

Planned Course: TV Production	Course Number: AH802	Department: Art	
Unit: Cameras	Grade Level: 10-12		
Estimated Time: 4 weeks	Level/Track: Elective	Date Approved: 8/8/2011	
PA Academic Standards	▶ Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>9.1.12:</p> <p>A: Know and use the elements and principles of each art form to create works in the arts and humanities</p> <p>B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>C: Integrate and apply advanced vocabulary to the arts forms.</p> <p>D: Demonstrate specific styles in combination through the production or performance of a unique work of art</p> <p>E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>G: Analyze the effect of rehearsal and practice sessions.</p> <p>H: Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and</p>	<p>▶ What makes a good crew member?</p> <ul style="list-style-type: none"> • Identify the attributes of a successful cameraperson • Using those attributes, define “good cameraperson” <p>▶ How important is teamwork?</p> <ul style="list-style-type: none"> • Identify/Analyze necessary interaction between the cameraperson and other crew members between during and after a taping <p>▶ How does proper use of this medium impact the information it conveys?</p> <ul style="list-style-type: none"> • Analyze the need for practice. • Study effective vs. ineffective camera work. <p>▶ Why is it important to document history?</p> <ul style="list-style-type: none"> • Identify/Analyze past methods of documenting history 	<ul style="list-style-type: none"> • Demonstrate and practice TV camera setup and use • Observe the role that the camera and a cameraman plays in show tapings • Demonstrate and practice video camera setup and use • As a group, discuss and practice shooting different camera angles and using different camera movement terminology • Analyze common pitfalls new students might make that would lead to poor camera shot quality • Create and post a finalized list of camera do’s and don’t’s • Tape daily announcements shows, news shows and any other necessary events using the TV cameras in the studio • Tape any events that happen outside the studio using video cameras • Conduct peer reviews regarding camera proficiency in different projects 	<ul style="list-style-type: none"> • Informally and/or formally assess individual student professionalism during camera setup and use and during show tapings • Observe student interaction with crew • Informally and/or formally assess each individual student’s technical and creative skills and their progress • Casual class peer review/instructor review of work • Formally grade written self-evaluation and summary observation of project as necessary
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performance spaces.			
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