

# TELEVISION (VIDEO) PRODUCTION

## PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of television/video production.

First, refer to General Regulations, Page 9.

## CLOTHING REQUIREMENTS

**For men:** Official SkillsUSA white polo shirt with black dress slacks, black leather shoes and black socks, or official SkillsUSA dress.

**For women:** Official SkillsUSA white polo shirt with black dress slacks or skirt, black leather shoes and black socks or black or clear seamless hose or official SkillsUSA dress. To purchase official work clothes, contact Midwest Trophy Manufacturing Co Inc. by calling 800-324-5996 or order online at [www.mtmrecognition.com/skillsusa/](http://www.mtmrecognition.com/skillsusa/).

**Note:** Contestants must wear their official contest clothing to the contest orientation meeting.

## ELIGIBILITY

Open to active SkillsUSA members enrolled in a career and technical education (CTE) program with video production as the occupational objective.

## EQUIPMENT AND MATERIALS

1. Supplied by the national technical committee: Facilities
2. Supplied by the contestant:
  - a. A camera system capable of recording video and outputting video, S-video, or Firewire IEEE-1394
  - b. One Non-Linear editing system
  - c. Microphone (wired and wireless)
  - d. Two or more batteries and power supply/charger for camera
  - e. Two new blank videotapes (for your camera)
  - f. 20' AC extension cord
  - g. Outlet power strip
  - h. Tripod
  - i. One-page, typewritten résumé.
  - j. 60-second production music CD.

Production music is not commercial music available for purchase in stores. It is music created for use in audio and video productions. Music Bakery, [www.musicbakery.com](http://www.musicbakery.com) gives the user the copyright license to broadcast and duplicate.

Production music may also be self created. Proof of self-creation is required.

## Safety Requirements:

Both the instructor and the contestant certify by agreeing to enter this contest that the contestant has received instructions and has satisfactorily passed an examination on the safe use of portable lights and tripods (if used). They also certify that the equipment has been thoroughly inspected and is in safe working condition. Further, they agree that SkillsUSA Inc., the SkillsUSA Championships technical committees, and judges are released from all responsibility relating to personal injuries resulting from its use. Contestants will be removed from competition if proper training has not been provided and/or they are using the equipment in an unsafe manner.

## SCOPE OF THE CONTEST

The contest is defined by industry standards as set by the current industry technical standards. The contest will be divided into two portions: a written exam and a video assignment to be completed in teams of two that will assess knowledge in industry standards.

## Knowledge Performance

The contest will include a written exam to be taken individually covering basic video knowledge. Both teammates' scores will be averaged together on the score sheet.

## Skill Performance

The contest will include a video assignment to be completed by a team of two student members from the same school and same division. The assignment will consist of the following:

- A. A video that conveys the assigned theme or objective
- B. Contestants are to edit a 60 second video production (penalties will be assessed for video projects under/over 60 seconds)
- C. The completed video production must convey an adequate representation of the subject or theme
- D. Designated time periods will be provided for videotaping and editing
- E. Emphasis will be placed on: professional production of the video by industry standards, quality of audio and video, and conveyance of them to the viewer

All teams will submit projects in Mini-DV tape format. Contestants will demonstrate their ability to perform jobs or skills selected from the following list of competencies as

determined by the SkillsUSA Championships technical committee.

## **Standards and Competencies**

### **TV 1.0 — Apply the knowledge and skills necessary to describe the production overview**

- 1.1 Describe video production careers
- 1.2 Explain production overview
- 1.3 Complete program proposal and treatment for a production
- 1.4 Explain the three production steps
  - 1.4.1 Explain pre-production
  - 1.4.2 Define the production stage
  - 1.4.3 Explain the post-production step
- 1.5 Complete storyboards for a production
- 1.6 Define scriptwriting guidelines
- 1.7 Explain costing out a production
- 1.8 Define world video standards
- 1.9 Define HDTV standards

### **TV 2.0 — Implement the knowledge needed to describe how television works, video quality and color**

- 2.1 Describe fields and frames
- 2.2 Define interlaced and progressive scanning
- 2.3 Describe analog and digital signals
- 2.4 Describe component and composite video signals
- 2.5 Demonstrate use of waveform monitor and vectorscope
- 2.6 Describe principles of color

### **TV 3.0 — Apply the knowledge needed to describe and demonstrate lens operation and control**

- 3.1 Describe the type of lenses
- 3.2 Define angle of view
- 3.3 Describe zoom ratio
- 3.4 Demonstrate f-Stops iris
- 3.5 Demonstrate control of depth of field
- 3.6 Illustrate focusing/follow focus/rack focus/macro focus
- 3.7 Explain the application of filters
- 3.8 Explain image stabilization

### **TV 4.0 — Apply the knowledge and skills necessary to describe and demonstrate camera operation and control**

- 4.1 Define video resolution
- 4.2 Describe and demonstrate camera mounts and tripod use
- 4.3 Operate camera pan heads
- 4.4 Demonstrate basic camera moves (i.e. pan/tilt/dolly/truck/pedestal)
- 4.5 Illustrate black balancing and white Balancing
- 4.6 Describe shutter speed

- 4.7 Demonstrate control of exposure through the use of f-Stops
- 4.8 Explain frame rate
- 4.9 Demonstrate use of camera viewfinder
- 4.10 Describe safe area

### **TV 5.0 — Implement the skills and knowledge needed for describing and demonstrating composition**

- 5.1 Describe form vs. content
- 5.2 Demonstrate insert and cutaway shots
- 5.3 Describe static composition
- 5.4 Describe dynamic composition
- 5.5 Define single center of interest
- 5.6 Describe shifting the center of interest
- 5.7 Demonstrate leading the subject
- 5.8 Describe the Rule of Thirds
- 5.9 Define maintaining tonal balance
- 5.10 Define balance of mass
- 5.11 Demonstrate frame central subject matter
- 5.12 Define controlling the number of prime objects□

### **TV 6.0 — Apply the knowledge and skills needed to describe and demonstrate video lighting**

- 6.1 Describe hard and soft lighting
- 6.2 Define color temperature
- 6.3 Demonstrate intensity control through varying distance
- 6.4 Identify lighting instruments
- 6.5 Identify attachments to lighting instruments
- 6.6 Demonstrate three point lighting (i.e., key/fill/ back light)
- 6.7 Describe lighting ratios
- 6.8 Describe back light intensity□
- 6.9 Describe subject-to-background distance
- 6.10 Describe area lighting
- 6.11 Apply the uses of existing (natural) light
- 6.12 Demonstrate drawing of a light plot
- 6.13 Identify lighting controls
- 6.14 Calculate on-location power needs

### **TV 7.0 — Implement the skills and knowledge needed to describe and demonstrate audio**

- 7.1 Describe the frequency-loudness Relationship
- 7.2 Define room acoustics
- 7.3 Differentiate major microphone designs
- 7.4 Describe directional characteristics
- 7.5 Define handheld and personal Microphones
- 7.6 Position microphones
- 7.7 Identify audio connectors
- 7.8 Demonstrate positioning of microphones Cables

- 7.9 Describe types and uses of wireless microphones
- 7.10 Describe phase cancellation
- 7.11 Describe methods of creating the stereo effect
- 7.12 Describe digital audio
- 7.13 Describe analog audio
- 7.14 Demonstrate operation of audio mixer controls
- 7.15 Describe issues of using audio from a PA system
- 7.16 Describe production communication systems

**TV 8.0 — Apply the knowledge and skills needed to describe and demonstrate video recording media**

- 8.1 Describe the videotape recording process
- 8.2 Describe hard drive based recording
- 8.3 Describe disk-based camcorders
- 8.4 Define solid state memory storage
- 8.5 Describe video servers
- 8.6 Describe consumer video formats
- 8.7 Define digital compression
  - 8.7.1 Describe MPEG-2
  - 8.7.2 Describe MPEG-4
  - 8.7.3 Describe JPEG
- 8.8 List professional video formats

**TV 9.0 — Apply the knowledge and skills needed to describe and demonstrate video editing**

- 9.1 Describe continuity editing
- 9.2 Demonstrate continuity techniques
- 9.3 Demonstrate cutaways
- 9.4 Define relational and thematic editing
- 9.5 Demonstrate bridging jumps in action
- 9.6 Demonstrate bridging interview edits
- 9.7 Illustrate shooting angles
- 9.8 Describe or demonstrate audio continuity
- 9.9 Demonstrate maintaining consistency in action and detail
- 9.10 Demonstrate operation of software-based editors
- 9.11 Use linear and non-linear editing systems
- 9.12 Explain time-code
- 9.13 Define on-line and off-line editing

**TV 10.0 — Apply the knowledge and skills needed to describe and demonstrate graphics.**

**10.1 Describe titling**

- 10.2 Describe character generator

**TV 11.0 — Apply the knowledge and skills needed to describe and demonstrate location production.**

- 11.1 Complete a location survey
- 11.2 Define camera placement
- 11.3 Illustrate microphone placement for on location audio
- 11.4 Demonstrate on-location lighting techniques
- 11.5 Illustrate on-location production communication
- 11.6 Define multiple-camera production
- 11.7 Define single-camera production
- 11.8 Define film-style dramatic production

**Committee Identified Academic Skills**

The technical committee has identified that the following academic skills are embedded in this contest.

**Math Skills**

- Measure angles
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Find slope of a line

**Science Skills**

- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of sound and technological applications of sound waves
- Use knowledge of the nature and technological applications of light
- Use knowledge of static electricity, current electricity and circuits

**Language Arts Skills**

- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Analyze mass media messages

**Connections to National Standards**

State-level academic curriculum specialists identified the following connections to national academic standards.

**Math Standards**

- Numbers and Operations
- Geometry
- Measurement
- Data Analysis & Probability
- Problem Solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: [standards.nctm.org/document/chapter7/index.htm](http://standards.nctm.org/document/chapter7/index.htm) .

Select "Standards" from menu.

**Science Standards**

- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit:

[www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/) .

**Language Arts Standards**

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit:

[www.readwritethink.org/standards/index.html](http://www.readwritethink.org/standards/index.html) .

**CONTEST SCORECARD**

**Items Evaluated Possible Points**

Pre-production & Planning.....	100
Videography Skills.....	100
Audio .....	10
0	

Creative Visual & Audio Elements.....	100
Editing Skills .....	200
Communication Effectiveness.....	200
Target Audience Interest .....	100
Written Test .....	100
<b>Sub Total 1,000</b>	
<b>Résumé Penalty</b> _____	
<b>Clothing Penalty</b> _____	
<b>TOTAL</b> _____	