

Fundamentals of Audio/Video Production

Media Type: Microsoft® PowerPoint® Presentation

Duration: 112 slides

Goal: To discuss the process and components involved in audio/video production, including scripts, videography, audio capture and editing.

Description: This production explores the audiovisual industry, its history and technological progression and its impact on society. It provides knowledge of script writing for audio/video and live productions. In addition, videography equipment and techniques are discussed as well as video and audio editing systems and techniques.

Objectives:

1. To provide an overview of the scope and evolution of the audiovisual industry.
2. To explore audio and video script production.
3. To discuss equipment and techniques used to capture audio and video media.
4. To describe audio and video editing systems and techniques.



Arts, A/V Technology & Communications Career Cluster (AR)

Cluster	Standard
	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.
	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.
A/V Technology & Film Career Pathway (AR-AV)	Describe the history, terminology, occupations and value of audio, video and film technology.
	Demonstrate the use of basic tools and equipment used in audio, video and film production.
	Design an audio, video and/or film production.

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards			
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
	<table border="1"> <tr> <td>9-12.1</td> <td>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td> </tr> </table>	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
	<table border="1"> <tr> <td>9-10.4</td> <td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td> </tr> </table>	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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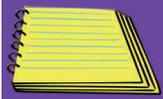
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College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	9-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Production & Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

 **Slides 1-23**
Class 1: Begin class by passing out the *Fundamentals of Audio/Video Production Vocabulary Handout*. Show *Fundamentals of Audio/Video Production - The Industry*. Follow the segment with its *Assessment*. Introduce the *Impact of Audiovisuals Project* and allow students to begin working on it. Distribute the *Capturing & Ingesting Media Project* for students to begin as homework.

 **Slides 24-37**
Class 2: Remind students to continue using the *Vocabulary Handout*. Show *Fundamentals of Audio/Visual Production - Laws & Regulations* and follow with its corresponding *Assessment*. Introduce the *Compliance Regulations Project*.

 **Slides 38-48**
Class 3: Remind students to continue using the *Vocabulary Handout*. Show slides 38 to 48 of the *Scripts* segment of the presentation. Have students begin the *Scripts Activity*.

 **Slides 49-59**
Class 4: Remind students to continue using the *Vocabulary Handout*. Show slides 49 to 59 of the *Scripts* segment of the presentation, followed by the corresponding *Assessment*. Have students complete the *Scripts Activity*.

 **Slides 60-73**
Class 5: Remind students to continue using the *Vocabulary Handout*. Show slides 60 to 73 of the *Videography* segment of the presentation. Introduce the *A/V Production Project* and allow students to begin brainstorming for it.

 **Slides 74-87**
Class 6: Remind students to continue using the *Vocabulary Handout*. Show slides 74 to 87 of the *Videography* segment of the presentation, followed by the corresponding *Assessment*. Distribute the *My Videography Kit Activity* and allow students to work.

 **Slides 88-97**
Class 7: Remind students to continue using the *Vocabulary Handout*. Show slides 88 to 97 of the *Editing* segment of the presentation. Allow students to work on the *Projects*.

 **Slides 98-112**
Class 8: Remind students to continue using the *Vocabulary Handout*. Show slides 98 to 112 of the *Editing* segment of the presentation, followed by the corresponding *Assessment*. Allow students to work on the *Projects*.

Class 9: Administer the *Fundamentals of Audio/Video Production Final Assessment* and allow time for students to complete it. Allow students to continue working on the *Projects*.

Class 10: Allow students to work on the *Projects* until complete.

Class 11: Have students present their *Projects* to the class.



infoComm International

- <http://www.infocomm.org>

MediaCollege.com

- <http://www.mediacollege.com>

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Career & Technical Student Organizations

SkillsUSA

- 3-D Visualizations and Animation
- Audio/Radio Production
- Broadcast News Production
- Digital Cinema Production
- Photography
- Television (Video) Production

Technology Student Association

- Digital Video Production
- On Demand Video
- Photographic Technology
- Video Game Design



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV51132, Lorenzo Lamadrid, Director, ESPN College GameDay
- iCEV50193, Trenton Gary, Audio/Video Engineer, Motion Picture Enterprises
- iCEV50524, Jerry Sensabaugh, Vice President of Operations, Big Bad Wolf Creative Group



Lab Activities

Capturing & Ingesting Media

Directions:

Students will be capturing and editing a video to share as a way of introducing themselves to the class. See the *Teacher Instruction Sheet* for more information.

Scripts

Directions:

Students will find scripts online, read and study them, then discuss the elements of successful scripts with the class. See the *Scripts Activity* sheet for more details.

My Videography Kit

Directions:

Students will consider the videography equipment they would want in their own videography gear kit. They may need to research some brands, products and features to get a better idea of what they would want and need. They should develop a list of equipment they want and provide a brief explanation as to why they selected each piece and how each piece would be utilized.

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Projects

Impact of Audiovisuals

Directions:

Working in groups of three, students will consider how the audiovisual industry affects society and culture. They should perform research and develop an argument regarding a specific aspect of the industry and a specific affect the aspect has (for example, violence in television, movies and video games desensitizes people to violence). You should approve of each group's argument to verify no two groups have the same argument. Students will create a presentation to explain and assert their argument. They should include use at least three secondary sources and they must incorporate some sort of visual aid. For more details, see the *Project* sheet.

Compliance Regulations

Directions:

Students will work in groups to create a presentation based on knowledge acquired from the *Laws & Regulations* segment. The students should identify compliance issues with the First Amendment, Federal Communications Commission, Freedom of Information Act and liability laws. Students will also identify specific regulations associated with productions and then with performances which include liabilities, copyright laws, fair use and duplication of materials.

A/V Production

Directions:

Students will create an audio/video production from script writing, to videography, to editing. Working in groups of four or five, they should develop an idea for a production such as video blog, music video, commercial or narrative. They will write a script using proper formatting and terminology, shoot the production considering compositional videography techniques, and edit the production with the goals of editing in mind. The finished production should be between three and five minutes long and all students within the group should participate equally in all phases of the production. When all productions are finished, allow groups to share them with the class.