

## Movie Production

### Description

Movie Production is a semester course which is skills and project-based. Students will learn how to be visual storytellers by analyzing and discussing techniques used in contemporary films. They will use what they learn to produce short films over the course of the semester. Video composition, storyboarding, scriptwriting and editing skills will be developed throughout the course. Students will follow the phases of production: pre-production (planning), production (filming) and post-production (editing) in order to develop their own ideas and work in groups to produce their own short films.

### Course Overview

#### Course Goals

Students should:

- Analyze traditional stories for structure
- Analyze films for camera, sound, lighting, editing techniques, mise-en-scene and story structure
- Follow a 3 stage production process (pre-production, production, post-production)
- Develop a treatment and pitch an idea
- Develop a film narrative with a 3 act structure, conflict and resolution
- Write a short screenplay
- Create a storyboard or shot list
- Create a production calendar with scene breakdowns, talent and prop information
- Use knowledge of camera to shoot desired footage
- Edit footage into a 3 to 5 minute short film, complete with titles, transitions and a soundtrack.
- Save the final short film electronically
- Work cooperatively in groups as a production crew

#### Essential Questions

- What are the elements of film language?
- What are the most common elements of compelling stories?
- What is the traditional structure of compelling stories?
- How are production techniques used for a desired effect on the audience?
- How can we use the video camera to capture desired footage?
- How do we develop a story idea from concept to final film?
- What are the stages of film production?
- How do we work collaboratively as a film crew?
- How does editing shape meaning?

#### Assessments

*Skill Assessments*

- Make a still frame story short, which uses a variety of angles and shots to tell a story with a beginning, middle, end, conflict and resolution.
- Hands-on demonstration of camera manual settings and tripod use – A visual portfolio demonstration of various camera angles and manual settings
- Create a 1-2 minute short suspense film employing camera techniques and using manual settings
- Write treatments of story ideas with 3 act structure, conflict and resolution for final film short
- Pitch idea to class for feedback and critique
- Write a 3 to 6 page screenplay
- Develop shot list or storyboard
- Create a detailed production calendar for shooting
- Capture necessary footage
- Edit footage
- Create a sound track of royalty free music and sound effects (if needed)
- Save final sequence using authoring software

Content Outline	Standards	Grade Level Skills
<p>I. <a href="#">Unit 1</a> - Film as Story: Analyzing Film for Technique and Structure</p> <p>II. <a href="#">Unit 2</a> - Using Video Equipment &amp; Manual Functions to Tell a Visual Story</p> <p>III. <a href="#">Unit 3</a> - Editing: Using Digital editing software to Create a Short Film</p> <p>IV. <a href="#">Unit 4</a> - Pre-Production: Story Development, Pitching, Screenwriting, Storyboarding &amp; Production Planning</p> <p>V. <a href="#">Unit 5</a> - Production: Shooting</p> <p>VI. <a href="#">Unit 6</a> - Post-Production: Editing and Distribution, Screening &amp; Critiquing</p>	<p><a href="#">21<sup>st</sup> Century Skills</a> are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Learning and Innovation Skills</b></li> <li>• <b>Information, Media and Technology Skills</b></li> <li>• <b>Life and Career Skills</b></li> </ul> <p><a href="#">International Society for Technology in Education</a> standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Communications and Collaboration</b></li> </ul> <p><a href="#">Common Core State Standards for ELA</a> are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Writing Standards 9-12</b> (Text Types and Purposes, Research to Build and Present Knowledge, Range of Writing)</li> <li>• <b>Speaking and Listening Standards 9-12</b> (Comprehension and Collaboration, Presentation of Knowledge and Ideas)</li> <li>• <b>Language Standards 9-12</b> (Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Create visual stories with a 3 act structure, beginning, middle, end, conflict and resolution</li> <li>• Identify camera angles/movements and their impact on story, theme and audience</li> <li>• Utilize manual camera functions</li> <li>• Demonstrate various camera angles and movement</li> <li>• Identify and follow the steps in each stage of the production process</li> <li>• Develop shot lists and storyboards</li> <li>• Perform basic to advanced editing using Digital editing software editing software</li> <li>• Write a treatment for a story proposal</li> <li>• Pitch and communicate story ideas to a group of peers</li> <li>• Write a screenplay</li> <li>• Create and use a production calendar to carry out a film shoot</li> <li>• Utilize video and audio equipment to capture professional quality footage</li> <li>• Perform basic to advanced editing using Digital editing software editing software</li> <li>• Create a developed timeline sequence with titles, graphics and transitions</li> <li>• Design and create a compressed version a final film and previous class projects</li> </ul>

Pacing Guide					
1st Marking Period			2nd Marking Period		
Month 1	Month 2	Month 3	Month 4	Month 5	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<a href="#"><u>Film as Story: Analyzing Film for Technique and Structure</u></a>	<a href="#"><u>Using Video Equipment &amp; Manual Functions to Tell a Visual Story</u></a>	<a href="#"><u>Editing: Using Digital editing software to Create a Short Film</u></a>	<a href="#"><u>Pre-Production: Story Development, Pitching, Screenwriting, Storyboarding &amp; Production Planning</u></a>	<a href="#"><u>Production: Shooting</u></a>	<a href="#"><u>Post-Production: Editing and Distribution, Screening &amp; Critiquing</u></a>

## Unit 1 - Film as Story: Analyzing Film for Technique and Structure

### **Standards:**

*Students will be able to:*

- Demonstrate ability to work effectively and respectfully with diverse teams (21<sup>st</sup> CS -*Collaborate with Others*)
- Understand both how and why media messages are constructed, and for what purposes (21<sup>st</sup> CS -*Analyze Media*)
- Understand and utilize the most appropriate media creation tools, characteristics and conventions (21<sup>st</sup> CS - *Create Media Products*)

### **Unit Objectives**

*Students should:*

- identify a variety of camera angles, movement and production techniques using film terminology.
- discuss the intended impact of camera angles and movement on the viewer.
- identify the elements of video / film language (frame, shot, sequence, scene).
- identify the 3 act structure, conflict and resolution of traditional story structure.
- create a story in a three act structure which contains a conflict and resolution.
- distinguish between plot and story.
- discuss the ways in which camera angles and movement reinforce the themes of a visual story.

### **Essential Questions**

- What are the elements of film language?
- What is the basic narrative structure of a film?
- How does the director use camera and production techniques to tell a visual story and enhance the message of a film?
- How do production techniques and the mise-en-scene of a film reinforce the themes of a film?
- What is the difference between story and plot?
- What are the elements of a traditional story structure?

### **Focus Questions**

- How does a director use the elements of film language to build a visual story?
- What are the various camera and production techniques used to tell a visual story?
- What are the elements of film narrative?
- What role do plot devices play in the development of a film's narrative?
- How do various production techniques impact the viewer?
- What is story? What is plot?
- What story elements occur in each act of a traditional three act story structure?

### **Assessments**

- Develop an idea for a visual story with a three act structure, conflict and resolution
- Create a storyboard that communicates the story visually
- Produce the idea using a variety of camera techniques which best tell the story.

<p><b><u>Lesson Planning Resources</u></b></p> <p>May include but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Professional books, video resources</li><li>• Computer with internet access for video examples</li><li>• Digital Video Camcorder</li><li>• Projector for demonstration and sharing of student work</li></ul>	<p><b><u>Skill Objectives</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>• create visual stories with a 3 act structure, beginning, middle, end, conflict and resolution.</li><li>• identify camera angles/movements and their impact on story, theme and audience.</li></ul>
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## Unit 2 –Using Video Equipment & Manual Functions to Tell a Visual Story

### Standards:

Students will be able to:

- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas (21<sup>st</sup> CS - *Work Creatively with Others*)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact (21<sup>st</sup> CS - *Communicate Clearly*)
- Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts (21<sup>st</sup> CS - *Communicate Clearly*)
- Use communication for a range of purposes (21<sup>st</sup> CS -*Communicate Clearly*)
- Conduct themselves in a respectable, professional manner (21<sup>st</sup> CS -*Interact Effectively with Others*)

### Unit Objectives

Students will be able to:

- identify parts and the various functions of a digital video camera.
- use manual camera settings to adjust white balance, aperture, shutter speed and focus.
- demonstrate responsible use of equipment.
- demonstrate various compositional techniques, angles and camera movement using a digital video camcorder.
- identify and complete the necessary steps in each of the 3 stages of production.
- develop an idea for a short suspense film which fits a three act story structure and includes a conflict and resolution.
- create a detailed shot list of necessary shots to tell a visual suspense story.
- use a digital video camcorder to capture desired footage.
- use the basic functions of editing software to create a 1-2 minute suspense short.

### Essential Questions

- How do we use a digital video camera to create professional quality footage?
- What camera techniques are used to convey a particular message or emotion?
- How do we tell a visual story?
- What process do we follow in the production of a short film?
- What behavioral protocol should we follow when filming others and using various shooting locations?

### Focus Questions

- How do we use manual camera settings to capture quality footage?
- How do we care for equipment?
- How can we use various camera techniques for a desired effect?
- What are the steps in each stage of production?
- What is the purpose of a shot list or storyboard?
- How do we create a detailed shot list or storyboard intended for production use?

### Assessments

- Student created hands-on demonstration of camera manual settings and tripod use
- Students plan, produce and edit video sequences
- Students plan and produce a silent film

	<ul style="list-style-type: none"> <li>• What are the basic steps to capturing footage and creating a simple film sequence?</li> </ul>	
<p><b><u>Lesson Planning Resources</u></b>  May include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Professional books, video resources</li> <li>• Digital Video Camcorder with microphone &amp; headphone jacks and peak meter view capability</li> <li>• Tripods</li> <li>• Dollies</li> <li>• Headphones</li> <li>• Projector for demonstration and sharing of student work</li> </ul>		<p><b><u>Skill Objectives</u></b>  Students will:</p> <ul style="list-style-type: none"> <li>• utilize manual camera functions.</li> <li>• demonstrate various camera angles and movement.</li> <li>• identify and follow the steps in the pre-production and production stages.</li> <li>• develop shot lists and storyboards.</li> </ul>

### Unit 3 – Editing: Using Digital editing software to Create a Short Film

#### **Standards:**

*Students will be able to:*

- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts (21<sup>st</sup> CS -*Think Creatively*)
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas (21<sup>st</sup> CS - *Work Creatively with Others*)
- Utilize time and manage workload efficiently (21<sup>st</sup> CS -*Manage Goals and Time*)
- Use interpersonal and problem solving skills to influence and guide others toward a goal (21<sup>st</sup> CS -*Guide and Lead Others*)
- communicate information and ideas effectively to multiple audiences using a variety of media and formats. (ISTE - *Communication and Collaboration*)
- contribute to project teams to produce original works or solve problems. (ISTE - *Communication and Collaboration*)

#### **Unit Objectives**

*Students should:*

- utilize the basic functions of Digital editing software Express editing software.
- utilize appropriate transitions for desired effect (wipes, cuts, and fades).
- demonstrate the differences between insert and assemble editing and know when to use each.
- log footage and generate an edit decision list based on previewed footage.
- create titles, lower thirds, and credits for inclusion in video projects.
- export final projects to a compressed version for authoring.
- adjust audio levels for desired effect.

#### **Essential Questions**

- How does editing shape meaning?
- How does a project’s purpose and focus help shape editing decisions?

#### **Focus Questions**

- How does editing pace affect the message and the impact on the viewer?
- How do we choose the correct transition for a desired effect?
- How do we choose what is most important and useful to keep the viewer’s attention?
- How is tone and mood conveyed through editing?
- How can time and space be manipulated by editing?

#### **Assessment**

- Plan, produce and edit a suspense short with a three act structure, transitions, sound effects and royalty free music



**Lesson Planning Resources**

May include but are not limited to the following:

- Professional books, video resources
- Digital Video Camcorder with microphone & headphone jacks and peak meter view capability
- Wireless microphones
- Tripods
- Dollies
- Headphones
- Digital editing software
- Sound effects library
- Royalty free music library

**Skill Objectives**

Students will:

- perform basic editing using Digital editing software editing software.
- create a soundtrack using sound effects and royalty free music libraries.

## Unit 4 – Pre-Production: Story Development, Pitching, Screenwriting, Storyboarding & Production Planning

### **Standards:**

*Students will be able to:*

- Use a wide range of idea creation techniques (such as brainstorming) (21<sup>st</sup> CS -*Think Creatively*)
- Develop, implement and communicate new ideas to others effectively (21<sup>st</sup> CS -*Work Creatively with Others*)
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions (21<sup>st</sup> CS -*Communicate Clearly*)
- Incorporate feedback effectively (21<sup>st</sup> CS -*Be Flexible*)
- Know when it is appropriate to listen and when to speak (21<sup>st</sup> CS -*Interact Effectively with Others*)
- Prioritize, plan and manage work to achieve the intended result (21<sup>st</sup> CS -*Manage Projects*)

### **Unit Objectives**

*Students should:*

- brainstorm story ideas with group members and assess the feasibility of accomplishing various story ideas.
- develop story for a film short (3-6 minutes) which fits a three act story structure and includes a conflict and resolution.
- write a treatment for a final film.
- pitch the story idea to the production crew (class).
- write a 3-6 page screenplay.
- create a detailed shot list or storyboard of necessary shots to be captured.
- create a production calendar which included necessary talent, props and a shooting schedule.

### **Essential Questions**

- Why is the pre-production stage so critical to the film making process?
- What are the necessary steps in the pre-production process?
- How do we develop our story ideas?
- How do we work collaboratively to plan for the production of a film?

### **Focus Questions**

- How do we accomplish each step of the production process?
- What is the purpose and structure of a treatment?
- How do we pitch our story ideas?
- How do we provide constructive criticism and revise our work based on feedback from our peers?
- What is the structure of a screenplay?
- What are the elements of a storyboard / shot list?
- How do we ensure continuity as we plan for filming over an extended period of time?
- How do we best manage time as we plan for shooting as a production crew?

### **Assessments**

- Written treatments of story ideas with 3 act structure, conflict and resolution for final film short
- Presentation: Pitch idea to class for feedback and critique
- Write a brief screenplay
- Develop shot list or storyboard
- Scout for locations and talent
- Create a detailed production calendar for shooting

<p><b><u>Lesson Planning Resources</u></b></p> <p>May include but are not limited to the following:</p> <ul style="list-style-type: none"><li>• Professional books, video resources</li><li>• screenwriting software</li><li>• storyboarding software</li></ul>	<p><b><u>Skill Objectives</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>• write a treatment for a story proposal.</li><li>• pitch and communicate story ideas to a group of peers.</li><li>• write a screenplay.</li><li>• create a production calendar for final project.</li></ul>
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## Unit 5 – Production: Shooting

### Standards:

Students will be able to:

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur (21<sup>st</sup> CS -*Implement Innovations*)
- Communicate effectively in diverse environments (21<sup>st</sup> CS -*Communicate Clearly*)
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal (21<sup>st</sup> CS -*Collaborate with Others*)
- Adapt to varied roles, jobs responsibilities, schedules and context (21<sup>st</sup> CS -*Adapt to Change*)
- Monitor, define, prioritize and complete tasks without direct oversight (21<sup>st</sup> CS -*Work Independently*)
- Use interpersonal and problem-solving skills to influence and guide others toward a goal (21<sup>st</sup> CS -*Guide and Lead Others*)

### Unit Objectives

Students should:

- use recording equipment (video and audio) to capture desired footage.
- utilize and revise production calendar (as needed) to accomplish the filming of a short film within a given timeframe.

### Essential Questions

- How do we manage talent and time?
- How do we ensure continuity over the progression of the production stage?
- How do we work collaboratively as a film crew?

### Focus Questions

- How do we develop solutions for possible obstacles (ex: when a key crew member is absent)?
- How do we use our storyboard/ shot list to most efficiently capture desired footage?
- How do we prepare production equipment for shooting?
- How do we divide tasks most effectively?

### Assessments

- Follow production calendar to shoot storyboard or shot list
- Capture planned footage

### Lesson Planning Resources

May include but are not limited to the following:

- Digital Video Camcorder with microphone & headphone jacks and peak meter view capability
- Wireless microphones
- Tripods
- Dollies
- Headphones

### Skill Objectives

Students will:

- utilize video and audio equipment to capture professional quality footage.
- create and use a production calendar to carry out a film shoot.

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**Unit 6 – Post-Production: Editing, Distribution, Screening & Critiquing, 5 weeks [top](#)**

**Standards:**

*Students will be able to:*

- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes (21<sup>st</sup> CS -*Work Creatively with Others*)
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors (21<sup>st</sup> CS -*Analyze Media*)
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments (21<sup>st</sup> CS -*Create Media Products*)
- Deal positively with praise, setbacks and criticism (21<sup>st</sup> CS -*Be Flexible*)
- Utilize time and manage workload efficiently (21<sup>st</sup> CS -*Manage Goals and Time*)

**Unit Objectives**

Students will be able to:

- log footage for best film takes.
- import chosen footage into editing software.
- use Digital editing software to edit footage.
- import royalty free music and sound effects for the creation of a soundtrack.
- create title sequences and credits.
- choose and insert transitions for a desired effect.
- manually adjust audio levels.
- export final film into a compressed file.
- design the final film (complete with titles, buttons and still frame graphics).

**Essential Questions**

- What is the purpose of post-production?
- How do we manipulate footage and audio in editing?
- How do we work collaboratively to bring a group project to fruition?
- How do we peer evaluate for the improvement of a group product?
- How do we prepare a film for distribution?

**Focus Questions**

- What are the steps in the post-production stage?
- How do we create title sequences, transitions and credits?
- How do we develop a multi-layered sequence?
- How do we manipulate the quality of a clip?
- How do we import and manipulate secondary sound (soundtracks and sound effects)?
- How do manually adjust audio tracks?
- How do we export a finalized sequence?
- How do we create a copy that is (closely tied) to the

**Assessments**

- Edit footage using digital editing software
- Create and utilize titles, credits transitions
- Create a sound track of royalty free music and sound effects (if needed)
- Burn final sequence to a compressed version for distribution
- Critique and praise aspects of final films after screening

	film story?	
<p><b><u>Lesson Planning Resources</u></b>          May include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Digital Editing software</li> <li>• Royalty free music library</li> <li>• Projector for demonstration and sharing of student work</li> </ul>		<p><b><u>Skill Objectives</u></b>          Students will:</p> <ul style="list-style-type: none"> <li>• perform basic to advanced editing using Digital editing software editing software.</li> <li>• create a developed timeline sequence with titles, graphics and transitions.</li> <li>• Create a compressed version of a final film and previous class projects for distribution</li> </ul>