

Name: \_\_\_\_\_

ARTS HIGH SCHOOL  
Principal Ricardo Pedro

# ARTS HIGH SCHOOL

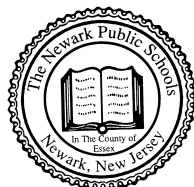
PERFORMING ARTS & TELEVISION DEPARTMENT

## Summer Packet

Please post ALL assignments to Google Classroom  
Code: ryd0213  
Email: [jrafols@nps.k12.nj.us](mailto:jrafols@nps.k12.nj.us)

***Television Production IV***

***Mr. Rafols***



*Freshmen Summer Assignment*

Name: \_\_\_\_\_

Television is a visual art, and it is very similar to the other majors at Arts High School. It goes through a stage process that is built from the ground up, in television terms: pre-production, production, and post-production. The biggest challenge of a producer is creating an imaginative world filled with creativity in their minds, and ultimately making it become a reality. For example, the Oscar awarding winning director Tim Burton, who has held positions in directing, producing, and art, has created wondrous worlds for blockbuster movies such as Charlie and the Chocolate Factory, Batman, and Alice in Wonderland.

During your freshman year, you will build the tools to create your own artistic world. In pre-production, the most important stage of television, the development for your ideas with preparation of shots and materials will contain plenty of WRITING. Your creative thoughts will hopefully transition in television once you begin producing commercials later on the year.

It will be very important for you to continue your success in the academic areas, more specifically ENGLISH, where I will monitor your progress with your teacher, and make sure you are on the right track to success. If English is not your strength, I suggest reading more to develop your imagination and develop your writing skills. Below is the summer assignment that is to be completed on the given dates. Please do not fall behind early in your Arts High School career. You are expected to do well in your “academic” courses, as well as your TV major.

**Please post ALL assignments to google classroom, code ryd0213 or email [jrafols@nps.k12.nj.us](mailto:jrafols@nps.k12.nj.us)**

We look forward to seeing you in the beginning of the school year. Have a great summer!

Sincerely,

Mr. Rafols

*Freshmen Summer Assignment*

Name: \_\_\_\_\_

## **SUMMER ASSIGNMENT**

Build a weekly journal on Google Classroom

- Since you've become a teenager, what is the greatest challenge you've faced?
- What is the most important thing anyone has ever said to you? How did it make you feel?
- Write about a historical figure who you believe truly changed the world. Why was this person so significant?
- Write about an experience or event that you always carry with you. Why does this instance stick in your mind?
- Write a short story about a topic: Love, Comedy, Horror, etc. Your choice of 1.
- Write about the most individual person you know—and describe what sets him or her apart from other people.
- Write about a time when you learned a hard truth about yourself. How did you feel afterward?
- What qualities make someone a good friend?
- Write about a time when you succumbed to peer pressure.
- Have you ever felt lonely? Write about an experience when you felt like you had trouble relating with other people.
- Write about a time when you had feelings for someone who didn't feel the same way.
- What did you do? How did you handle the situation?

Requirements

- Post each entry on google classroom on time. Code: ryd0213
- Refer to attached rubrics for improved quality.

*Freshmen Summer Assignment*

Name: \_\_\_\_\_

## Journal Entry Rubric

Please fill in the self-assessment section on the bottom before handing in this assignment

	A	B	C	D/F
<b>Content / Meaning</b>	Demonstrates a clear focus on the assigned task/topic and addresses all parts of the task	Maintains focus on the assigned task/topic and addresses most of the task	Some focus on the assigned task/topic yet focus is not entirely clear	Lacks a clear focus on the assigned topic; does not address the task
<b>Analysis and Interpretation</b>	Reveals an in-depth analysis and interpretation of the novel/issue; makes insightful connections	Conveys a thorough understanding of task and novel/issue; makes explicit connections	Conveys a basic understanding of the task and the novel/issue; makes few or superficial connections	Provides a confused or inaccurate understanding of the task or the novel; unclear or no connections
<b>Development and Completion</b>	Ideas are clearly and fully developed by making effective use of relevant and specific details from the novel or facts about the issue; all parts of the task are completed with care	Ideas are clearly and consistently developed by using relevant and specific details from the novel or the issue; all parts of the task are complete	Ideas are briefly developed using some details from the novel/issue; all parts of the task are complete, but some parts lack development	Ideas are largely incomplete; one or more parts of the task are incomplete
<b>Language and Conventions</b>	Exhibits correct spelling, grammar, punctuation; project uses sophisticated language and vivid details from the text	Mostly correct spelling, grammar, punctuation; uses appropriate/effective language and incorporates sensory detail	Exhibits errors that somewhat hinder comprehension; some appropriate/effective language and sensory language	Exhibits many errors that hinder comprehension; uses few or no effective words or sensory language
<b>Thematic Connections</b>	Makes insightful connections	Makes explicit connections	Makes few or superficial connections	Little or no connections made

Name: \_\_\_\_\_

For Future Use, this is what we will be completing throughout the year.

**Self-Assessment**

*The best aspect of this assignment is:*

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*One aspect of this assignment that may require further revision is:*

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The grade I would give this assignment is: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Comments:

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Name: \_\_\_\_\_

Mandatory Film Vocabulary Terminology and post on google classroom. *(Due 1<sup>st</sup> day of school)*

- o Please define the terms below
- o Typed
- o Number all definitions.

- |                       |                             |                       |
|-----------------------|-----------------------------|-----------------------|
| 1. Aerial Shot        | 23. Flash Forward           | 45. Pan or Panning    |
| 2. Aspect Ratio       | 24. Flashback               | 46. Point of View     |
| 3. Backlighting       | 25. Focus                   | 47. Rack              |
| 4. Bird's Eye View    | 26. Footage                 | 48. Reaction Shot     |
| 5. Cinematographer    | 27. Frame                   | 49. Scene             |
| 6. Close-Up           | 28. Freeze Frame            | 50. Sequence          |
| 7. Crane Shot         | 29. Full Shot               | 51. Shot              |
| 8. Cross-Cutting      | 30. Handheld Shot           | 52. Slow Motion       |
| 9. Cut                | 31. High Contrast           | 53. Soft Focus        |
| 10. Depth of Field    | 32. High Key                | 54. Stationary        |
| 11. Diegetic Sound    | 33. Internal Diegetic Sound | 55. Storyboarding     |
| 12. Dissolve          | 34. Jump Cut                | 56. Synchronous Sound |
| 13. Dolly             | 35. Long Take               | 57. Take              |
| 14. Dubbing           | 36. Loose Framing           | 58. Telephoto Lens    |
| 15. Dutch Angle       | 37. Low Angle               | 59. 3 Point Lighting  |
| 16. Extreme Close Up  | 38. Low Key                 | 60. Tight Framing     |
| 17. Extreme Long Shot | 39. Medium Shot             | 61. Tilt Shot         |
| 18. Eye-Level Shot    | 40. Mise-En-Scene           | 62. Underscoring      |
| 19. Eye line Match    | 41. Montage                 | 63. Voiceover         |
| 20. Fast Motion       | 42. Neutral Lighting        | 64. Zoom Lens         |
| 21. Fill Light        | 43. Non-Diegetic Sound      | 65. Zoom Shot         |
| 22. Film Stock        | 44. Non-Synchronous Sound   |                       |

Name: \_\_\_\_\_

## Creative Writing Rubric

Outcome	5	4	3	2	1
Students will write well organized, cohesive papers.	Work functions well as a whole. Piece has a clear flow and a sense of purpose.	Response has either a strong lead, developed body, or satisfying conclusion, but not all three.	Uneven. Awkward or missing transitions. Weakly unified.	Wanders. Repetitive. Inconclusive.	Incoherent and fragmentary. Student didn't write enough to judge.
Students will demonstrate human connection	Whatever the approach—realistic, expressionistic, surrealistic, etc.—the writing offers the reader a human connection through intelligible language.	Writing rises to moments of poetic or dramatic interest but reveals that the writer needs to engage more frequently with his or her writing process and reconsider the work by cutting or transforming expository passages into poetry or narrative.	The writer finished a rough draft but through sloth or ego never advanced the writing further.	The writer's draft is minimal and lacks a human connection.	Blank page or missed assignment.
Students will demonstrate original, creative writing.	Excellent use of imagery; similes; vivid, detailed descriptions; figurative language; puns; wordplay; metaphor; irony. Surprises the reader with unusual associations, breaks conventions, thwarts expectations.	Some startling images, a few stunning associative leaps with a weak conclusion or lesser, more ordinary images and comparisons. Inconsistent.	Sentimental, predictable, or cliché.	Borrows ideas or images from popular culture in an unreflective way.	Cursory response. Obvious lack of motivation and/or poor understanding of the assignment.