

Fundamentals of Television

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Fundamentals of Television

Grade Levels: 9,10,11,12

Prerequisite: None

Course Code: 493420 Lab 493450

Course Description: This core program is designed to provide practical knowledge and skill in preparation for a career in television production.

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Unit 1: Fundamentals of Television: An Overview

Hours: 5

Terminology: Ethics, Federal Communications Commission, National Television System Committee, Radio and Television News Directors Association, Student Television Network

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terms	1.1.1 Use industry terms appropriately in context	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]	
1.2 Discuss ethical approaches in television	1.2.1 Analyze codes of ethics of national and international media associations	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
1.3 Identify the governing body of television broadcasting in the U.S.	1.3.1 Discuss the role and purpose of the FCC	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]	

Unit 2: Pre-Production

Hours: 20

Terminology: Brainstorming, Features, Hard news, Package, Pre-production, Research, Script, Storyboard

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terms	2.1.1 Use industry terms appropriately in context	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]	
2.2 Identify organizational skills necessary for pre-production	2.2.1 Apply proper brainstorming techniques	Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	
	2.2.2 Apply proper research techniques	Foundation	Science	Converts quantities and measurements from one form to another [1.4.12]	
	2.2.3 Prepare a storyboard	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]	
	2.2.4 Prepare a script	Foundation	Writing	Checks and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]	

Unit 3: Production

Hours: 50

Terminology: Ambient sound, Axis of action, Backlight, Camera operator, Close-up, Depth of field, Director, Dolly, Establishing shot, Extreme close-up, Extreme long shot, Fill light, Focus, Framing, High angle, Key light, Lavalier, Lead, Long shot, Low angle, Medium close up, Medium shot, Narration, Omni directional, 180 degree rule, Panning, Production, Unidirectional, Videography, Zoom

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define production terms	3.1.1 Use industry terms appropriately in context	Foundation	Speaking	Uses technical terms as appropriate to audience [1.5.2]
3.2 Understand the different types of production	3.2.1 Describe a field production	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
	3.2.2 Identify roles and responsibilities of field production personnel	Thinking	Reasoning	Comprehends ideas and concepts related to TV personnel [4.5.2]
	3.2.3 Describe a studio production	Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]
	3.2.4 Identify roles and responsibilities of studio production personnel	Thinking	Reasoning	Comprehends ideas and concepts related to TV personnel [4.5.2]
3.3 Demonstrate basic camera setup and operation	3.3.1 Perform white balance function in appropriate settings	Foundation	Science	Uses equipment and techniques to white balance a camera [1.4.23]
	3.3.2 Apply appropriate focusing techniques	Foundation	Science	Applies knowledge to complete a practical task [1.4.3]
	3.3.3 Apply appropriate iris control	Foundation	Science	Applies a scientific principle to solve a problem [1.4.7]
	3.3.4 Demonstrate appropriate audio control usage	Foundation	Science	Reads measurements from audio measuring devices [1.4.20]
	3.3.5 Demonstrate appropriate use of tripod	Foundation	Science	Uses equipment and techniques to properly mount cameras [1.4.23]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.4 Discuss proper camera framing techniques	3.4.1 Apply basic camera shots (wide, medium, tight, etc.)	Foundation	Science	Uses equipment and techniques to acquire basic camera shots [1.4.23]	
	3.4.2 Apply the rule of thirds	Foundation	Science	Solves practical problems using scientific methods [1.4.22]	
	3.4.3 Apply proper spacing in camera shots (head room, nose room, etc.)	Foundation	Science	Uses equipment and techniques to acquire correct camera shots [1.4.23]	
	3.4.4 Identify the different types of camera movement (pan, zoom, etc.)	Foundation	Listening	Listens to follow directions [1.2.6]	
3.5 Discuss proper camera composition techniques	3.5.1 Demonstrate basic composition rules	Foundation	Science	Explains scientific principles related to camera composition [1.4.13]	
3.6 Explain proper audio techniques	3.6.1 Demonstrate the proper use of microphones	Foundation	Science	Applies scientific principles related to audio pick-up [1.4.5]	
	3.6.2 Identify pick up patterns	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
	3.6.3 Demonstrate the proper use of natural sound	Foundation	Science	Monitors variables in different audio situations [1.4.17]	
3.7 Explain proper lighting	3.7.1 Identify different types of lights (flood, spot, keys, back lights, etc.)	Foundation	Listening	Listens for long-term content [1.2.7]	
	3.7.2 Identify different types of lighting equipment	Foundation	Listening	Listens for content [1.2.3]	
	3.7.3 Demonstrate the proper use of artificial lighting	Foundation	Science	Follows safety guidelines for lighting [1.4.16]	
	3.7.4 Demonstrate the proper use of natural lighting	Foundation	Science	Applies scientific principles related to natural light [1.4.5]	

Unit 4: Post Production

Hours: 30

Terminology: B-roll, Capture, Continuity, Cut, Drop frame, Export, Flash frame, Graphic title, Import, Jump cut, Log, Music bed, Natural sound, Non-linear editing, Render, Sequence, Sound bite, Time code, Title safe area, Transition, Voice over

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define terms	4.1.1 Use industry terms appropriately in context	Foundation	Speaking	Uses technical terms as appropriate to audience [1.5.2]	
4.2 Explain proper editing techniques	4.2.1 Demonstrate the proper use of an editing system	Foundation	Listening	Comprehends ideas and concepts related to television editing [1.2.1]	
	4.2.2 Acquire and log raw footage	Thinking	Knowing how to Learn	Applies new knowledge and skills to shoot and label footage [4.3.1]	
	4.2.3 Compile and arrange selected footage	Thinking	Creative Thinking	Creates new design by applying specific criteria [4.1.3]	
	4.2.4 Add additional audio to selected footage	Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive the over-all effect of combining elements [4.6.5]	
	4.2.5 Add additional video elements to selected footage	Thinking	Seeing Things in the Mind's Eye	Organizes and processes images-video, SFX, graphics, characters, etc. [4.6.2]	
4.3 Discuss proper distribution of final product	4.3.1 Demonstrate the proper technique of exporting the final product	Thinking	Reasoning	Comprehends ideas and concepts related to distribution of final product [4.5.2]	

Unit 5: Workplace Skills Development

Hours: 15

Terminology: Brainstorming, Career goals, Career paths, Grooming, Leadership, Oral communications, Teamwork, Technology, Timeliness, Work ethics, Written communication

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terms	5.1.1 Spell, define and pronounce terminology correctly	Foundation	Reading	Applies and understands technical terms that pertain to television [1.3.6]	
5.2 Identify interpersonal skills essential to workplace success	5.2.1 Discuss how timeliness and attendance relate to workplace success	Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]	
	5.2.2 Demonstrate timeliness and regular attendance	Personal Management	Responsibility	Displays high standards of attendance [3.4.5]	
	5.2.3 Demonstrate appropriate dress and cleanliness	Personal Management	Self-Esteem	Creates self-confidence and positive self-image through proper grooming [3.5.3]	
	5.2.4 Demonstrate workplace cleanliness	Thinking	Reasoning	Sees the relationship between two or more ideas, objects, or situations [4.5.5]	
	5.2.5 Discuss appropriate work ethics	Personal Management	Integrity/Honest/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]	
	5.2.6 Discuss communication, leadership, and teamwork skills essential to workplace success	Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]	
	5.2.7 Demonstrate effective basic oral communication	Foundation	Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]	
	5.2.8 Demonstrate effective basic written communication	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
	5.2.9 Demonstrate the ability to make basic decisions regarding production responsibility	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	
	5.2.10 Demonstrate the ability to work effectively as a part of a team	Interpersonal Skills	Teamwork	Works effectively with others to reach a common goal [2.6.6]	
5.3 Identify basic resources commonly used in the television industry	5.3.1 Use brainstorming techniques to identify resources used in the production and delivery of a particular product	Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	
	5.3.2 Discuss how individual resources affect the production and delivery of a particular product	Thinking	Reasoning	Sees the relationship between two or more ideas, objects, or situations [4.5.5]	
	5.3.3 Discuss how timeliness of resource acquisition affects the production and delivery of a particular product	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
5.4 Explore career opportunities in the television industry	5.4.1 Use brainstorming techniques to identify careers associated with the television industry	Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	
	5.4.2 Discuss the knowledge, skills, and abilities (KSA) needed to be successful in at least three careers in the television industry	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]	
	5.4.3 Discuss the expected growth and potential income of at least three careers in the television industry	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]	
	5.4.4 Discuss the process of establishing short and long-term career goals	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	
	5.4.5 Discuss a career path related to the television industry	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	
5.5 Identify workplace technology	5.5.1 Discuss the effect of advancing technology on the television industry	Thinking	Problem Solving	Draws conclusions, evaluates conditions, and gives possible solutions [4.4.5]	

Glossary

Unit 1: Fundamentals of Television: An Overview

1. Ethics – a system or code of morals of a particular group or profession
2. Federal Communications Commission – governing body for broadcasting
3. National Television System Committee – designates the composite television signal
4. Student Television Network – affiliate schools furthering scholastic broadcasting and video production

Unit 2: Pre-Production

1. Brainstorming – a method of problem solving in which members contribute ideas spontaneously
2. Features – also called soft news, of human interest but not time vital,
3. Hard news – timely stories of interest to the general public
4. Package – an 80-105 second story shot in the field and filed by a reporter
5. Pre-production – all activity prior to the actual live or recorded event
6. Research – a careful, extensive study of facts about a topic
7. Script – the program committed to paper, dialog, music, camera angles, etc.
8. Storyboard – sketches that outline the images of a finished program

Unit 3: Production

1. Ambient sound – the background audio of a room or location
2. Axis of action – the 180 degree system, the line of action around which the direction of the scene is oriented
3. Backlight – the source of illumination behind and above the subject
4. Camera operator – the person who handles the film or video device
5. Close up – a framing that presents a head and shoulder view of the subject
6. Depth of field – the in-focus range between the subject in the front of the image to the subject in the back of the image
7. Director – the person in charge of the actual production process
8. Dolly – a wheeled camera support
9. Establishing shot – a long shot which positions the character within the environment or setting, opening scene
10. Extreme close-up – XCU, closer than a close-up, to show a portion of the face, hand, or object
11. Extreme long shot – XLS, framing a shot to show a distant view
12. Fill light – to reduce shadows created by the key light
13. Focus – adjustment of the camera lens to make the image sharp and clear
14. Framing – to manipulate the camera to determine what the audience will see
15. High angle – where the camera is placed above the subject

Unit 3: Production

16. Key light – primary source of illumination on a subject
17. Lavalier – a small microphone clipped to the performers clothing
18. Lead – the reporter's opening comments, to capture viewer attention
19. Long shot – a framing that presents the entire object or person
20. Low angle – where the camera is below the subject
21. Medium close-up – a framing of a moderately close view of a subject
22. Medium shot – a framing that represents a moderately close view of the subject
23. Narration – voice over, when a character or announcer is heard over an image
24. Omni directional – a microphone that picks up sound equally well from all directions
25. 180 degree rule – to keep the camera on the same side of the axis of action
26. Panning – horizontal movement of the camera to the left and right
27. Production – the actual staging or recording of a program
28. Unidirectional – a microphone that picks up sound from one direction only
29. Videography – telling a story using video and audio
30. Zoom – the function of the lens wherein the focal length is varied

Unit 4: Post Production

1. B-roll – video placed over narration
2. Capture – to bring material into a computer
3. Continuity – to organize video into a coherent presentation
4. Cut – instantaneous picture change
5. Drop frame – the method of correction in the video time code
6. Export – to move programming to an outside source
7. Flash frame – an unintentional empty frame left in video
8. Graphic title – characters displayed over video or background
9. Import – to capture, to bring work into a source
10. Jump cut – an abrupt edit that violates the established continuity
11. Log – to write descriptions of video for later reference
12. Music bed – audio played under voice or action
13. Natural sound – room tone, audio present in a room or location
14. Non-linear editor – a computer based video editing system
15. Render – to execute the digital processing of an image

Unit 4: Post Production

16. Sequence – the proper order of selected scenes or events
17. Sound bite – a brief portion of an on-camera interview
18. Time code – identifier assigned to each frame of video
19. Title safe area – the portion of the screen in which text can be displayed
20. Transition – method of moving from one scene to another
21. Voice over – narration recorded separately from video, edited to tape later

Unit 5: Workplace Skills Development

1. Brainstorming – method of problem–solving where members of a group contribute ideas spontaneously
2. Career goals– an educational or employment end point, success indications
3. Career paths – training and education plans to secure employment in a chosen field
4. Grooming – pleasant appearance of hair, skin, nails, etc.
5. Leadership – to assume a position of authority at appropriate times
6. Oral communication – to speak effectively to others
7. Teamwork – to work with others, to share ideas, and to help one another
8. Technology – the application of science to work tools
9. Timeliness – to be on time and to use time efficiently
10. Work ethics – the accepted principles of right and wrong that govern the workplace
11. Written communications – to distribute information effectively by text