

Introduction to Entertainment Technology

North Brunswick Township High School

Acknowledgements

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TABLE OF CONTENTS

COURSE DESCRIPTION	2
COURSE PROFICIENCIES	3-4
COURSE OF STUDY	5-13
BIBLIOGRAPHY	14

Introduction to Entertainment Technology

COURSE DESCRIPTION

In this introductory course, students will learn about the entertainment field starting with the history of the technology with respect to early film, radio, and TV. They will be able to identify the elements of the communication model and apply the model to the various mediums. They will be able to identify media outlets and understand their impact on society. They will discuss the ethical responsibility of the media. They will experience critiquing films and TV, being able to identify the various elements used to convey concepts and ideas. They will experience conceptualizing ideas and following through to the completion of a final product.

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL
INTRODUCTION TO ENTERTAINMENT TECHNOLOGY
COURSE PROFICIENCIES

Grades 9 – 12

2.5 Credits – 1/2 year (1 Semester)

Course Description:

In this introductory course, students will learn about the entertainment field starting with the history of the technology with respect to early film, radio, and TV. They will be able to identify the elements of the communication model and apply the model to the various mediums. They will be able to identify media outlets and understand their impact on society. They will discuss the ethical responsibility of the media. They will experience critiquing films and TV, being able to identify the various elements used to convey concepts and ideas. They will experience conceptualizing ideas and following through to the completion of a final product.

Proficiencies:

At the completion of this course the students should be able to:

1. Demonstrate professionalism and the ability to work in a team atmosphere.
2. Demonstrate ability to discuss the history of film and the key individuals and inventions involved in its development.
3. Demonstrate ability to discuss the history of radio and the key individuals and inventions involved in its development.
4. Demonstrate ability to discuss the history of television and the key individuals and inventions involved in its development.
5. Demonstrate ability to identify the various media outlets and their impact on society.
6. Demonstrate ability to identify, understand and apply the communication model to the various media.
7. Demonstrate ability to discuss ethical aspects of the media with regard to society, culture and politics.

8. Demonstrate ability to apply critiquing guidelines to film and TV.
9. Demonstrate the ability to organize and write a formal critique of a film.
10. Demonstrate ability to use the Internet to research projects.
11. Demonstrate creativity by producing various forms of presentations in a group environment.
12. Demonstrate ability to create an advertisement for a product following the guidelines of the communication model.

Course Requirements:

Students will be expected to:

1. Maintain a high level of participation and preparation and to bring necessary supplies to class daily.
2. Attend class regularly and punctually. Class attendance will be counted a part of the weekly performance grade.
3. Complete all assignments.
4. Take responsibility for making up work after absence.
5. Demonstrate a cooperative attitude and contribute to the learning process of the class.
6. Be conservative in the use of supplies and careful with the use of equipment.

Evaluation Procedures:

<u>Quarter 1</u>		<u>Quarter 2</u>	
Weekly grade/class work	30%	Weekly grade/class work	30%
Projects	40%	Projects	40%
Written evaluations (test, quizzes)	30%	Written evaluations	30%

COURSE OF STUDY**Chapter or Unit: Team work/Professionalism**

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED STRATEGIES	ASSESSMENT State, Teacher made, District	PACING	NJ CORE CURRICULUM STANDARD
The student will demonstrate professionalism and the ability to work in a team atmosphere	Internet resources Yarn	<ul style="list-style-type: none"> • Name recognition activities, name game • Partner introductions, interview each other about who they are, hobbies, special interests, goals, etc. and present individual to the rest of the class • Define team & brainstorm characteristics • Team building activities, yarn game 	<ul style="list-style-type: none"> • Teacher observation • Class participation • Oral presentations 	3 days, also on- going during the year	9.1.B.2 9.1.B.3 9.1.B.4 9.1.B.5 9.2.A.1 9.2.C.1 9.2.C.2

Chapter or Unit: Film History

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED STRATEGIES	ASSESSMENT State, Teacher made, District	PACING	NJ CORE CURRICULUM STANDARD
SWDAT identify key individuals in the film industry	Internet PowerPoint Word Transparencies	<ul style="list-style-type: none"> • In teams, students will research specific individuals responsible for the advancement of the film industry • Create a written report • Make oral presentation to class • Take notes on presentations • Test question creation • Worksheets 	Observation Graded project Graded presentation Test/quiz	1-2 weeks	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2
SWDAT identify key inventions in the film industry	Internet PowerPoint Word Transparencies	<ul style="list-style-type: none"> • In teams, students will research specific inventions responsible for the advancement of the film industry • Create a written report • Make oral presentation to class • Take notes on presentations • Test question creation • Worksheets 	Observation Graded project Graded presentation Test/quiz	1-2 weeks	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2
SWDAT understand the historic perspective of film's important events & individuals	Poster board Internet Markers/colored pencils	<ul style="list-style-type: none"> • Create a timeline including film's key players and inventions • View "Film History" movie 	Observation Graded project Test/quiz	3 days	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2

Chapter or Unit: Radio History

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
SWDAT identify key individuals in the radio industry	Internet PowerPoint Word	<ul style="list-style-type: none"> • In teams, students will research specific individuals responsible for the advancement of the radio industry by completing an Internet scavenger hunt • Note taking • Test question creation • Worksheets 	Observation Graded project Test/quiz	1-2 weeks	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2
SWDAT identify key inventions in the radio industry	Internet PowerPoint Word	<ul style="list-style-type: none"> • In teams, students will research specific inventions responsible for the advancement of the radio industry by completing an Internet scavenger hunt • Note taking • Test question creation • Worksheets 	Observation Graded project Test/quiz	1-2 weeks	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2
SWDAT understand the historic perspective of radio's important events & individuals	Poster board Internet Markers/colored pencils	<ul style="list-style-type: none"> • Incorporate radio history into pre-existing film timeline. • Present enhanced timeline to class • View "Emperors of the Air" documentary 	Observation Graded project Graded presentation	3 days	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2

Chapter or Unit: TV History

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD	
SWDAT identify key individuals in the TV industry	Internet Word Video Camera	<ul style="list-style-type: none"> • In teams, students will research specific individuals responsible for the advancement of the TV industry • TV program creation; game show, documentary, interview 	Observation Graded project Test/quiz	1 week	1.5, A.1 1.5, B.1 8.1, A.5 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2	
SWDAT identify key inventions in the TV industry	Internet Word Video Camera	<ul style="list-style-type: none"> • In teams, students will research specific inventions responsible for the advancement of the TV industry • TV program creation; game show, documentary, interview 	Observation Graded project Graded TV program Test/quiz	1 week	1.5, A.1 1.5, B.1 8.1, A.5 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2	
SWDAT understand the historic perspective of TV's important events & individuals	Poster board Internet Markers/colored pencils	<ul style="list-style-type: none"> • Incorporate TV history into pre-existing film timeline. • Present enhanced timeline to class • View & critique peer TV programs • Note taking • Test question creation • Worksheets 	Observation Critiquing Test/quiz	1 week	1.5, A.1 1.5, B.1 8.1, A.5 8.1, B.2 8.1, B.3 8.2, A.3 9.2, A.3 9.2, B.2	
SWDAT identify & use parts of a consumer video camera	Consumer video cameras Manuals	<ul style="list-style-type: none"> • Teacher demonstration • Student's will practice using cameras 	Demonstration Observation Q & A	2-3 days	8.2.B1 8.2.B.2 8.2.B.3 8.2.B.5 8.2.C.1 8.2.C.2 8.2.C.3 9.2.A.3	9.2.B.2 9.2.F.1 9.2.F.2 9.2.F.3 9.2.F.4 9.2.F.5

Chapter or Unit: Film/TV critiquing

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
SWDAT identify elements of film critiquing	Clip examples	<ul style="list-style-type: none"> • List examples of shot designations and understand the reason for their use • View samples of shot designations • List transitional devices and understand the reason for their use • View samples of transitional devices and the reasons • List examples of angles and understand the reason for their use • List storytelling elements and be able to identify their uses in a film 	Brainstorming Q & A Observation Test/quiz	1 week	9.1.B.2 9.1.B.4 9.2.A.2
SWDAT to apply elements of critiquing to a movie	Movie	<ul style="list-style-type: none"> • View movie “Rear Window” • List elements used and identify the director’s intent for using it 	Discussion Observation Q & A	1 week	9.1, B.2 9.2.A.2
SWDAT write a formal critique of “Rear Window”	Notes Computers	<ul style="list-style-type: none"> • Using notes, construct a formal critique including movie specifics, plot analysis and examples of how the director used elements to convey his/her intent 	Graded critique	1 week	9.1, B.2 9.2.A.2

Unit: Media Literacy
Chapter: Media outlets

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
SWDAT identify various types of media and their attributes	Whiteboard Internet Media examples	<ul style="list-style-type: none"> • Brainstorm various media outlets • List specific examples of each outlet • Examine examples of each outlet • Identify specifications of each outlet • Identify advantage and disadvantages of each outlet 	Discussion Observation Quiz/test	4-5 days	9.1, B.2 9.2, A.1
SWDAT describe the impact of media on society	Whiteboard Internet News clips	<ul style="list-style-type: none"> • Note taking • Compare news segments from different networks 	Discussion Observation Q & A Test/quiz	4-5 days	9.1, B.2 9.2, A.1
SWDAT understand how advertisements influence our purchases	Ad examples Internet	<ul style="list-style-type: none"> • View ads • Research product sales history 	Worksheets Quiz/test Discussion Observation	3-4 days	9.2,E.6

Chapter: Ethical Responsibility

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
SWDAT identify media ownership and define monopoly and its impact on viewer	Whiteboard Internet	<ul style="list-style-type: none"> Internet scavenger hunt of media outlet ownership Note taking Case studies 	Graded scavenger hunt Test/quiz	1 week	8.1,B.2 9.2, D.1
SWDAT identify the elements and impact of the Telecommunications Act of 1995	Worksheets Internet Transparencies	<ul style="list-style-type: none"> Note taking List examples 	Discussion Q & A Worksheet Test/quiz	3 days	8.1,B.2 9.2, D.1
SWDAT identify and understand a Code of Ethics	RTNDA Code of Ethics SPJ Code of Ethics	<ul style="list-style-type: none"> Read Code of Ethics Note taking Compare and contrast elements of Code of Ethics Case studies 	Discussion Quiz/test Graded summary of case studies	3-4 days	8.1,B.2 9.2, D.1 9.2, D.4 9.2, D.5
SWDAT identify and understand propaganda	Examples Internet	<ul style="list-style-type: none"> Define propaganda View examples Dissect messages 	Discussion Quiz/test	1-2 days	8.1,B.2 9.2, D.1
SWDAT identify and understand censorship	Transparencies Worksheets	<ul style="list-style-type: none"> Define censorship Identify pros and cons Case studies 	Discussion Quiz/test Worksheets	2 days	8.1,B.2 9.2, D.1
SWDAT identify and understand copyright and trademark infringement	Transparencies PowerPoint presentation Worksheets	<ul style="list-style-type: none"> Define terms Intellectual property vs. tangible property discussion 	Discussion Quiz/test	2-3 days	8.1,B.2 9.2, D.1

Chapter: Communication Model

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
SWDAT define and identify the components of the Shannon-Weaver communication model	Diagrams Worksheets	<ul style="list-style-type: none"> • Define terms • Diagram model • Play telephone game • Case studies, identifying components 	Quiz/test Discussion Graded case studies	1 week	9.1, B.4 9.2, A.3 9.2, C2

Chapter or Unit: Final project/advertisement creation

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED STRATEGIES	ASSESSMENT State, Teacher made, District	PACING	NJ CORE CURRICULUM STANDARD
SWDAT identify product choice	Worksheets	<ul style="list-style-type: none"> In groups, generate/brainstorm ad idea for a worthless product to understand the media's influence on society 	<ul style="list-style-type: none"> Teacher observation Class participation 	1-2 days	9.1, B.2 9.1, B.4 9.1, B.5 9.2, B.2
SWDAT identify target audiences	Worksheet Transparency	<ul style="list-style-type: none"> Complete target market worksheet Identify target market for product choice 	<ul style="list-style-type: none"> Worksheet Quiz/test Observation Discussion 	1-2 days	9.1, B2 9.1, B.4 9.1, B.5 9.2, B.2
SWDAT storyboard advertisement concept	Storyboard template	<ul style="list-style-type: none"> Generate shot by shot storyboard for a 30-second advertisement making sure to target specific audience 	<ul style="list-style-type: none"> Storyboard evaluation Quiz/test Observation Discussion 	3-4 days	9.1,B.3 9.1, B.5 9.2, B.2
SWDAT Film advertisement	Video cameras Tripods Storyboards Props	<ul style="list-style-type: none"> Using previously prepared storyboard, film shots in sequence using consumer video cameras 	<ul style="list-style-type: none"> Observation Graded advertisement 	1-2 weeks	9.1, B.5 9.2.A.3 9.2.A.4 9.2, B.2 9.2.F.1 9.2.F.4 9.2, F.5
SWDAT critique advertisements based on specific elements	Cameras TV Worksheet	<ul style="list-style-type: none"> View advertisements Complete critique worksheet for each viewed and share information with 	<ul style="list-style-type: none"> Discussion Observation 	2 days	1.4, B.1 9.2.A.2

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Textbooks:

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Bordwell, David, Thompson, Kristen, Film Art, An Introduction, McGraw-Hill, Seventh Edition, 2004.

Folkerts, Jean and Lacy, Stephen. *The Media in Your Life: An Introduction to Mass Communication*, 3/E. Allyn & Bacon 2005.

Fraioli, James O., Storyboarding 101, McNaughton & Gunn, Inc., 2000.

Gross, Lynne S. and Ward, Larry W., Digital Moviemaking, 5th edition, Wadsworth Publishing Company, 2004.

Keith, Michael C., The Radio Station, Focal Press imprint of Elsevier, Library of Congress, Sixth Edition, 2004.

Kyker, Keith and Curchy, Christopher, Television Production, A Classroom Approach, Books I & II, Libraries Unlimited, Inc., 1993.

Phillips, William H, Film, An Introduction, Bedford/St. Martin's Press, Third Edition, 2005.

Videomaker, Videomaker, Inc. 290 Airpark Blvd. Chico, CA 95926

Zettl, Herbert, Television Production Handbook, Wadsworth/Thomson Learning, Inc., Eighth Edition, 2003.

Zettl, Herbert, Zettl's Video Lab 2.0, Wadsworth Publishing Company, 1998.

Equipment Manuals

Internet Resources

Subject :**ENTERTAINMENT TECHNOLOGY**

TIME LINE	CONTENT	SKILLS	ASSESSMENT	NJCC CS
2-3 days	Professionalism Team work	Identify vocabulary Classmate identification Identify brainstorming techniques Identify clustering techniques Identify web techniques	Teacher observation Partner introductions Recitation Quizzes	9.1.B.2 9.1.B.3 9.1.B.4 9.1.B.5 9.2.A.1 9.2.C.1 9.2.C.2
3 weeks	Film history	Identify key individuals Identify key inventions Generate test/quiz questions Understand impact on society	Group project/PowerPoint Group oral presentation Discussion Q & A Quizzes Tests Observation	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 9.2, A.3 9.2, B.2
3 weeks	Radio history	Identify key individuals Identify key inventions Generate test/quiz questions Understand impact on society	Group project/Internet scavenger hunt Group oral presentation/timeline presentation Discussion Q & A Quizzes Tests Observation	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 9.2, A.3 9.2, B.2

3 weeks	TV history	Identify key individuals Identify key inventions Generate test/quiz questions Understand impact on society	Group project/documentary Group oral presentation Discussion Q & A Quizzes Tests	1.5, A.1 1.5, B.1 8.1, B.2 8.1, B.3 9.2, A.3 9.2, B.2
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Subject : ENTERTAINMENT TECHNOLOGY

3 weeks	Critiquing elements	Identify types of shot & reason for its use Identify types of angle & reason for its use Identify types of transition & reason for its use Identify storytelling elements and be able to identify their uses in a film Be able to write a formal critique, incorporating a basic film framework, plot summary and examples of how the director used elements to convey his/her intent	Quizzes Tests Film viewing with Q & A Graded critique	9.1.B.2 9.1.B.4 9.2.A.2
2 weeks	Media outlets	Identify various outlets List examples of each outlet Examine examples of each outlet Identify specifications of each outlet Identify advantage and disadvantages of each outlet	Brainstorming Quizzes/tests Discussion Q & A Observation Internet search	9.1, B.2 9.2, A.1 9.2, E.6

2 weeks	Ethical responsibility	Understand ownership of the media outlets Identify monopoly and understand its impact of society Identify and understand media literacy Identify and understand propaganda Identify and understand censorship Identify and understand copyright and trademark infringement Composing/revision a code of ethics	Quizzes/tests Discussion Q & A Observation Internet search Clip viewing Case studies	8.1,B.2 9.2, D.1 9.2, D.4 9.2, D.5
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Subject :

ENTERTAINMENT TECHNICAL

Page: 3 of 3

1.5 weeks	Communication model	Identify Shannon-Weaver communication model List examples of each of the elements of the model Apply Shannon-Weaver communication model to different scenarios	Dissect advertisements in various media Play telephone game, identify elements of model Case studies Quizzes/tests Discussion Q & A	9.1, B.4 9.2, A.3 9.2, C2
2 weeks	Advertisement creation	Identify product choice Identify target audiences Generate/brainstorm ad idea Storyboard idea Film ad	Concept analysis Storyboard analysis Graded Advertisement Discussion Observation	1.4, B.1 9.1, B2 9.1,B.3 9.1, B.4 9.1, B.5 9.2, A.2 9.2, A.3 9.2, B.2 9.2.F.1

				9.2.F.4 9.2, F.5
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