

# Digital Film Making

## COURSE OUTLINE

1. **Course Title:** Digital Film Making
2. **CBEDS Title:** Broadcasting Technology
3. **CBEDS Number:** 5770
4. **Job Titles:**

Video Photographer	Assistant Producer
Instructional Video Designer	Director
Instructional Video Trainer	Assistant Director
Production Technician	Lighting Technician
Editing Technician	Production Manager
Sound Technician	Storyboard Artist
Special Effects Technician	Video Engineer
Production Artist	Editing Engineer
Producer	Production Designer

### 5. Course Description:

This competency-based course provides students an introduction to creating digital video projects, using digital camcorders and non-linear editing software. This project-based course emphasizes confidence and competence building strategies to train students on these digital video tools as well as video techniques, pre production planning, scripting and story organization. In addition to class hours, additional hours and homework will be required outside of class time. The course operates in a working environment that is flexible; creative; self paced; and provides off-campus privileges for students to complete video projects.

### 6. Objectives:

Students will:

1. Demonstrate proper use of the following Digital Video equipment and the terminology associated with each;
  - a. Cameras and Accessories
  - b. Sound recording and editing equipment and accessories
  - c. Lighting equipment and accessories
  - d. Industry Standard Video editing software
  - e. Video exporting using current video media format
2. Create and use preproduction documents such as storyboards, shooting scripts, proposals, instructional design scripts, shot lists, editing scripts, text lists, lighting design documents, wardrobe lists and location diagrams.
3. Demonstrate proper use of industry terminology in all production materials, activities and critiques.
4. Write, direct, produce and broadcast a quality digital video product
5. Demonstrate industry level ability and familiarity in Digital Video Technology by critiquing digital videos in a variety of genres (Commercial, documentary, Short Films and Instructional videos)

## Pathway

Recommended Sequence	Courses
<b>Introductory</b>	Computer Foundations
<b>Skill Building</b>	<b>Digital Video Technology</b>
<b>Advanced Skill</b>	Advanced Digital Video Technology

6. **Hours:** *Students receive up to 180 hours of classroom instruction.*

7. **Prerequisites:** None

8. **Date (of creation/revision):** July 2009

## 9. . Course Outline

<b>COURSE OUTLINE</b>				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
<b>Instructional Units and Competencies</b> Guaranteed curriculum = regular font Negotiated curriculum = italicized	<b>Course Hours</b>	<b>Model Curr. Standards</b>	<b>CA Academic Content Standards</b>	<b>CAHSEE</b>
<b>I. CAREER PREPARATION</b> <b>A. Career Planning and Management.</b> 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. a. Students will identify skills needed for job success b. Students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. a. Students will describe how to find a job. b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements. 3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications. b. Students will participate in mock job interviews. 4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i> 5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> a. <i>Contact two professional organization and identify the steps to become a member.</i> 6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> a. <i>Students will describe careers in the business industry sector.</i> b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i> <b>B. Technology.</b> 1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy. 2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. 3. Use appropriate technology in the chosen career pathway. <b>C. Problem solving and Critical Thinking.</b> 1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and	20  Additional hours are integrated throughout the course.	Finance & Business Industry Sector, Model Curriculum Standards  3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0	<u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5, LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1	Lang. Arts R 8.2.1  (9/10) R 2.1, 2.3 W2.5  Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1

<p>tasks.</p> <ol style="list-style-type: none"> <li>2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.</li> </ol> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> <li>1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>2. Understand critical elements of health and safety practices related to a variety of business environments.</li> </ol> <p>E. Responsibility &amp; Flexibility.</p> <ol style="list-style-type: none"> <li>1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community.</li> <li>3. Understand the need to adapt to varied roles and responsibilities.</li> </ol> <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> <li>1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</li> <li>2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> <li>a. <i>Contact a business and obtain a copy of their rules for employment.</i></li> <li>b. <i>Role play difference ethical scenarios.</i></li> </ol> </li> <li>3. Understand the role of personal integrity and ethical behavior in the workplace.</li> </ol> <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> <li>1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals.</li> <li>2. Understand the ways in which professional associations and competitive career development activities enhance academic skills, career choices, and contribute to promote employability.</li> <li>3. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</li> </ol>				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>I. Introduction/Review Basic Camera Usage</p> <ul style="list-style-type: none"> <li>A. Review procedures for checking out equipment</li> <li>B. Review guidelines for proper use of camera equipment</li> <li>C. Review parts and function of camera components</li> <li>D. Introduce advanced camera techniques: <ul style="list-style-type: none"> <li>i. Setting exposure</li> <li>ii. Checking audio levels</li> </ul> </li> <li>E. Introduce artistic camera techniques to create dramatic, interesting images: <ul style="list-style-type: none"> <li>i. Aperture</li> <li>ii. Focus</li> <li>iii. Shutter</li> <li>iv. Speed</li> <li>v. Focal length</li> <li>vi. Depth of field</li> </ul> </li> </ul>	10 days	Arts, Media & Entertain. Industry Sector Performing Arts Pathway A1.0 (1.0) A1.2 (2.2) A1.2 (2.3)  Information Technology Industry Sector Foundation Standards 4.2 Media Support & Services Pathway B3.1 B3.2 B3.3 B4.1	ELA 1.5, 2.2, 2.3, 5.1	S(6)P3.5
<p>II. Bridging the Visual Literacy Gap</p> <ul style="list-style-type: none"> <li>A. Lesson: Bridging the Literacy Gap</li> <li>B. Film analysis: Critiquing and Improve Student Work <ul style="list-style-type: none"> <li>i. Present excerpts of student made films in various categories from PSA's, documentaries, commercials, short films</li> <li>ii. Discuss and evaluate use of settings, dialogue, and cinematography in relation to time, characters, and plot</li> <li>iii. Key elements to be addressed include but are not limited to: audience, literary terms such as personification, metaphors, flashbacks, tone, style, point of view, conflict</li> <li>iv. Discuss historical perspectives and cultural relevance of film and its impact on society</li> <li>v. Students write a film critique on one of the student films shown in class, emphasizing the strengths and areas of improvement needed</li> </ul> </li> </ul>	3 days		ELA W1.3	R(10)R2.4  WA(10) WA1.1  W(10) WS1.4, 1.5  MR(7) MR2.3

<p>III. Introduction and review of non-linear video editing and audio capture from prerequisite course – Intro to Media</p> <p>A. Review pre-production procedures: copyright, release forms, storyboarding, script writing</p> <p>B. Review various software programs: iMovie, LiveType, Soundtrack, and Final Cut Pro.</p>	2 days		ELA 2.6	R(10)R2.1
<p>C. Review post-production procedures – importing, editing, saving, rendering, exporting.</p> <p>D. Read from textbooks/articles. Review vocabulary and key terms from readings and lectures.</p>			ELA R2.3,2.4	
<p>IV. Media Aesthetics/Composition</p> <p>A. Lecture: Basics of Classical Composition:</p> <ol style="list-style-type: none"> <li>i. The bridge between film, photography, and art.</li> <li>ii. Improving a film through good and varied composition</li> </ol> <p>B. Introduce fundamental elements of composition</p> <ol style="list-style-type: none"> <li>i. Present sample footage from classic art films</li> <li>ii. Illustrate good examples of compositional elements</li> </ol> <p>C. Project: Gallery of Shots:</p> <ol style="list-style-type: none"> <li>i. Create an art film set to music</li> <li>ii. Show clear examples of various compositional elements</li> </ol> <p>D. Gallery of Shots Critique:</p> <ol style="list-style-type: none"> <li>i. Students will write film critiques of peer work</li> <li>ii. Students will critique on the basis of compositional elements and to what degree they affected the final project</li> </ol>	10 days	<p>Arts, Media &amp; Entertain. Ind.Sec. Media &amp; Design Arts PW A1.1(1.1) (1.3)(1.5) A1.2 (2.2) (2.3) A1.5 (5.2) (5.3) A2.0 A2.1</p> <p>Info Tech Ind. Sec. Media Support &amp; Support Pathway B1.0 B1.6</p>	<p>ELA 11-12 grade  W1.1, 1.3, 2.6</p>	

<p>V. Service Learning Projects – Commercials</p> <p>A. Present clips from local broadcasting station featuring community commercials for school events, community events, and news programs</p> <p>B. Discuss ideas and topics related to school and community events that may be applicable to student interests</p> <p>C. Introduce elements of producing 30 second Television Commercials</p> <p>D. Introduce two-column script format for Television Commercials</p> <p>E. Service Learning Commercial Project:</p> <p style="padding-left: 20px;">i. Students select a student organization, upcoming school event, or school club</p> <p style="padding-left: 20px;">ii. Students create a 30 second promotional commercial</p> <p>F. Students will individually write a two-column script and storyboard for the commercial.</p> <p>G. In small groups, students will produce Television Commercials</p>	15 days	B3.3 B4.3	ELA 11-12 grade W2.6  VPA 5.2	W(10) WS1.2
<p>H. Students will view peer projects and write a critique emphasizing the strengths and areas of improvement</p> <p>I. Students will add the assignment to their electronic portfolio</p>				
<p>VI. Film Analysis: Influence of Culture and Society in Film</p> <p>A. Students will view a foreign film such as <i>Monsoon Wedding</i> (India), <i>Amelie</i> (France), <i>Central Station</i> (Brazil)</p> <p>B. Discuss the cultures and traditions of the non-American world</p> <p>C. Discuss film techniques that can be utilized to enhance films, such as subtitles, story elements, and sound</p> <p>D. Students will write a short essay contrasting and comparing foreign and Hollywood films</p>	5 days		ELA R2.5  1.3 HS/S (9-12) (1) (11.5.6)	W (10) S1.4

<p>VII. Literary Work as Films</p> <p>A. Present various film clips that were literary works</p> <p>B. Students research, read, and analyze various pieces of literary works that align with English curriculum standards</p> <p>C. Students propose, develop and outline their projects</p> <p>D. Students create a script and produce an interpretation from a literary piece</p> <p>E. Students will add the assignment to their electronic portfolio</p>	10 days	Arts, Media & Entertain. Industry Sector Performing Arts Pathway A2.2 A2.6 A2.7  Information Technology Industry Sector Media Support & Services Pathway B1.6 B2.1 B4.1  VPA (VA) 5.2	2.1R (3.5, 3.5)	W (10) WS1.9
<p>VIII. Color Correction</p> <p>A. Introduction lecture of the concept of Color correction</p> <p style="padding-left: 40px;">i. Include elements of Color Balance, Basic Color Theory, Brightness, and Contrast</p> <p>B. Students will analyze the aesthetics of color correction and how it can affect the feel/mood of a film</p> <p>C. Students learn how to implement color correction in Final Cut Pro</p>	2 days	VPA (VA) 5.2		

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>IX. Short Dramatic Film Project</p> <p>A. Students will produce a Short Dramatic Film after viewing the foreign film and other clips from classic dramatic films</p> <p>B. Students will develop a story outline from a list of possible thematic elements</p> <p>C. Students will individually write screenplays that include elements outlined in the Foreign Film Unit, with special focus placed on choosing locations and costumes/props that support the theme of the film</p> <p>D. Students will produce Short Dramatic Film Projects in small groups</p> <p>E. Students will color correct film to help create a mood or convey the storyline</p> <p>F. Students will present their final project to the class</p> <p>G. Students write self, and peer critiques of projects emphasizing:</p> <ol style="list-style-type: none"> <li>i. the films plot/storyline</li> <li>ii. cinematic/ aesthetic/compositional elements used to support the story</li> </ol> <p>H. Students will add the assignment to their electronic portfolio</p>	20 days	Arts, Media & Entertain. Ind. Sec. Media & Design Arts PW A2.0 A2.2 A2.3 A2.5	VPA (VA) 5.2 2.2W (2.6) 2.3 WOL (1.2) WO L (1.2)	W/Strat. (10) WS1.1 (10) WS1.2 (10) WS1.9
<p>X. Students will complete selected readings from textbooks, current news articles, lectures, and lessons using “Final Cut Pro”, “Soundtrack”, and “Livetype.”</p>	Hours?		ELA 9-10; W; 1.1, 1.2, 1.9 WA; 2.1, 2.3, 2.4, 2.6	
<p>XI. Current Events Documentary</p> <p>A. In class, students will preview selected scenes offering a variety of examples of documentaries</p> <p>B. Students will preview clips from the documentary on making various popular films such as <i>The Godfather</i> or <i>Ocean’s 11</i></p> <p>C. The process of selecting a current event issue in order to produce an informative documentary will be demonstrated by the instructor</p> <p>D. Students will brainstorm topics in class to create an acceptable list</p> <p>E. Students will research the topics discussed to narrow the topics to a specific theme or idea</p> <p>F. Students will propose their thesis and determine if appropriate source materials are available</p>	20			

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>G. Students will research their approved documentary thesis using acceptable research methods including, but not limited to, journals, periodicals, books and the Internet</p> <p>H. Students will create an outline using the research that will guide production of the documentary film</p> <p>I. Students will construct their documentary including footage from interviews, images, music, and voice-overs</p> <p>J. Students will add the assignment to their electronic portfolio</p>			M. 7; 1.1, 1.3	W (10) WS1.1
<p>XII. Analysis of Student Films</p> <p>A. Student films will be presented to the class from local high school film festivals</p> <p>B. Students will write evaluations of these films using designated rubrics</p> <p>C. Students will be encouraged to offer positive support and feedback as well as suggestions for improvement</p>	2 days			W (10) WS1.1
<p>XIII. Lighting</p> <p>A. The basics of lighting for film/video will be presented via lecture, including discussion on the relationship of light to picture quality</p> <p>B. Students will demonstrate 3-point lighting set-up, as well as lighting to create a dramatic effect</p> <p>C. Students will participate in a discussion:</p> <ol style="list-style-type: none"> <li>i. Students will describe how lighting contributes to the mood/feel of a film</li> <li>ii. Students will write examples of how lights can be used to highlight story elements</li> </ol>	3 days	Arts, Media & Entertain. Industry Sector Performing Arts Pathway A1.5 (5.1)	ELA 9-10; R; 2.1	

<p>XIV. Film Analysis: Classic to Contemporary</p> <p>A. In class discussions, students will examine films that fall into the categories of classic and contemporary</p> <p>B. Students will view various film clips from different eras of filmmaking:</p> <ol style="list-style-type: none"> <li>i. Early films (Silent Era): <i>The Gold Rush, Trip to the Moon</i></li> <li>ii. Early Edison silent films</li> <li>iii. Classic films such as: <i>Citizen Kane, Bridge Over the River Kwai, Casablanca, Gone with the Wind</i></li> </ol>	5 days			
<p>iv. Contemporary films such as: <i>Schindler's List, Traffic, Good Fellas, Blade Runner</i></p> <p>C. Students will discuss and evaluate the use of settings, dialogue, and cinematography to compare and contrast time, characters, and plot</p> <p>D. Instructor will provide a lecture on Sound in Film – The Changes and effect of Sound in Film</p> <p>E. A discussion of key elements will be addressed, including, but not limited to:</p> <ol style="list-style-type: none"> <li>i. Audience</li> <li>ii. Literary terms such as personification, metaphors, flashbacks, tone, style, point of view, conflict ect.</li> </ol>			SS 10; WH; 10.11	
<p>XV. Silent Film Style video</p> <p>A. Students will make a faithful reproduction of a silent film, after analyzing elements found in early silent films</p> <p>B. Students will create a shot list and plot outline in the style of early silent films</p> <p>C. Students will learn to create aged film effects in Final Cut pro through a combination of lecture and demonstration</p> <p>D. Students will write film critiques of peer projects shown in class</p> <p>E. Students will add the assignment to their electronic portfolio</p>	15 days		VPA (VA)5.2	W (10) WS1.2
<p>XVI. Director Report</p>	5 days			W (10)

<p>such as Martin Scorsesse, Steven Soderberg, Mice Nichols, from a list:</p> <ol style="list-style-type: none"> <li>i. Students will review a film by their selected director for homework</li> <li>ii. Students will analyze film elements including composition, cinematography, story elements, and editing style</li> <li>iii. Students will write an essay that gives a brief overview of the film and an analysis of the director’s style</li> <li>iv. Students will present short clips of the film to the class demonstrating their analysis of the director’s style</li> </ol>				WS1.4
<p>XVII. Student Film Festivals</p> <ol style="list-style-type: none"> <li>A. Selected students films will be shown to the school and community if feasible</li> </ol>				
<p>XVIII. Project Based Final Exam</p> <ol style="list-style-type: none"> <li>A. Students will will work in small groups and select a topic for the final project</li> <li>B. Topics include difference genres of film such as: <ol style="list-style-type: none"> <li>i. Comedy</li> <li>ii. Drama</li> <li>iii. Documentary</li> <li>iv. Art Film</li> </ol> </li> <li>C. Students create a capstone by applying skills learned during the school year</li> <li>D. Students’ project will include: <ol style="list-style-type: none"> <li>i. Pre-production materials (script, storyboard; focus on the plot)</li> <li>ii. Production (focus on lighting, sound, composition)</li> <li>iii. Post-Production (editing, continuity, and sound)</li> </ol> </li> </ol>	25 days		SS 10; WH; 10.11  1.2 Sci (4d)	

10. Additional recommended/optional items

a. Articulation: Formalized articulation agreements should be mentioned.

b. Academic credit: None

c. Instructional strategies:

Methods of Instruction:

- a. Lecture
- b. Audio Visual Materials
- c. Research Readings and Written Presentations
- d. Homework Assignments
- e. Group & Individual Projects

- f. Discussion & Group Dynamics
  - g. Quizzes, Tests, Performance Evaluations & Final Exam
  - h. Guest Speakers
  - i. Internet Exploration
- d. Instructional materials:
- The Digital Filmmaking Handbook, 2<sup>nd</sup> edition. Ben Long and Sonja Schenk (June 2002)
  - Film Directing Shot by Shot: Visualizing from Concept to Screen. Stephen D. Katz (1991)
  - Final Cut Express 2: Digital Video Editing for Everyone. Diana Weynand (2004)
  - Writing for Television and Radio 6<sup>th</sup> edition. Robert L. Hilliard (1997)
  - Action! In the Classroom. A guide to Student Produced Digital Video in K-12 Education. Daniel R. Greenwood (2003)
  - Educator's Survival Guide for Television Production and Activities. Keith Kyker and Christopher Curchy (2003)
  - Excerpts and articles from Student Filmmaker magazine periodical
  - Izzy Video - Online Digital Video Tutorials Podcast by Israel Hymann
- e. Key Assignments
- a. In-camera edit
  - b. Gallery of shots – art film
  - c. Service learning project – commercials/PSA
  - d. Short film – drama
  - e. Current event documentary
  - f. Silent film style
  - g. Director report
  - h. Final project
- f. Certifications: None