

Date: Feb 8 , 2012	
Prior Student Learning	
<p>Students will be familiar with signing out, and setting up a single camera kit.</p> <p>If students are working in a larger group, the camera may be connected to a TV as a camera monitor so more students can see the impact of the lights on the video image.</p> <p>The teacher has explicitly addressed the need for students to demonstrate Respect and Trustworthiness as they may be working while the teacher's attention is focused on other students.</p>	
Content – Desired Results	
<p>Overall Expectations:</p> <p>A1. demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products or services</p> <p>A.3 demonstrate an understanding of and apply the interpersonal and communications skills necessary to work effectively in a team setting.</p> <p>D1. demonstrate an understanding of and apply safe work practices in communications technology activities</p>	
<p>Specific Expectations:</p> <p>A1.3 demonstrate an understanding of production processes and workflows (eg...lighting set-up)</p> <p>A1.4 identify different types of communications technology devices and the there components (eg...lighting equipment)</p> <p>A3.3 describe and use concepts and techniques that facilitate effective collaboration in a team environment</p>	<p>Modified Expectations:</p> <p>Some students may require accommodations or modifications made to meet their individual learning needs. Refer to the students I.E.P.</p> <p>Some modifications may include:</p> <ul style="list-style-type: none"> • Strategic partnering or peer support • Physical accommodations such as clamping a camera to a wheel chair to give access to video equipment

D1.2 apply safe work practices when performing communications technology tasks	<ul style="list-style-type: none"> Handout of specific instructions or pictures of instructions in a booklet form for English Language Learners
Understandings: <i>Students will understand that/Students will know/Students will be able to...</i> <ul style="list-style-type: none"> Identify some basic industry standard lights used in the Movie and TV industry Apply safe practices to setting up a simple lighting situation 	
Product – Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Students write a note identifying the major lights used in Movies and TV and the safety considerations Students work in groups to set up a simple 3 point lighting and single camera and observe the lighting effects on a subject 	Other Evidence: <ul style="list-style-type: none"> Observation and conference with students Skills Checklist Lighting Test (Knowledge) Three-point lighting will be used in future project such as the Music Video (Application)
Process – Learning Plan	
Learning Activities: Day 1 <ul style="list-style-type: none"> The Teacher should prepare presentation tools: laptop & data projector, and have handouts copied for each student. Teacher should introduce the Learning Goals for the project. Teacher presents “Lighting for TV and Movies” Presentation note. Students write the note in their notebooks. Copies are available for students who would benefit from accommodation. Teacher distributes “Three-Point 	

<p>Lighting” Handout note.</p> <ul style="list-style-type: none"> • Teacher uses Data Projector to assist students in filling in blanks on handout. • Teacher puts students in groups of 4 or 5, and distributes the Skills Checklist. • 1 member signs out camera, others prepare a simple lighting set up and record 1, 2. 3 lights, and different combinations to observe the differences that lighting makes on the video quality. <p>Day 2</p> <ul style="list-style-type: none"> • Class reviews three-point lighting terminology, lighting safety and what they observed from the previous day. • Students return to their groups and complete a rotation where each person works the camera and each sets up and takes down lights. • Groups screen some footage for class and discuss their observations and comfort with using lighting techniques as a standard expectation in future productions. <p>Day 3</p> <ul style="list-style-type: none"> • Lighting test • See notes on how to get creative and more challenging with a bigger lighting workshop 	
<p>Notes:</p> <p>Observe groups closely and notice if there are any students hanging back, possibly afraid to use the equipment, or because others have taken over.</p> <p>Teachers should gently stop the work and collaborate with these groups to ensure that all students have the opportunity to</p>	

contribute to the project and explore, building their skills and confidence.

BUILDING ON THIS ASSIGNMENT
– LIGHTING EFFECTS ON SKILLS
CHECKLIST

If resources are available, the teacher may set up different challenges and students can attempt the following lighting techniques:

1. Using red coloured gel (transparent coloured plastic sheet available at lighting supply sources – CAUTION – If using gels from photographic supply, ensure that they are heat resistant as photographic flash does not generate the heat that a light will in an hour of use) and moving strips of cloth in the light beam, create a campfire effect on the talent's face.
2. Using blue coloured gel on a Leko pointed at a shallow dish of water (like a wash basin with 1 inch of water in it) with old CDs or DVDs on the bottom of the dish. Reflect light of the CDs to create a moonlight off the water effect for a romantic poolside chat, or creepy haunted lake.
3. Use back light only and add background lighting to create a silhouette shot of the informant maintaining their secret identity.
4. Use disposable pie plates and scissors (possibly exacto knives) for students to design and create their own gobo lighting effects that will fit inside a Leko and test them on the studio wall.