



Board/Authority Authorized Course: Broadcast Production 10

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #33
Developed by: Gareth Clarke	Date Developed: October 29, 2024
School Name: GW Graham Secondary	Principal's Name: Chuck Lawson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Broadcast Production 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

HD/4K camera equipment, HD/4K studio equipment, studio broadcast systems including switchers, tripods, dollies, lighting, microphones, editing stations, communications systems.

Course Synopsis:

This course will provide students with an introduction to the principles and practice of television production. Through a balance of theory and application, students will develop analytical skills in viewing television programs, gain hands on skills by applying what they have learned, produce live television productions for the school and the local community and be exposed to various types of television media.

At grade 10, television production class will focus on technical issues that will cover aspects like camera operation, lighting, communication and editing. Students will learn about journalistic integrity, ethics and responsibility, how to communicate and elicit responses respectfully.

Goals and Rationale

Rationale

Integrating television production into classrooms in British Columbia offers numerous educational and practical benefits, aligning with the evolving needs of students in the digital age. Students will develop an understanding of digital literacy and media fluency, career readiness and industry alignment, cultural and social Awareness, engagement and motivation, cross curricular connections and community connections.

Similar to all areas of Arts, observation plays an important role in young content makers. Students are encouraged to tell their own story, reach out to others who have something to say, entertain, and engage an audience emotionally. Through Television Production, students are encouraged to push beyond what they already know and develop their own unique voice, while conveying a sense of community to the school.

Goals

- Develop an understanding and recognition of collaboration on various levels of television production.
- Develop the skills needed to create an effective team.
- Develop the knowledge and skills to analyze ways in telling stories and informing an audience.
- Gain connections amongst peers and strengthen creative ties.
- Develop an understanding of the role of the media in today's society.
- Develop community connections through service.

Aboriginal Worldviews and Perspectives

First Peoples' Principles of Learning

- The Fine Arts support the well-being of the self, the family, the community. Students have ample opportunity in television to explore deeper connections.
- Learning is embedded in Memory, History, and Story. Students are encouraged to reflect on their own cultural stories.
- Television production is inherently holistic, reflexive, reflective, experiential and relational.
- Television production requires exploration of one's identity, philosophy and ethics.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Aboriginal Worldviews and Perspectives

- Television Production puts an emphasis on connectedness and relationship.
- A positive, learner-centered approach is used in Television Production classes.
- Student voice is encouraged and necessary for successful filmmaking and production.
- Language and Culture are integral parts of the television production process.
- Development of Community and ties to local Community are valued.

BIG IDEAS

<p>PURPOSE Student led productions lead to individual ownership of the final product.</p>	<p>PERSPECTIVE People understand television broadcasts differently depending on their worldviews, traditions and perspectives.</p>	<p>RESPONSIBILITY Digital citizens have rights and responsibilities in an increasingly globalized society.</p>	<p>MAKING Planning and awareness of one’s surroundings leads to better productions.</p>	<p>ENGAGEMENT Students will interact with the local community.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> Understand and appreciate the complexities of digital citizenship Plan, produce, and record moving images individually and collaboratively Create moving images using imagination and inquiry Develop and refine skills and techniques in creating moving images Create informative works with an audience in mind. Demonstrate safe and responsible use of materials, tools and workspace <p>Reason and Reflect</p> <ul style="list-style-type: none"> Describe and analyze how meaning is communicated in moving images through technologies, environments, and techniques Identify ways to resolve creative challenges Recognize and evaluate creative choices in the planning, making, interpreting and analyzing of television works 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> moving-image elements, principles, vocabulary, industry terms, and symbols pre-production, production, and post-production strategies, techniques, and technologies form, function, and genre of multimedia roles of responsibilities of pre-production, production, and post-production personnel, as well as roles of artists and audience First Peoples worldviews and cross-cultural perspectives, stories, and history expressed through moving images local, national, global, and inter-cultural television presenters ethical, moral, and legal considerations associated with moving-image distribution and sharing health and safety protocols and procedures common vocabulary used in television production a variety of image sources and genres

Curricular Competencies

Communicate and document

- **Document** and respond to moving images
- Appreciate television works through a variety of contexts
- Demonstrate respect for self, others, and **place**
- Communicate and respond to **social and environmental issues** through moving images
- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking

Connect and expand

- Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge through moving images
- Engage in **digital citizenship** throughout the creative process
- Identify educational, personal, and professional opportunities in the television industry, and in emerging media
- Adhere to safety protocols and procedures in all aspects of television production
- Take part in off-campus outside broadcasts, working within the community.

Television Production functions

- advocacy
- community building
- positive world building
- information
- diversity
- inclusivity

Big Ideas – Elaborations

- **Story:** create balanced narratives that teach us about human nature, motivation, behaviour and experience, often reflecting a personal journey or strengthen a sense of identity. Stories can be oral or visual and used to instruct, inspire and/or entertain viewers.
- **Moving images:** audio-visual productions for a range of media or uses (e.g. television, film, world wide web, animation)
- **Digital citizens:** involves taking personal responsibility and behaving ethically and cautiously when using technology

Curricular Competencies – Elaborations

- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **source of inspiration:** experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environments.
- **skills:** including problem-solving skills.
- **variety of contexts:** personal, social, cultural, environmental, and historical contexts.
- **document:** through activities that help students reflect on their learning (e.g. journaling, drawing, taking pictures, making video clips or audio- recordings, constructing new works, compiling a portfolio).
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First People perspectives on the world.
- **social and environmental issues:** occurring locally, regionally, nationally, and/or globally.
- **ways of knowing:** First Nations, Metis and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive.
- **digital citizenship:** using information and technology in a way that is respectful of self, others, and privacy laws, and mindful of cultural values and beliefs.

Content – Elaborations

- **moving-image elements:** framing, composition, mise en scene.
- **vocabulary:** for example, camera angles, long shot, panning, close-up, medium shot, depth of field, concept mapping, flow chart.
- **pre-production:** the stage before the production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts and storyboards, designing costumes).
- **production:** the stage during which a product is actively created and developed; involves, for example, shooting video or film, setting up lights, setting up and using sound recording equipment.
- **post-production:** the stage after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (e.g., editing video footage, touching up and mounting photos, conducting multimedia tests).
- **First People worldviews:** including contemporary and traditional perspectives.
- **ethical, moral, and legal considerations:** regulatory issues related to the responsibility for duplication, copyright and appropriation of imagery, sound, and video.

Recommended Instructional Components:

- Direct Instruction
- Experiential Learning
- Demonstrations
- Peer Teaching
- Elements and Principles of Design
- Image Development Strategies
- Media Technologies
- Standards-compliant Technology
- Preproduction Planning Strategies and Technologies
- Production Strategies and Technologies
- Postproduction Strategies and Technologies
- Linear and nonlinear editing Technologies

Recommended Assessment Components:

- Oral Presentations
- Multimedia Presentations
- Peer Assessment
- Self-Assessment
- Journaling
- Pre-Production Assessment
- Production Assessment
- Post-Production Assessment

Learning Resources:

- Media Smarts: Canada's Centre for Digital and Media Literacy
- Media College: Resources for Film & Digital Media Production
- Television Production: A Classroom Approach (Libraries Unlimited, INC.)
- Drama: Film & Television 10 Curriculum (BAA School District 33)
- New Media 10 Curriculum (curriculum.gov.bc.ca)
- Television Production 9 – 12 (BAA School District 8, Kootenay)
- Broadcast Performance 12 (BAA School District 36, Surrey)

Additional Information:

None

PROGRESSION

