

# Broadcast Technology

## Course Code: 11105

**Rationale Statement:**

Performers entertain, inform and educate audiences. They contribute their various skills and talents to a variety of genres, including Television, Film, Theatre, Radio and other media. Personality is central to a Performer’s role and they need to be able to relate to their audiences through the camera or microphone and involve the audience in their performance.

Broadcast Technology is designed to prepare high school students for employment and/or further education in the career fields of television news, radio, entertainment television and commercial video performance. Job titles include broadcast talent including news, sports or entertainment television and radio, actor, news and sports radio and TV reporter and webcast talent.

**Suggested Grade Level:** 11-12

**Topics Covered:**

- Radio, Television, and Film History & Performance
- Basic Technical Instruction in Media Production Skills
- Emphasis on working effectively on a technical crew or acting troupe
- Introduction to the business of Radio, TV and Film for performers

**Core Technical Standards & Examples:**

<b>Indicator #1: Explain career opportunities in media performance</b>	
<b>Bloom’s Taxonomy Level</b>	<b>Standard and Examples</b>
Understanding	<p><b>BT1.1 Compare various media performances</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• List performers who have successfully worked in all media including radio, television and film</li> <li>• Research performance careers in television, radio and film</li> <li>• Recognize the characteristics of good media performance – vocal strength for radio and visual performance for television and film</li> <li>• Describe necessary skills for media performance</li> </ul>
Understanding	<p><b>BT1.2 Explain technical guidelines in media performance</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Compare commercial, news and dramatic performances</li> <li>• Instantiate television and film performances based on camera angles,</li> </ul>

	<p>audio, sets and location shooting</p> <ul style="list-style-type: none"> <li>• Examine theatre on television and differentiate performance skills from live stage and TV</li> <li>• Clarify the role and function of music in radio, television, and film</li> </ul>
<b>Indicator #2: Apply broadcast studio performance and equipment knowledge</b>	
<b>Bloom's Taxonomy Level</b>	<b>Standard &amp; Examples</b>
Understanding	<p><b>BT2.1 Summarize television studio, equipment and terminology</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Locate studio cameras, microphones, connections, and studio light</li> <li>• Identify parts of a studio camera and tripod</li> <li>• Describe studio camera composition based on the rule of thirds</li> <li>• Recognize microphone placement for good audio recording</li> <li>• Describe how sets, costumes, lighting, props, and other effects support a studio performance</li> <li>• Review television terms for studio communication</li> <li>• Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing performance pieces</li> </ul>
Applying	<p><b>BT2.2 Execute various script samples for radio, television and film</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Interpret particular scripts (news, entertainment, sports) for appropriate performance</li> <li>• Dramatize acting choices, using script Evaluating, character research, reflection, and revision through the rehearsal process</li> <li>• Memorize and perform theatrical works</li> <li>• Work collaboratively as producer, actor or director</li> <li>• Assess the constraints of a television studio when planning theatrical, entertainment or news programs</li> </ul>
<b>Indicator #3: Create original broadcast performances</b>	
<b>Bloom's Taxonomy Level</b>	<b>Standard &amp; Examples</b>
Creating	<p><b>BT3.1 Produce media project using broadcasting tools and terminology</b></p>

	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution</li> <li>• Perform original works that employ personal artistic intent and communicate effectively</li> <li>• Create television talk show</li> <li>• Script and perform television soap opera</li> <li>• Compose radio broadcast using music, sound effects and narrator</li> </ul>
<p>Analyzing</p>	<p><b>BT3.2 Analyze broadcast performance</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Review edited broadcast performance</li> <li>• Present final broadcast in class for peer review</li> <li>• Present broadcast in school assembly for audience review</li> <li>• Post final on the Intranet</li> <li>• Submit broadcast for public access channel</li> </ul>