NEWTOWN HIGH SCHOOL TEACHING AND LEARNING PROGRAM - FILM DEPARTMENT /DRAMA FACULTY

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| Unit Name | Option 5– Film and video production 1: Development and pre-production | Focus/Rubric | Students explore the essential practices of film and video production, with a focus on the development and pre-production phases of a typical film production schedule. In the development phase, students work through filmmaking ideas based on a provocation, develop an outline or pitch for the film, and develop a script or screenplay using an industry-standard format. In the pre-production phase, students conduct detailed planning around the direction, cinematography, sound and score, and production design, and resolve this planning into a pre-production brief that will guide their work in the production phase of their project. |
| Duration | 10 weeks (Term 2)  Yr 10 2024 | Outcomes | A student: |
| Resources | Cameras  Editing Suites/Computers  Tripods - to borrow off site  Lighting - to borrow off site Classroom Projector  Students will record notes and documentation of the process throughout in their Film Process Logs. |  | * DM5-1 refers to relevant ideas, histories, and theories to analyse and produce design and media works * DM5-3 applies design and media conventions, practices, techniques, and processes that reflect creative industry standards * DM5-4 works independently and collaboratively to produce design and media works that respond to provocations, stimulus, or creative briefs * DM5-6 applies project management strategies to develop, plan, produce, and deliver design and media projects * DM5-8 explains a range of safe working practices and diverse cultural protocols associated with design and media |

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| Numeracy Strategies |  |  |
| ☐ Measurement  X Problem Solving  ☐ Data Analysis/Trends  ☐ Graph construction  ☐ Surveys | X Tables  ☐ Use of Percentages, Fractions and Ratios  ☐ Coordinates/ Compass Bearings  X Money and Budgeting  ☐Works in grids, squares and formations | ☐ Statistical Analysis  X Sequencing  X Spatial and time awareness / reasoning  X Developing Concept and Strategies (team sports)  ☐ Angles |

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| Information and Communication Technologies |  |  |
| ☐ Data Entry/Spreadsheet  X Template Design  X Ethical Issues  ☐ Simulation applications  X Research internet  X Desktop Publishing | ☐ PowerPoint Presentation  ☐ Podcasts  X Editing programs  ☐ GPS trackers  X Google Classroom  X Google Docs | ☐ Google Slides  X Google Sheets  ☐ Photo Booth / Photo story  X ITunes  X Garage Band  ☐ Kahoot |

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| Literacy Strategies |  |  |
| X Brainstorm  ☐ Matching (to definition)  X Scaffold/Text types  X Sequencing  X Think-Pair-Share  ☐ Pass the Paragraph | ☐ Cloze Passage  ☐ Dictagloss (own words)  X Locating Information  X Vocabulary Building  ☐ Jigsaw | X Note Taking  ☐ Literacy Clusters  X Mind Map  ☐ ALARM/PEEL  ☐ Venn Diagram  X Group Discussion |

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| Timeline | Teaching and Learning Strategies/Assessment including resources | Resources / Work Samples | Registration |
| Week 1 | Welcome back to Term 2 / Revision of Key Concepts / Overview of Term  Activity 1: Coffee Club after holidays  Revision and use of film meta-language and revisiting what it means to be a ‘student of film’.  Activity 2: Revision of Key Film Concepts and Language  Students play the giant floor memory game of key terms and definitions of film. To reinforce the terms, students fill out the Revision Table either at end of lesson or for homework.  Activity 3: Term Overview  Students are taken through what we will cover and where we aim to get to. We discuss as a group what we believe ‘Pre-Production’ to be, what are the elements of this stage and whom on a production team may do what.  We brainstorm the type of Pre-Production Documents we know about already.  Activity 4: What are we working towards?  We have a look at the [Very Short Film Festival 2024](https://veryshortfilmfestival.com.au/news/very-short-film-festival-2024-launches-with-a-spark/) and the details of the signature item for 2024 of a “spark”. We go through the following elements in relation to this festival:   1. How to follow a deadline 2. File size of a film 3. Film Formats - Format H264, either as an .mp4 or .mov (QT), 1280×720 25fps 4. What ‘eligibility requirements’ mean in the film world 5. What a film synopsis is and at what stage of the process we may be writing one 6. Copyright around making a film - esp around footage and music, but also around who owns final rights to a film if you ‘enter’ it anywhere 7. The importance of sticking to a time restriction if given (for example by a client). | Camera shot, angle and movement revision table – p2 student workbook |  |
| Week 2 | Activity 5: Designing to a Provocation  Students work in groups through the Provocation Task Sheet. This is a class exercise in how to follow a brief and develop an idea (as you may a client brief). The activity is mainly about the planning stages and the development of a range of ideas to suit the brief, though groups can, if they would like, see it through to production (filming would need to happen outside of class time). | Designing to a provocation task sheet – pp.3-5 student workbook  Sample student answer sheet – p6 student workbook |  |
| Week 3 | Activity 6: Developing an idea  Students create a digital brainstorm of 3 ideas from their own heads that they come up with in a set amount of time (15 mins). They write as many ideas around the initial idea of “Spark” as they can in the 5 mins each they have, then move onto the next idea.  then:  Students then pair up and do a Think-Pair-Share of their 3 ideas and see what their partner can add to their thoughts, both using the provocation of “spark”. This will help them be guided to what is the more ‘unique’ or ‘engaging’ concept.  then:  After they have presented their favourite short idea back to the class, they are to write up the short synopsis of their favourite idea based on the feedback from their partner in the discussion.  Activity 7: The Pitch Document  Next up we will be creating a PITCH DOCUMENT.  The document to complete in your groups (groups for your "SPARK" films, not the exercise films) has been uploaded as an Assignment - called "PITCH DOCUMENT".  You will work with your groups to each individually complete the pitch doc assignment and upload your work to Google Classroom - this will get you to think about your ideas in a little more depth.  You may find ‘Ways to think about the word Spark’ a helpful place to start.  Use the template provided to take you through the process. | Pitch document template – pp.7-12 student workbook  Sample student pitch document – pp.13-17 student workbook  Ways to think about the word Spark – p18 student workbook  Sample student synopsis – p19 student workbook |  |
| Week 4 | Activity 8: The Pitch  Each group will now ‘pitch’ to the class their idea. Peer feedback is given around concepts through questions the class group can answer after each pitch. | Peer feedback questions – p20 student workbook |  |
|  | Activity 9: Industry Standard Screenplays  Once groups have settled on an idea they break off to start to draft their screenplay. Teacher led discussion with examples shown of [Industry Standard Script Formats](https://www.screenaustralia.gov.au/getmedia/dd176676-afd2-43a3-ab49-1514e010afc3/Suggested-script-layout.pdf?ext=.pdf).  Groups work together to create the screenplay, with one group member being the scribe.  Activity 10: Script Formatting recap  This activity is used at the beginning of a lesson as a warm-up to revise their learning on a screenplay layout. Students are into groups/teams.  Each group gets a blank Template sheet and cut outs of the answers within each box. They are to discuss together and place each element of the script in the correct place. Once a limited amount of time is up, they discuss as a class if anyone had any differences in their answers and what they think is the correct answer. The correct Template is revealed at the end.  Template is from <https://nofilmschool.com/script-format> | Studio Binder - [How to write a screen play](https://www.studiobinder.com/blog/how-to-write-a-screenplay/)  Sample student screenplay – pp.21-25 student workbook |  |
| Week 5 | Activity 11: Creation of a Mood Board / Video Mood Board  Students learn about mood boards. What purpose does it serve?  Students watch [How To Create a Moodboard (For Filmmakers)](https://www.youtube.com/watch?v=xoLOZuTu8FI)  Individually, students create a mood board and simple 30 sec mood edit for their groups film pitch idea.  Students think of their influences for shot types, camera movement or editing.  What colour palette will they be using - how will this translate into their costume choices?  What genre style are you influenced by - show some camera movements or iconic shots.  Now, they create a Mood Video - a short edit of scenes from films that you identify as influences for this piece. Do an edit - under 1 minute. Add music that also creates a mood from an area of your film idea (opening, conflict or resolution stage).  *Students are allowed to use NON-ROYALTY FREE footage for this in-class activity.*  When complete, students work in smaller groups to present their mood boards and videos to each other, culminating in the actual film groups all coming together and seeing how ‘like’ their mood board are or are not, based on their early conversations.  Activity 12: Industry Standard Storyboards  Students have done work already on storyboard from their Film Studies Unit so this is refresher work. For this closer look into Storyboarding, they are now to add camera movement arrows to their work.  Students watch: [Storyboard](https://www.youtube.com/watch?v=pTCd9V6XAo0&t=54s) [Arrows](https://www.youtube.com/watch?v=pTCd9V6XAo0&t=54s) from Studio Binder and as a class they try to guess what camera movement each arrow may be referring to.  Students are all given a copy of the [*Symbols and storyboard arrows for storyboarding camera moves*](https://www.studiobinder.com/blog/storyboard-camera-movement/)from Studio Binder.  Students are to first storyboard 4 of their ‘Hero’ moments/shots/frames in the film and add camera movement arrows.  They will then each pick one of these ‘Hero’ moments and present how they storyboarded the moment to the class and why it is so important the cinematographer/camera person can understand what is designed on the storyboard for that shot in particular.  As they are storyboarding their screenplay they are to think now about adding camera movement to their shots so they have a more advanced version of the one they may have done for Unit 1. | Studio Binder – [Mood board examples](https://www.studiobinder.com/blog/mood-board-examples/) |  |
| Week 6 | Activity 13: SIGN, SYMBOLS & SEMIOTICS in a Case Study  Defining how a Character may be represented within their landscape and as a foreigner in a different landscape to their own. Explore how a landscape may change through the transformation of a character.  Recap on Signs, Symbols and Semiotics in Film.  Semiotics:  Semiotics is the study of signs and symbols and how they create meaning. It explores how different signs and symbols interact with each other and with the audience to convey messages. In film, semiotics is used to analyse how various elements such as imagery, dialogue, music, and editing work together to create meaning.  For example, in a horror film, the use of dark lighting, eerie music, and sudden camera movements might all work together as signs and symbols to create a sense of fear and tension in the audience. In summary, signs, symbols, and semiotics are essential concepts in film that help filmmakers communicate with their audience on multiple levels, conveying deeper meanings and enhancing the overall cinematic experience.  Watch the opening sequences of ‘Edward Scissorhands’ (Burton, 1990) on ClickView.  When Peggy first enters Edward's space (his breaking down castle on the hill) and when Edward is back to Peggy’s house in the perfect suburban street with the family photos and the waterbed.  Watch beginning of film to 0:26:23 (26 mins in)  [ClickView](https://clickv.ie/w/MGBy) [Edward](https://clickv.ie/w/MGBy) [Scissorhands](https://clickv.ie/w/MGBy)  In groups break up the Edward scissor hands character in landscape analysis grid and fill it out together as a class  Now, using that document, students are to have a discussion with their group and brainstorm areas within their own stories they are telling where they will need to think deeper about their cinematography and *Mise-en-scene* to create meaning that may be on a deeper visual level that just written on the page.  Activity 14: Industry Standard Shot List and Shooting Schedules  FILM Wk 1 - Filming should be beginning this week  Students watch [How](https://www.youtube.com/watch?v=IhXMpBk3GDA) [to](https://www.youtube.com/watch?v=IhXMpBk3GDA) [Make](https://www.youtube.com/watch?v=IhXMpBk3GDA) [a](https://www.youtube.com/watch?v=IhXMpBk3GDA) [Shot](https://www.youtube.com/watch?v=IhXMpBk3GDA) [List](https://www.youtube.com/watch?v=IhXMpBk3GDA) [for](https://www.youtube.com/watch?v=IhXMpBk3GDA) [Film:](https://www.youtube.com/watch?v=IhXMpBk3GDA) [A](https://www.youtube.com/watch?v=IhXMpBk3GDA) [Step-by-Step](https://www.youtube.com/watch?v=IhXMpBk3GDA) [Guide](https://www.youtube.com/watch?v=IhXMpBk3GDA) (and note why it’s important to have the storyboard done first). This uses a Studio Binder app that is not needed - but the visual depiction of the shot list makes it easy to understand for the students - especially around the idea of “grouping” shot.  This video [How](https://www.youtube.com/watch?v=ykXUvVrDPjk) [To](https://www.youtube.com/watch?v=ykXUvVrDPjk) [Make](https://www.youtube.com/watch?v=ykXUvVrDPjk) [a](https://www.youtube.com/watch?v=ykXUvVrDPjk) [BASIC](https://www.youtube.com/watch?v=ykXUvVrDPjk) [Shot](https://www.youtube.com/watch?v=ykXUvVrDPjk) [List](https://www.youtube.com/watch?v=ykXUvVrDPjk) [|](https://www.youtube.com/watch?v=ykXUvVrDPjk) [Pre](https://www.youtube.com/watch?v=ykXUvVrDPjk) [Production](https://www.youtube.com/watch?v=ykXUvVrDPjk) [Skills](https://www.youtube.com/watch?v=ykXUvVrDPjk) shows students how they can make their own shot list using a Google Sheet instead of needing to use any programs like Studio Binder as seen in the video before.  Students are now given the shot list template they can use, or they make their own to create the shot list for their film. | Edwards Scissorhands Character in landscape analysis grid – pp.26-27 student workbook  Shotlist template – p28 student workbook  Student sample shotlist excerpt – p29 student workbook |  |
| Week 7 | Activity 15: The importance of good file management  FILM Wk 2 - Filming should be finishing up at the end of this week.  Students are taken through the steps needed to create a workable, organised and effective file management system for their video files, as well as making sure they are able to create shared workspaces within their groups by watching [My](https://www.youtube.com/watch?v=zoAXqrr1pgc) [Video](https://www.youtube.com/watch?v=zoAXqrr1pgc) [Editing](https://www.youtube.com/watch?v=zoAXqrr1pgc) [Folder](https://www.youtube.com/watch?v=zoAXqrr1pgc) [Structure](https://www.youtube.com/watch?v=zoAXqrr1pgc) [and](https://www.youtube.com/watch?v=zoAXqrr1pgc) [File](https://www.youtube.com/watch?v=zoAXqrr1pgc) [Management](https://www.youtube.com/watch?v=zoAXqrr1pgc) [Template](https://www.youtube.com/watch?v=zoAXqrr1pgc).  This is a good video to really go deep into it - they may not need to go in such depth but it gives them a nice overview of how the professional media industry works as far as file management and is important in the pre-production stages to have the set up and ready to take in assets.  All groups will run a production meeting to work out together how they will create their file pathways and then create a SHARED GOOGLE folder that will contain all tier assets to make the film. They can start to add any footage or audio they have started to collect here now too. |  |  |
| Week 8 | Activity 16: Gathering your sound assets  EDIT Wk 1 - Editing should be starting this week  Watch [Chasing](https://www.youtube.com/watch?v=W5RecEKidds) [The](https://www.youtube.com/watch?v=W5RecEKidds) [Storm](https://www.youtube.com/watch?v=W5RecEKidds) [Short](https://www.youtube.com/watch?v=W5RecEKidds) [Film](https://www.youtube.com/watch?v=W5RecEKidds)  As a class, discuss all the elements of sound/audio asset that would have been needed in this piece.  Discuss how many of them may have been known after the storyboarding phase.  Students are taken through the importance of having a folder of audio assets available when the edit process starts. These sources can start to be gathered in the early planning stages of the film. Once a storyboard has been completed, a group member can start to look at the elements of the sound design and start to gather options to show the group. In turn, other group members that find options can also import into the shared folder for soundtrack/audio.  Activity 17: Editing to the storyboard  Students edit their footage and audio in line with their storyboards. |  |  |
| Week 9 | Activity 18: Editing to the storyboard plus submission of films  EDIT Wk 2 - Editing should be ending this week  Submission  Submission of film is due on the last lesson of this week. |  |  |
| Week 10 | Activity 19: Reflecting and self assessment  Individually, students are to complete the reflection task - thinking back over the process of their piece, making particular reference to the development and planning and pre-production stages of the work.  Student Viewing of the Films with Peer and Teacher Feedback | Reflection questions template – pp.30-32 student workbook  Student sample reflection – pp.33-35 student workbook |  |
| 2- 3 weeks later | Activity 20: Resubmission  This happens at least 2-3 weeks after initial submission. This is a final submission with peer and teacher feedback taken into account. |  |  |