Sample Curriculum Map
Television Studio Production & New Media Art and Literacy
Draft 02, 2013

Week/Session Date	Guiding Concepts & Critical Questions	Content	Skills & Literacies	Lesson Outline	Assessments	Resources & Materials
WK 1/EX 1 1/15, 1/16 **Intro, Camera, Lights, Switcher**	Intro/overview of studio; Cameras; Switcher - What are the basic elements of a television studio? - How does studio production relate to or differ from field production? - What is unique about producing in a studio? Why would you choose to shoot in a studio?	1) Introduction to Express Studio 2) Differences & similarities with field production 3) Studio equipment 4) Roles of personnel 5) Shot composition 6) Basic studio camera components 7) Lights, control panel 8) Switcher 9) Control Room terminology	1) Understanding of advantages and disadvantages of studio production 2) Gain familiarity and understanding of basic components of the studio: cameras, lights, switcher 3) Understanding of collaborative and cooperative process *Tech tools literacy*	Intro, Studio Camera, Production Switcher. Time allowing, students can perform basic operations with cameras and switcher – i.e. Forming a small crew, framing and lighting various shots, storing shots, cutting between shots	- Can the student perform basic operations with cameras and switcher? - Can the student identify reasons what one would shoot in a studio and why?	- Course outline handout - Student Guidebook
WK 1/EX 2 1/18 **Chroma Key**	Review cameras, lights, switcher; Chroma key - Why would we use the Chroma key? - What are a few new and creative ways we can utilize it? - How do you communicate dramatic action visually?	1) Setting Chroma key lights 2) Using Chroma key 3) Examples of good uses of Chroma key	Basic working skill level to: 1) Operate cameras 2) Light a Chroma key shot 3) Operate Switcher 4) Collaboration: Direct and/or crew a short scene *Tech tools & design literacies, collaboration*	*Technical instruction;* *Project: Show a relationship between two people with no dialogue.* Students will be create a short scene to direct, shoot, and perform using all technical elements learned.	- Can students work together to create a cohesive scene between two actors? - Can students demonstrate tech knowledge - Can they communicate their vision through use of technical and aesthetic choices?	- Student Guidebook - Short scenes with two actors – no dialogue - Backup images for Chroma key - Creative Chroma Key videos
WK 1/Media Arts Lab (MAL) 1 1/18 **TV History, New Media Literacy, Digital Ethics**	- How is media production different today from 10/20 years ago? - What is participation and why is it important for media producers now? - What does it mean to produce television today? What effects does TV have on culture and society? -How does the audience change the content?	1) Intro to TV as a creative medium 2) New Media Literacy: TV and media in networked society: online networks, crowdsourcing, participation, free and open source culture & Creative Commons; Circulation v. Distribution 3) Digital Ethics	1) Ability to identify flows of media and online circulation 2) Understanding of participatory culture and understanding of one's own participation habits in online platforms 3) Understanding of digital ethics and one's own practiced ethics *Judgment, negotiation, networking*	- Mapping media flows and circulations - Mapping the self within these flows: how, where, when, and with whom do you participate? - Activity: Digital Ethics "Flamers, Lurkers, Mentors" -Discussion: *How would you make a participatory TV show? Why? For who? Bring in 1-2 ideas for Ideate Sessions next Sat.*	- Can the student identify differences between the power structure of broadcast media and new media (online, participatory platforms)? - Can the student critically self-assess one's own activity and participation in networked environments and media consumption? - Can student begin to integrate with his/her own ideas for show?	- Computer, Internet, Projection - Chart paper, markers - Student Guidebook: Pages for "Flamers, Lurkers, Mentors" activity

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WK 2/EX 3 1/22, 1/23 **Xpression (CG)**	Xpression/Character Generator; Use of multimedia and graphics; Live feed capabilities in studio	1) Saving project to D drive 2) Lower-thirds 3) Credit crawl 4) Sending graphics to sequencer 5) Setting switcher to Graphics 6) Using keyboard to control Graphics	1) Understanding of Xpression 2) Working knowledge of how to make basic titles, credits, and graphics 3) Understanding of live feed – how and when to use it *Tech tools and design literacies*	See Educator's Guide. *Project: Create a graphic that could be used for your show*	- Can student create a lower third, credit crawl, design or use a graphic, use live feed?	- Participant Handbook - Video clip demonstrating use of lower thirds and credit crawl
WK 2/EX 4 1/25 **VTR, Audio, Telephones** **Ideate Session: Short description of show concept**	VTR Control; Audio Board and Sound Production; Telephones *Ideate Sessions: Share your ideas and feedback* *Write 1-3 paragraph description of your show idea.*	1) What is the XD Cam deck? 2) Setting up and recording on the XD Cam deck 3) What is the audio board? 4) Channels & faders 5) Setting main mix 6) Wireless mics 7) Proper mic placement techniques 8) Interviewing tips 9) Telephone control	1) Understanding of XD Cam deck 2) Ability to use placement techniques for mics to record good sound *Tech tools and design literacies; collaboration, writing*	*Project: Direct a short dialogue scene – use audio, cameras, lights, switcher, Xpressions, and optional Chroma key* Groups alternate between studio training and brainstorming for show ideas (45 min/ea.)	- Can student design and direct for good sound? - Can student operate other studio elements	- Student Guidebook - XD Cam Disc - Short dialogue scene
WK 2/MAL 2 1/25 **Collaborative Mobile Storytelling, Pt. 1**	*Special Workshop for Youth Media Series: Collaborative Mobile Storytelling, Part 1* - What is participatory culture? - What is citizen journalism and why is it important? - What role does the individual play in shaping the media landscape? - How has the use of mobile tech changed the way we make and receive information?	1) Intro to key concepts and history of producing media with mobile technologies: sousveillance *(Oscar Grant, Rodney King, Hasan Elahi, Blast Theory, Transborder Immigrant Tool)*, citizen journalism *(OWS, Tim Pool, Arab Spring, Witness, Citizen Tube, Storyful)*, participatory culture *(Sandy Storyline, Hollow Doc)* *See vocab list 2) Locative Media Project	1) Understanding of key concepts in new media production and mobile storytelling and their impact on society and power of participation 2) Ability to strategize usage of mobile and available technologies 3) Ability to use such technologies to capture media for collaborative mapping project *Collective intelligence, networking, design, collaboration*	1) Presentation and discussion of key ideas 2) Break into small groups for project 3) Locative media project: teams are deployed into the neighborhood; they must tell a story of the neighborhood through found artifacts, sites, and people, recording and documenting with mobile phones; Instagram photos using #ourcollabstory	- Does the student demonstrate an understanding of key concepts through discussion and recorded material? - Can s/he think in a nonlinear way when compiling, recording, and editing material? - Can s/he piece together many separate pieces into a cohesive narrative?	- Computer, Internet, Projection - Student journals - Phones (students) - Chart paper, markers - Specially designed maps of the neighborhood - Student Guidebook - Handouts with vocab and web links

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WK 3/ EX 5 1/29, 1/30 **Practice Lab & Review** **Ideate: Project Assessments**	Practice Labs/Review Project Assessments & Big Group Conceptualizing: Which project ideas are ready to move forward? Which ones are doable? Are there any connections between ideas? Brainstorm show structure.	1) Review and practice class material 2) Hands-on practice with equipment 3) Step-by-step review of Express Studio proficiency test 4) Assess student proposals for Production	*Tech tools Literacy, Writing, Collaboration, Collective Intelligence*	Practice Lab Ideate Session	- Can student answer all questions and perform tasks in review? - Can students collectively conceptualize show structure? - Can they find connections between their ideas and areas for collaboration? - Can students integrate new media design concepts into show structure and planning?	- Student Guidebook
WK 3/EX 6 2/1 **Test Out Ideate: Treatment Writing**	Test Out of Express Studio *Ideate Sessions: write a treatment*	1) Students test out of Express Studio 2) Begin writing, drafting show idea. Write a short treatment.	*Tech tools, Writing, collaboration*	1) Individual Practical Test 2) Crew Practical Test 3) Begin drafting show idea. Write a short treatment.		- Student Guidebook - Studio Production Plan - Props, Talent
WK 3/MAL 3 2/1 **Collaborative Mobile Storytelling, Pt. 2**	*Special Workshop for Youth Media Series: Collaborative Mobile Storytelling, Part 2* - What happens to the story when it is told from many different perspectives? - What happens or changes when the story is told in a nonlinear way through a visual interface?	1) Post-production process 2) Strategizing and design for non-linear storytelling and collaborative mapping 3) Sharing your story through social networks	1) Post-production and editing via FCP 2) Image/Digital design 3) New media navigation through online mapping and sharing work through social media *Networking, Collective intelligence, Collaboration, Tech tools and design (FCP)*	1) Reflection on mobile production process 2) Review of concepts 3) Collaborative Mapping and overview of post-production process 4) Intro to FCP and editing. Experienced students will also serve as mentors to new students. 5) Mapping plan: Each team must map out how they will edit material and upload to map in order to tell the story of their place. 6) Editing, Compression, Uploading 7) Share and present your stories 8) Group Reflection	- Is the student's project cohesive as a narrative? - Were students able to leverage available technologies to strengthen their project in content and/or form? - Did students demonstrate through their projects their understanding of specific terms and concepts covered in workshop?	- FCP editing bays for each team - Student Guidebook

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WK 4/MN 1 2/5 **Intro to Main Studio and Cameras**	Intro to Main Studio TV Production/Telemetrics, Cameras	1) Overview of TV Studio Production 2) Crew roles 3) Main studio equipment 4) Intro to telemetrics 5) Manual camera + Studio Vocab	1) Knowledge of main studio equipment 2) Knowledge of cameras and operation – manual and robotic 3) Ability to pitch an idea 4) Ability to direct fellow producers through a mock shoot *Tech tools and design literacy, collaboration*	See Educator's Guide. *Project: Pitch your segment and set up a mock shoot.*	- Can student utilize equipment, collaborative and communication skills, artistic voice to direct a scene and work with others?	- Student Guidebook
WK 4/MN 2 2/8 **Audio, Intercom, Teleprompter** **Ideate: Preproduction and Show Planning**	Audio Board, Intercom, Teleprompter, Review; *Show Planning: Begin to outline a production plan – timeline, logistics, crew, actors, etc* - What are the various considerations for recording good sound? - What do I need to consider and plan for in pre-production?	1) Operating audio board and intercom 2) Operating Teleprompter 3) Review for test out	1) Knowledge of audio board and sound recording 2) Knowledge of teleprompter and how to use the intercom 3) Ability to organize show concept into pre-production components *Tech tools and design literacies*	*Studio* 1) Operating audio board and intercom 2) Operating Teleprompter 3) Review for test out *Project* 4) Mock shoot *Ideate* 5) Preproduction Workshop	- Can student operate all equipment? - Can student organize show elements and translate into actionable preproduction components?	
WK 4/MAL4 2/8 **Remix / Mashup**	Reflections on process so far; Special Workshop for Youth Media Series: *Historical Remixing and Mashups*	1) Intro to Remix and Mashup culture 2) Intro to Internet Archives, Prelinger Archives 3) Make a remix or mashup of a historical event	*Tech tools & design literacies; judgment; networking; appropriation; transmedia navigation and design*	1) Into to key concepts 2) Discussion: Have you made pieces that use these methods? Can you share? 3) Discussion: what does it mean to remix history? What do mashups do to meaning? 4) Go through Prelinger Archives, choose a historical subject, research it, make a mashup or remix video with archival footage 5) Share with class and social networks	- Can student define remixing and mashup? - Can student take found footage and reappropriate in a meaningful way – either in content and/or form?	- Editing bays with internet - Projection - Student Guidebook
WK 5/MN 3 2/12 **Test Out & Preproduction**	Test out of Main Studio *Show Planning: Pre-production plans*		*Tech tools & design literacies; organizational skills and strategic planning*	1) Test Out 2) Pre-production and planning for next steps		- Student Guidebook