



Board/Authority Authorized Course Application

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Sue Boucher	Date Developed: April 13, 2018
School Name: Langley Fine Arts School	Principal's Name: Jon Bonnar
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introduction to Filmmaking	Grade Level of Course: Grade 10
Number of Course Credits: 2-credit	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

Teacher must have a background in both practical and theoretical film processes. Expertise in pre-production aspects (storyboarding, screen writing, shot lists) cinematography, professional editing systems as well as a theoretical knowledge of film advancements, history and directing techniques is beneficial.

Students must have access to computers with screenwriting software, editing software as well as film equipment such as cameras, microphones, tripods, batteries, lights etc.

Course Synopsis:

This course introduces students to the three phases of filmmaking: pre-production, production and post production. Students will work in small groups to develop basic skills and then move on to create two separate styles of films. Students will study the style of films, the techniques as well as auteur theory before embarking on their own first film. This course will introduce students to the creative and skill based aspects of filmmaking. The students will be encouraged to share their work and submit a clear evaluation indicating both strengths as well as areas they wish to delve into more in future films.

Goals and Rationale:

Rationale:

- Introduction and the building of skills in all three phases of film production (pre-production, production and post production).
- Students will be required to work effectively in group situations and encouraged to find their own solutions to the issues that arise as they create their own films.
- Establishing a base of knowledge to view films critically, understand the technical elements that go into a film, and recognize the details in the style, follow through and impact upon selected audience.

Goals:

- Change the perception of film as merely entertainment, and instead allowing students to become active observers recognizing the elements within that enable the film to be successful.
- Positive group interactions encouraging student to share tasks, commit personally to the project, give and take of direction while searching for a solution to all situations that arise.
- Encouraging student to find his/her own passion and voice within the medium of filmmaking.
- Enabling students to see a story in pictures, be able to capture those pictures, and combine them together into a final story that replicates their original vision.
- Ability to reflect upon past work seeing both the successes and the need for growth.

Aboriginal Worldviews and Perspectives:

Connectedness and Relationship: being an active participant within a larger film team. Recognizing when to listen and when to contribute; acknowledging whose vision is being told and what role all participants have in the making of the film.

Awareness of History: developing the knowledge of past filmmakers and being able to mimic as well as adapt their own style from the study of those before them.

Awareness of History: understanding of the development of the two chosen styles of film from its first inception to the present.

Emphasis on Identity: expanding upon and validating own ideas into a creative film that speaks to others and helps define your own voice.

The Power of Story: the ability to see the components of a story and to master the art of telling this story through pictures.

Experiential Learning: from the exploration of ideas and materials through to the implementation of those ideas, the entire course requires active involvement and participation.

BIG IDEAS

Group work towards a united goal allows for a cohesive experience, mentorship and shared accomplishment.

Risk taking: making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities.

Skills and processes of filmmaking can be used to express your own creative voice.

Films create memory, reflect on history, connect with culture and establish identity.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create works both collaboratively and as an individual using observation, format, and inquiry. • Engage in appropriate risk taking to express ideas, meaning and mood. • Develop individual and group schedules, list necessary tools, complete preparation and develop of production skills. • Expand base technical skills finding creative options when problems arise. • Create two complete short films in two unique film styles (music video, promotional video). <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Describe, analyze, interpret the impact of your own film and its effectiveness on the audience. • Recognize, adapt and interpret works of modern directors into personal choices as a filmmaker. • Adapt learned skills and processes for use in future projects. • Apply knowledge and skills for other disciplines to help in the refining, planning, creating and production of creative work. • Engage in critical, creative, and informed reflection while discussing your own work and that of your peers. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Moving image elements: principles of vocabulary and industry terms. • Roles and responsibilities of pre-production, production and post production with development of basic skills in all three areas. • History and theory of screen writing structure, form, narrative and genre. • Beginning awareness of how moving images convey meaning through relationships between movement, sound, image, structure and form. • Introduction to editing software, techniques, terminology and possibilities. • Understanding the role of filmmaker and role of audience in variety of contexts. • Recognition of different styles of films and the variety of techniques, format and structure in each.

Communicating and documenting

- Use moving images to express personal voice, identity, perspective, value and sense of place.
- Adhere to safety protocols and procedures for self and equipment in all aspects of the film making process.
- Experience risk taking by showing creative work to others being able to evaluate your own successes as well as the successes of others in their first experience creating film.

Connecting and expanding

- Reflect on personal voice, story, and values as a filmmaker.
- Explore and recognize areas where skills are of interest or focus.
- Adapt learned skills (and final product) for use in new contexts
- Safely care for and maintain tools and workspace

Recommended Instructional Components:

Instruction will take the form of:

- Practical demonstrations of skills
- Guided preparation towards unsupervised group production and ownership
- Guided group discussion
- Solo exploration and creation
- Self and peer assessment
- Analysis of past filmmakers in the two chosen styles to create meaning, base and impact in creative works.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Self, peer and teacher evaluation throughout all three processes with established criteria.
- Individual oral and written testing on skills and processes.
- Written log of hours done outside of class with clear indication of goals met and goals still in progress.

Learning Resources:

Filmmaking for Teens: Pulling off Your Shorts, Second Edition, T.Lanier, C.Nichols

Video Production Handbook, Second Edition, G. Millerson

The Tools of Screenwriting: A writer's guide to the craft and elements of a screenplay, D. Howard, E.Mabley

Making of Short Films, J. Piper

Director in the Classroom: how filmmaking inspires learning, N.Theodosakis

The Five C's of Cinematography: Motion Picture Filming Techniques, J.Mascelli