

Planned Course: TV Production	Course Number: AH802	Department: Art	
Unit: Director/Mixer	Grade Level: 10-12		
Estimated Time: 4 weeks	Level/Track: Elective	Date Approved: 8/8/2011	
PA Academic Standards	<ul style="list-style-type: none"> ▶ 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>	<ul style="list-style-type: none"> ▶ What makes a good crew member? <ul style="list-style-type: none"> • Identify the attributes of a successful Director/Mixer person • Using those attributes, define “a good Director/Mixer person” ▶ How important is teamwork? <ul style="list-style-type: none"> • Identify/Analyze necessary interaction between the Director and other crew members between during and after a taping ▶ How does proper use of this medium impact the information it conveys? <ul style="list-style-type: none"> • Analyze the need for practice. • Study effective vs. ineffective Director/Mixer work. ▶ Why is it important to document history? <ul style="list-style-type: none"> • Identify/Analyze past methods of documenting history 	<ul style="list-style-type: none"> • Demonstrate and practice with the mixer board in a directorial capacity • Observe the role that the directing and mixing play in show tapings • As a group, discuss a director’s role, mixer setup and use • Analyze common pitfalls new students might make that would lead to poor results • Create and post a finalized list of do’s and don’t’s for both Directing/mixing • Tape daily announcements shows, news shows and any other necessary events using the mixer board • Conduct peer reviews regarding equipment proficiency in different projects 	<ul style="list-style-type: none"> • Informally and/or formally assess individual student professionalism during mixer board setup and use and as a director as a whole 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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