority of requirements are completed</td>
<td>None or few of the requirements are completed</td>
</tr>
<tr>
<td></td>
<td>All pics mounted on construction paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Camera Movements x5</strong></td>
<td>Over the minimum required and movements are steady, correctly framed and match transition</td>
<td>Majority of movements are steady and match transition</td>
<td>Few or no camera movements or camera movements are shaky</td>
</tr>
<tr>
<td></td>
<td>Majority of movements are steady and match transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Framing of Shots x5</strong></td>
<td>Proper head room and lead room with each camera shot</td>
<td>Some shots did not have enough head room or lead room</td>
<td>Few or no camera shots with proper head room and lead room</td>
</tr>
<tr>
<td></td>
<td>Some shots did not have enough head room or lead room</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pace</strong></td>
<td>Matched the music</td>
<td>Some pictures were left on for too long</td>
<td>Few or no pictures matched the pace of the music</td>
</tr>
<tr>
<td></td>
<td>Matched the music</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mixes and wipes</strong></td>
<td>Mixes and wipes flow with the camera movements and music</td>
<td>Majority of mixes and wipes flowed with camera movements</td>
<td>Few or no mixes and wipes flowed with camera movement</td>
</tr>
<tr>
<td></td>
<td>Mixes and wipes flow with the camera movements and music</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Impression X5</strong></td>
<td>Pictures match lyrics or theme of music, high quality of pictures</td>
<td>Some pictures did not match theme</td>
<td>Few or no pictures matched theme</td>
</tr>
<tr>
<td></td>
<td>Pictures match lyrics or theme of music, high quality of pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rehearsal X2</strong></td>
<td>Multiple takes with corrections</td>
<td>Mostly organized</td>
<td>Only one take completed with poor organization</td>
</tr>
<tr>
<td></td>
<td>Multiple takes with corrections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 100-94 A  | 85-83 B | 75-73 C | 65-63 D | D   |
| 93-90 A-  | 82-80 B-| 72-70 C-| 62-60 D-| D-  |
| 89-86 B+  | 79-76 C+| 69-66 D+| 59-0 E | E   |

Comments:
**Talent**

The talents or people on screen can be divided into two main groups: (1) Performers who play themselves and do not assume roles of other characters. They sell their own personalities to the audience. (2) Actors who project a character’s personality rather than their own.

Whether you are acting or performing you must always know the following things:

- **Eye contact**- You must look directly at the lens of the camera to gain eye contact. Even the slightest bit of extra movement will be more pronounced when viewed in a close up.

- **Sound Check**- Give a proper sound check that you do not mumble any of your words. Without a proper sound check the opening statement can have disturbance. Never bang or talk directly into a microphone!!!!!

- **Breathing**- Many actors want to take a large breath before they begin their lines. The microphone may pick this up and it will sound unnatural.

- **Posture**- Everything you do will be magnified through the lens. If you slump down to much or over exaggerate your posture you will look odd on the camera

- **Studio Monitor**- Don’t look at it!!!!!! You will be very tempted to sneak a look at the studio monitor to make sure you look OK. Don’t. For even that brief second you will break the reality you have created with your audience and ruin your scene.

- **Teleprompter**- When reading from a teleprompter try to read from the top two lines. This will look more realistic. If you read from the bottom it will make you look like you can’t keep your eyes open.

- **Preparation**- Read you script aloud before you go on. You will be able to find mistakes and areas that you fell need to be re-written to meet how you would say it. You must personalize the script so the audience believes it is coming from you.

- **Blocking**- the actors movements. Blocking needs to be rehearsed and followed exactly. Inches can cut an arm off a screen that contains an important gesture.

- **Tips**- square your shoulders to the camera. This often needs to be over exaggerated. Take your two index fingers and your thumbs and form a triangle that points to the camera. You may need to over exaggerate the should that is farther away from the camera.

- **Costumes**- Keep in mind what your set will look like so you stand out. Be aware of the following things:
  - Don’t wear clothes that are busy or have a lot of lines
  - Avoid glossy clothes that will reflect light
  - Avoid wearing black and white together. It is difficult for the camera.
  - Avoid the color red. Red is a bad color for the camera.
A public service announcement is making a call to action. That means they want to have the viewers do something after watching the PSA. It might be to call a phone number, give donations, or volunteer time. Your PSA has to make a call to action. All PSA’s must be serious and show the negative effects of your topic. You will have to use at least 2 talents and a voice over person.

Each person in your group will be responsible for one of the following items and the included in the overall production of your show:

- **Storyboard**- From a blank storyboard sheet draws the progression of your video. Make sure to include the correct camera shots i.e. CU, MCU, LS
- **Treatment**- Complete this form and have approved prior to shooting
- **Script**- Every single word that you are going to say and who is saying it. Video on one side audio on the other.
- **Floor Plan**- On a sheet of paper place where each talent will be at, where they will move to, where the cameras will be placed, what the set will look like (curtains, plants, desk, etc.)
- **Crew List**- A person can only be a position once. Everybody needs to be included in your crew sheet.

You will also be graded on the quality of your PSA and your participation in other people’s videos. You will lose points on your production for not participating.

**REQUIREMENTS**

- 5 seconds of black before and after each shoot
- 2 camera shots that are in a close up or extreme close up
- Slate from the computer with: Projects name, director, date, and take
- All three cameras must be used. One camera must have a camera movement.
- Slogan or 1-800 number must be read at the end of the PSA with a matching graphic
- An establishing shot from either the VP or the computer graphics.
- A music bed must be used at some point
- Your PSA must be 30 or 60 seconds long.

The day after you shoot, each person must turn in a:

**PROJECT OVERVIEW**- Gives an overview of how the project went. Include what grade you would give yourself, pre-production, production, and post production. An example is located in the back of your handbook. You must double space. The project overview can be hand written or typed. 1 page in length
# PSA Project

Product Name_______________________________ Date______________  
Hour________________

<table>
<thead>
<tr>
<th>Look For</th>
<th>Oscar Winning 5 Points</th>
<th>Golden Globe 3 Points</th>
<th>People’s Choice 0-1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing</strong></td>
<td>Exactly 30 seconds or 1 minute</td>
<td>Up to 2 seconds off</td>
<td>More than 3 seconds off</td>
</tr>
<tr>
<td><strong>Camera Movement</strong></td>
<td>Steady camera movement, the shot is framed and in focus</td>
<td>Speed is slightly off</td>
<td>Shaky or inappropriate speed</td>
</tr>
<tr>
<td><strong>Framing of Shots</strong></td>
<td>All shots have proper head room, lead room, and depth of field</td>
<td>Couple of shots have poor head room or lead room</td>
<td>Several head or lead room issues, out of focus</td>
</tr>
<tr>
<td><strong>Audio Mixing</strong></td>
<td>All inputs are muted and unmated at the proper times and level</td>
<td>Muting was correct but levels were to high or low</td>
<td>Levels are to high or low, multiple muting problems</td>
</tr>
<tr>
<td><strong>Overall Impression</strong></td>
<td>Message is appropriate and easy to understand, all requirements were met.</td>
<td>Message is unclear or misleading</td>
<td>Inappropriate message</td>
</tr>
<tr>
<td><strong>Acting</strong></td>
<td>Actors know lines and deliver the lines in character</td>
<td>Actors knew majority of lines</td>
<td>Actors were not given lines in time to memorize</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Slate updated, Font and style match, Digital images, Slogan</td>
<td>Clip art used, Font and style do not match</td>
<td>Take not updated, not enough graphics</td>
</tr>
<tr>
<td><strong>Costumes</strong></td>
<td>Match actors character</td>
<td>Parts of costumes</td>
<td>None</td>
</tr>
<tr>
<td><strong>Rehearsal</strong></td>
<td>Multiple takes with corrections</td>
<td>Mostly organized</td>
<td>Only one take completed with poor organization</td>
</tr>
</tbody>
</table>

100-94 A 85-83 B 75-73 C 65-63 D  
93-90 A- 82-80 B- 72-70 C- 62-60 D-  
89-86 B+ 79-76 C+ 69-66 D+ 59-0 E

**Comments:**
Advertising

ADVERTISING ANALYSIS

Commercial advertising supports American broadcast television. Advertisers use a variety of different techniques to sell their products. Over the years many of the techniques have blended together or have disappeared. Here are a few of the most common types still used today:

- **Informational**-
- **Emotional**-
- **Humor**-
- **Celebrity**-
- **Repetition**-
- **Other**-
A commercials main goal is to get the consumer to buy the product. There are a variety of different ways or appeals that could be used. For your commercial you will have to select the name of your product you will be using and what appeal to use. The products will be chosen for you. Be as creative as possible with your products name and your strategy. Each person in your group will be responsible for one of the following items.

Each of these must be done individually!
- **Treatment**- Complete the sheet and have it approved prior to shooting. Must be done as a group.
- **Script**- Word for word what you’re going to be saying and what your video will look like.
- **Storyboard**- From a blank storyboard sheet draw the progression of your video. The pictures must be accurate and with audio. Every single camera movement or change must be used. Make sure to include the correct camera shots i.e. CU, MCU, LS
- **Floor Plan**- Position the cameras, talent, and set design.
- **Crew List**- A person can only be a position once. Everybody needs to be included in your crew sheet.

You will also be graded on the quality of your commercial and your participation in other people’s videos. You will lose points on your production for not participating.

**REQUIREMENTS**
- 5 seconds of black before and after each shoot
- 30 or 60 seconds long
- Slate from the computer with: Projects name, director, date, and take
- All three cameras must be used with a camera movement on one camera
- A music bed must be used
- Product shot showing a close up of your product.
- At least three different graphics from the computer must be used (one can be your slate)

The day after you shoot, each person must turn in a:
**PROJECT OVERVIEW**- Gives an overview of how the project went. Include what grade you would give yourself, pre-production, production, and post production. An example is located in the back of your handbook. You must double space. The project overview can be hand written or typed. 1 page in length
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<table>
<thead>
<tr>
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<th>Golden Globe 3 Points</th>
<th>People’s Choice 0-1 Point</th>
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<td>More than 3 seconds off</td>
</tr>
<tr>
<td><strong>Camera Movement x2</strong></td>
<td>Steady camera movement, the shot is framed and in focus</td>
<td>Speed is slightly off</td>
<td>Shaky or inappropriate speed</td>
</tr>
<tr>
<td><strong>Framing of Shots x5</strong></td>
<td>All shots have proper head room, lead room, and depth of field</td>
<td>Couple of shots have poor head room or lead room</td>
<td>Several head or lead room issues, out of focus</td>
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<tr>
<td><strong>Audio Mixing x2</strong></td>
<td>All inputs are muted and unmated at the proper times and level</td>
<td>Muting was correct but levels were to high or low</td>
<td>Levels are to high or low, multiple muting problems</td>
</tr>
<tr>
<td><strong>Product Shot x3</strong></td>
<td>Product is shown in a CU in focus. The product has a professional looking label.</td>
<td>Label lacks color and originality, Framing is wrong</td>
<td>No label, out of focus and not zoomed in enough</td>
</tr>
<tr>
<td><strong>Acting</strong></td>
<td>Actors know lines and deliver the lines in character</td>
<td>Actors knew majority of lines</td>
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</tr>
<tr>
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<td>Parts of costumes</td>
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<tr>
<th>Product Name</th>
<th>Date</th>
<th>Hour</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>100-94</td>
<td>85-83</td>
<td>75-73</td>
<td>65-63</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<td>D+</td>
<td>59-0</td>
<td>E</td>
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</tbody>
</table>

**Comments:**
**Newscasts**

**RELEVANT NEWS TERMS**

A Newscast is shot cross directionally. Meaning that camera 1 gets a MCU of the person on the right. Camera 3 gets a MCU of the person on the left. Camera 2 is used for establishing shots and two shots. Here are some professional terms used in news broadcasting.

- **RUNDOWN**-

- **BUMP**-

- **VOICE-OVER**-

- **READER**-

- **PACKAGE**-

- **BITE**-
• LEAD IN-

• TAG-

• KICKER-

• LOWER THIRD-

• B Roll-
NEWSCAST

The production of a newscast is one of the hardest aspects of television. To produce a successful show you will need massive amounts of group organization and preparation. The class will do two separate projects. Each group will be responsible for the production of one newscast. The newscast will be 10 minutes long.

The following work will be done as a group in class.

- Your group must decide on what type of newscast you want to do. You can divide the newscast into different parts like news, sports, weather, business, entertainment, or another topic if it is approved by the instructor. You can only choose 3 bags to your newscast. One bag has to be a news.
- **ALL STORIES MUST BE SCHOOL APPROPRIATE**
- The newscast must have 60 seconds of commercials.

The following work should be done individually or in partners.

- **Treatment statement** - Name your newscast and give all necessary background information on the sheet.
- **Floor Plan** - Very important for lighting. If you choose to have sub anchors make sure you place them correctly.
- **GRAPHICS** - Each story must have a graphic, the talents name must appear on screen with talent, credits must be rolled to finish production.
- **Audio** - Music bumps must be used in between packages.
- **Run Down Sheet** - This needs to be done as a group so everyone has an idea of what is happening.
- **Crew List** - A person can only be a position once. Everybody needs to be included in your crew sheet. You have to have 2 main anchors, and 2 sub anchors. You are responsible for posting your crew sheet the day you do your shoot.
- **Editor** - In charge of making sure every story is under one file and saved as a text only document. The editor also writes the transitions between stories.

You will also be graded on the quality of your newscast and your participation in other people’s videos. You will lose points on your production for not participating.

**REQUIREMENTS**

- 5 seconds of black before and after each shoot
- Slate from the computer with: Projects name, group #, director, date, and take
- Graphic for every story, lower third for every talent, full page graphic introducing each bag, and credits
- Fade from/to black
- All three cameras must be used

**Music Video**
MUSIC VIDEO

ASSIGNMENT
You are to create a music video using the studio. You will need to find pictures to use (old photographs, magazine picture, etc.) The pictures and the music must correlate. You can bring your own music in or use some that we have in the studio. All music must be appropriate or the music will be picked for you.

Each group will be assigned a day to shoot their video they have only that day to shoot. You can practice and record as many times as you like but you have to choose the one to be graded. Your entire group will be given a grade and you will receive an individual grade.

REQUIREMENTS
The music video must

- Have 5 seconds of black at the beginning and end
- Slate with group names, song, date, director
- Be at least 3 minutes long. You can fade the song out after 3 minutes as long as it is in a spot that makes sense.
- Use all three cameras with at least one camera movement per camera
- Use at least 3 mixes and 3 different wipes
- Fade in and out music and video together.
- All pictures must be mounted on construction paper

GRADE
You will need to have the following things on the day of your shoot. Each member of your group needs to be responsible for one of the following:

- **CREW LIST** - Make a crew list for the entire class and your group. Someone from your group has to be the director. This person is responsible for posting the crew list.
- **FLOOR PLAN** - A floor plan giving the placement of the cameras, set design, and talent.
- **TREATMENT** - Complete the form found in the folder in class. This should be done first.

The day after you shoot, *each person* must turn in a:

**PROJECT OVERVIEW** - Gives an overview of how the project went. Include what grade you would give yourself, pre-production, production, and post production. An example is located in the back of your handbook. You must double space. The project overview can be hand written or typed. 1 page in length

Crew List Music Video
1. DIRECTOR- John Travolta
2. ASST. DIRECTOR- Jude Law
3. TECH. DIRECTOR- Matt Damon
4. AUDIO ENGINEER- Jim Carrey
5. COMPUTER GRAPHICS- Rob Downey Jr.
6. VISUAL PRESENTER- John Cusak
7. VTR- Minnie Driver
8. CAMERA 1- Alan Arkin
9. CAMERA 2- Dan Akroyd
10. CAMERA 3- Mike Douglas
11. FLOOR DIRECTOR- Lisa Kudrow
12. SET DESIGN 1- Gwenneth Paltrow
13. SET DESIGN 2- Tom Hanks
14. SET DESIGN 3- Al Hitchcock
15. CAMERA ASST. 1- Tony Banderas
16. CAMERA ASST. 2- Woody Harrelson
17. CAMERA ASST. 3- Tobey Maguire
18. CRITIQUE- Katie Holmes
**Treatment Statement**

A treatment explains the ideas for the project and gets approved by the instructor. You must complete this sheet and hand them in for approval before production on your show begins.

**Production Name:** _Million Dollars$$_$$_____________________________________

**Objective of Program:** Explain what is the point of the program. What is it intended to do? (entertain, inform, instruct, criticize). What supplies will you need?

The point of this program is to entertain. We will be creating a music video of the BNL song “If I had a Million Dollars”. We will need construction paper, pictures and glue or tape to get the pictures ready

**Describe the Show:** What will the program be like? How will lights, set design, camera, and editing be used?

**Audio** (songs, microphones)- The song will be burned on a CD and checked before rehearsal

**Lights** (indoor/outdoor, gels)- Only the studio lights will be used

**Set Design** (costumes, background, etc.)- Each pictures will be taped on a piece of construction paper. One picture per side.

**Camera** (shoots, angles, format)- All three cameras will begin with a camera movement.

**Editing** (special effects, transitions) *The majority of the transitions will be cuts.*

**Audience:** Who is the intended audience? What are the demographics? (age, sex, education, income, geographic, ethnicity).
Age: __15-30_________  Majority Male or Female (circle) **BOTH**

Education-HS or College Bound  Income- 20,000 and up

Geographic Region-Urban/Suburban  Ethnicity- **ALL**

**Group Members Position**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Travolta</td>
<td>Director</td>
</tr>
<tr>
<td>Lisa Kudrow</td>
<td>Floor Director</td>
</tr>
<tr>
<td>Michael Douglas</td>
<td>Camera 3</td>
</tr>
<tr>
<td>Matt Damon</td>
<td>Tech Dir</td>
</tr>
<tr>
<td>Jude Law</td>
<td>Asst. Dir.</td>
</tr>
<tr>
<td>G. Paltrow</td>
<td>Set Design</td>
</tr>
</tbody>
</table>

**Production Schedule (Approximate if you have to)**

Rehearsal: _______ WED ________________________________

Completion Date: ______________________________________

Approval:     YES________  NO________

Reason:
________________________________________________________________________
________________________________________________________________________
Floor Plan

Curtain

Riser

DESK
**PROJECT OVERVIEW**

“If I had a Million Dollars” project went very well. We all enjoyed working on the project and expect an A-. It took us 2 weeks to complete the project including all of pre-production, production, and post-production.

**PRE-PRODUCTION**

It did not take us long to come up with the idea. We knew we wanted to find a song where the music could match the pictures. Johnny really loves BNL and had “If I had a Million Dollars” on CD. Already having the song on CD was one reason we decided to do it. Luckily Lisa and Gwyn have a lot of magazines they could bring in. It took over 30 magazines to finally find the pictures we needed. The best decision we made was to use scotch tape to mount the pictures. Unlike other groups, our pictures did not have any wrinkles from glue. This definitely added to our production.

**PRODUCTION**

We thought we had everything already to go when we did our rehearsal. All the pre-production was taken care of. We had our lighting grid, floor plan, and crew list all done. We spent extra time on the crew list making sure there was someone from the group in every crucial position. We took all hour for the rehearsal and figured some things out. One, we needed to use the visual presenter more. Since some pictures were used over and over again we decided that those pictures would go on the VP. Second, we realized the switching had to be extremely fast which put a lot of pressure on the TD and on the set design. On the day of our shoot we made the necessary changes and after 5 takes we finally had one we could use.
POST-PRODUCTION
I really enjoyed working in the studio with the rest of the class. I really felt that we were in charge of a major production. Some mistakes we made were mounting the pictures on both sides. When we tried to line up what picture went next it was on the back of one that was being shot sometimes. As for the assignment I would change the amount of practice time given. We needed more. Overall we really enjoyed it.