

## VIDEO PROJECT – Television Production (10 min.)

### Produce a 10 minute-long television program.

1. Everyone in your group must appear in the video, at some point.
2. Fellow classmates can appear in your videos in order to achieve more character variety.

### Required Segments of your TV Production

1. Finished project must have the following components, **in this order**:
  - a. **Your Station's logo sequence** (with music and/or narration) 3-5 seconds
  - b. **Commercial** (for a real or fake product) 30 seconds
  - c. **Newscast**
    - i. Typical News Program setup  
(with appropriate titling at the bottom of the screen)
      1. *Optional – create an intro animation or video montage/action for your news program*
      2. Medium shot of news anchor and video inset above anchor's shoulder (Mr. Weigand can help you with this)(green screen)
      3. School and community-related news (can be real or made-up)
      4. Interview (school related or "man on the street")
      5. Weather report (filmed outside or with green screen)
  - d. **Commercial** (for a real or fake product)  
OR a new Public Service Announcement
  - e. **Create a Promotional Clip** that advertises a movie or a new television program that will be shown, in the future, on your channel (can be funny or serious)
  - f. **Newscast** continued...
    5. Sports report
    6. Feel-good story (something positive)
    7. End the newscast

*\*\* If there is other content that you would like to try, please run it by Mr. Weigand, first.*

- g. **Station's logo sequence** (again)
  - h. **End Credits** - please include:
    - i. Production by (and list your group members)
    - ii. Music by (if needed)
    - iii. Camera Operated by (list group members who recorded)
    - iv. Edited by (list group members who edited)
    - v. Communications Technology Class  
Saugen District Senior School – 2020
2. **\*\*Please use caution and practice good safety measures when filming this project.**  
You may film almost anywhere **on the school property**.
  3. Export your video in the .wmv format and upload to your HandIn folder.

## GETTING STARTED

1. Brainstorm possible content for each segment and record your ideas. You will come back to this list, many times.
2. Decide on which order you will work on and complete the segments.
3. Distribute jobs – this can be for working on different segments or roles within a segment.
4. Consider your audience. Are you targeting parents, teens, teachers or some other social group? Consider your target audience's needs, preferences, as well as the things that might turn them off.
5. For some of the longer segments, you will need to storyboard and/or create a script.  
*For the news segments, we can rig-up a laptop to function as a teleprompter.*
6. Film your footage, make your edits, and add the appropriate titling.  
*If you add special effects, make sure that researching and adding such details does not eat up ALL of your time.*
7. Hint: I would record, edit and export all of the segments, INDIVIDUALLY, and then bring them back into Premiere to compose the final product with all of the required segments, in order. This is from experience!

This project requires planning and suitable division of work. If a group member doesn't pull his or her weight, it shows. Do your part!

This project will also take a lot of time to complete. We can devote up to 2 weeks of classes to do this well.

This project is meant to be enjoyable. I hope you have some fun with it.



Mr. Weigand

Television Production Rubric

Category	Level 4	Level 3	Level 2	Level 1
<b>1. Timing</b>	The TV Production is approximately 10 minutes in length.	The TV Production > 11 minutes or < 9 minutes in length.	The TV Production > 13 minutes or < 7 minutes in length.	The TV Production > 15 minutes or < 5 minutes in length.
<b>2. Content</b>	Student demonstrates full grasp of the topic, presenting complete and accurate information.	Student is at ease with the topic and presents accurate information.	Student is uncomfortable with the information, leaves out important details and/or presents inaccurate information.	Student does NOT have a good grasp of the information. Many statements are incorrect and unsupported.
<b>3. Storyboard</b>	Storyboard is appropriate and detailed and reflects what appeared in the final product.	Storyboard is mostly appropriate and detailed. A mostly clear and logical flow.	Storyboard is somewhat appropriate and detailed. It is sometimes confusing or missing details.	Storyboard is incomplete and lacks detail. Storyboard shows little sense of direction and the flow is confusing.
<b>4. Technical Quality</b>	A high degree of technical skill is evident in the production of this project. Technical effects are powerful and add to the impact of the video.	Technical skill is evident and adds to the quality of the production.	Some technical skill is evident in the creation of this video, but it adds little to the effectiveness of it.	Very little technical skill is evident in the production of this video.
<b>5. Originality &amp; Creativity</b>	The video reflects an exceptional degree of student creativity and use of original ideas.	The video reflects student creativity and the use of some original ideas.	The video reflects some creativity but lacks originality (I've seen this before).	The video reflects a lack of both creativity and originality.
<b>6. Effectiveness of Message</b>	The combination of creativity, technical skill, and audience appeal are very effective in delivering a solid television program. Engages audience through the entire broadcast.	The combination of creativity, technical skill, and audience appeal deliver an engaging and entertaining video.	The video misses the mark. It is mildly entertaining and is slightly interesting.	The video does not engage the audience. It is neither interesting nor entertaining.
<b>7. Communication</b>	All group members are in the video and speak clearly, if there are speaking roles.	Most group members are in the video and speak clearly, if there are speaking roles.	Some group members are in the video and speak clearly, if there are speaking roles.	Members are missing from the video and speaking is not done clearly in the video.
<b>8. Followed Guidelines</b>	The video includes all the required elements as well as additional information.	All required elements are included in the video.	All but ONE of the required elements are included in the video.	Several required elements are missing.
<b>9. Use of Class Time</b>	Students used class time effectively and efficiently to complete the project.	Students used class time well to complete the project.	Students needed reminders to complete tasks and to get the project completed in a timely manner.	Students were rarely on task and teacher needed to intervene to get the project completed.
<b>10. Collaboration</b>	Partners show respect for one another, get along very well and work together on all aspects of the project. Responsibilities are shared equally.	Partners get along well and share equally in the responsibilities. Students stay on-task, for the most part, and share equally in group responsibilities.	Partners need constant reminders to stay on-task and complete aspects of the project. Students talk to their group but need more communication.	One partner does most of the work. Partners do not share responsibilities and argue when creating the video. Students cause disruptions in the classroom or outside.

Overall Grade: \_\_\_\_\_