

Planned Course: TV Production	Course Number: AH802	Department: Art	
Unit: TV Shows	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 is good entertainment?</p> <ul style="list-style-type: none"> • Identify the attributes of successful TV Shows • Using those attributes, define “good entertainment” <p>▶ How important is teamwork?</p> <ul style="list-style-type: none"> • Identify/Analyze necessary interaction between the producer and other crew members between during and after creating and editing a TV Show <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 productions. <p>▶ Why is it important to document history?</p> <ul style="list-style-type: none"> • Identify/Analyze past methods of documenting history/pop icons 	<ul style="list-style-type: none"> • Observe a TV shows from a variety of time periods and cultures and discuss their impact on our society/culture • Observe the role that a director/producer plays in putting together a TV Show • As a group, discuss a director/producer’s role before, during and after creating and editing a show • Demonstrate and practice being a director/producer • Analyze potential ideas for TV shows and their ability to appeal to the high school audience • Compare/contrast the differences between creating shows for a high school audience and a home audience • Create and post a finalized list of do’s and don’t’s for directing/producing TV shows • Participate as a director/producer when necessary to create a TV show segment for the school news show (produced 3 or 4 times per school year) or for any other possible school needs 	<ul style="list-style-type: none"> • Informally and/or formally assess individual student responsibility and professionalism as a TV Show director/producer. • Observe student interaction with any additional crew members recruited for the production of the TV Show. • Informally and/or formally assess each individual student’s technical and creative skills and their progress throughout the year. • Casual and/or formal class peer review/instructor review of work • Formally grade written self-evaluation and summary observation of project as necessary
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<p>performance spaces.</p> <p>9.2.12:</p> <p>A: Explain the historical, cultural and social context of an individual work in the arts</p> <p>B: Relate works in the arts chronologically to historical events</p> <p>G: Relate works in the arts to geographic regions</p> <p>9.4.12:</p> <p>B: Describe and analyze the effects that works in the arts have on groups, individuals and the culture</p> <p>C: Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response</p>		<ul style="list-style-type: none"> Conduct peer reviews regarding finished TV show segments 	
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