

**COURSE COM1060: AUDIO/VIDEO PRODUCTION 1**

<b>Level:</b>	Introductory
<b>Theme:</b>	Audio/Video/Digital
<b>Prerequisite:</b>	None
<b>Description:</b>	Students acquire basic production skills through the use of simple audio and/or video equipment and techniques.

**Parameters:** Access to basic audio and video equipment and some form of editing facility.

**Supporting Course:** COM1020 Media & You

**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify basic audio and video equipment, and demonstrate fundamental set-up procedures</li> <li>• identify and demonstrate basic audio and video concepts; e.g., camera moves, types of shots, audio mixing, audio set-up</li> <li>• apply basic project planning skills to audio/video productions</li> <li>• apply scripting, sound recording, and camera and lighting skills and techniques in completing a production assignment</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• teacher-directed evaluation designed to test the student’s knowledge of the camera, audio and/or video terminology and a demonstration of set up procedures</li> <li>• a portfolio consisting of:               <ul style="list-style-type: none"> <li>– a short exercise(s) demonstrating a minimum of five teacher-specified camera shots and/or audio techniques</li> <li>– planning demonstrated through a storyboard for the audio and/or video assignment</li> <li>– one video assignment (three to five minutes) that demonstrates the student’s ability to focus, zoom, tilt, pan, frame and compose with the camera</li> </ul> </li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>– one audio assignment (three to five minutes) that demonstrates the student’s ability to record sounds in different contexts; e.g., a narration, an interview, ambient sounds.</li> </ul> <p>Each one of these assignments will require the student to create and follow a storyboard or outline.</p> <p><i>Assessment Tool</i>  <i>Portfolio Assessment COM1060–1</i></p> <p><i>Standard</i>  <i>Performance rating of 1 for each criteria</i></p>	<p>20</p> <p>20</p> <p>10</p> <p>50</p>

**COURSE COM1060: AUDIO/VIDEO PRODUCTION 1 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify and produce the following shots:               <ul style="list-style-type: none"> <li>– extreme close-up</li> <li>– close-up</li> <li>– medium close-up</li> <li>– medium shots</li> <li>– long shot</li> <li>– extreme long shot</li> </ul> </li> <li>• demonstrate the following camera moves:               <ul style="list-style-type: none"> <li>– tilt up/down</li> <li>– dolly in/out</li> <li>– pan left/right</li> <li>– truck left/right</li> <li>– zoom in/out</li> </ul> </li> <li>• identify/explain and apply/use:               <ul style="list-style-type: none"> <li>– aperture – to control depth of field</li> <li>– focus – automatic and manual</li> <li>– zoom – smooth zoom in and out</li> <li>– white balance – to balance for different lighting conditions</li> <li>– loading and unloading of tape</li> <li>– microphone – type on camera and its capabilities and limitations</li> </ul> </li> <li>• apply variety to screen composition               <ul style="list-style-type: none"> <li>– one point</li> <li>– balance</li> </ul> </li> </ul>	<p>Students need to be comfortable with the camera and to be able to recognize and use a variety of camera shots and moves to capture images.</p> <p>Produce short (five- to 10-second) segments demonstrating the shots.</p>

**COURSE COM1060: AUDIO/VIDEO PRODUCTION 1 (continued)**

Concept	Specific Outcomes	Notes
Process and Procedures (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe and use the principles of one-point perspective:               <ul style="list-style-type: none"> <li>– applications to video camera use</li> </ul> </li> <li>• show how a two-dimensional object can be made to look three-dimensional</li> <li>• identify television format as 4 × 3 (4 horizontal units by 3 vertical units)</li> <li>• demonstrate responsibility and ethical behavior by working within school and community standards</li> </ul>	<p>Drawing or cutting out examples of types of shots within these dimensions is a good way to teach this idea.</p>
Applied Technologies	<ul style="list-style-type: none"> <li>• produce an outline/script/shots sheet for a short video assignment (3 – 5 minutes); e.g., interviews, sporting events, advertisements</li> <li>• use a variety of shots in the assignment</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• prepare and follow a recording plan for audio recording to support video</li> <li>• prepare and follow a recording plan for audio recording to achieve the following:               <ul style="list-style-type: none"> <li>– safe and responsible handling of equipment</li> <li>– tape loading and unloading</li> <li>– basic microphone technique</li> <li>– personal use of voice (narration)</li> <li>– capturing voices of others (interview)</li> <li>– ambient sounds</li> <li>– simple sound effects</li> <li>– audio levels and balance</li> </ul> </li> </ul>	<p>A good topic for this is “A Day in the Life of...” Students may link more than one task to an assignment; e.g., a sporting event offers a chance to capture video footage, ambient sound, an interview with a participant/spectator, different lighting situations, news of the day, advertising.</p> <p>The focus of this is the development of basic technical skills that can be applied and refined in more advanced courses. It is important the students get a good technical grounding in the basic camera and recording method indicated and in any other methods you feel are important.</p>

**COURSE COM1060: AUDIO/VIDEO PRODUCTION 1 (continued)**

Concept	Specific Outcomes	Notes
Applied Technologies (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• use basic technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others</li> <li>• demonstrate safe and responsible use of equipment.</li> </ul>	<p>It is important to set parameters for assignments early as students tend to “overshoot.”</p> <p>Developing a plan for shooting or recording will help students avoid “overshooting” at this level and will help students prepare production plans in more advanced courses.</p>
Presentation	<ul style="list-style-type: none"> <li>• present assignments to teacher/peers for feedback</li> <li>• provide examples or feedback obtained on appropriateness and effectiveness of assignments based on:               <ul style="list-style-type: none"> <li>– how well the assignment met the stated expectations described in the recording plan</li> <li>– relationship of the short outline/script to the final product</li> <li>– quality of technique used</li> <li>– aesthetics</li> <li>– meeting of school and community standards</li> </ul> </li> <li>• create and present a portfolio of work completed in this course; e.g., short outline/scripts, recording plan, finished project(s), or add this work to an existing portfolio.</li> </ul>	<p>Feedback/help should be sought throughout planning/production as well as upon completion from group members or from other peers.</p> <p>The teacher should be the resource of last resort until the final project is ready for assessment.</p>