

2009/2010 Business Media Productions—Brookings High School

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Week 1

Sign up for login and password on ISM website – watch site tutorials

Read Script- Select a script (or scene) from ISMs script library for the class to read

Discussion of correlation between scripts and films

Visit screening room and watch 20 films and critique and rate those films

Watch the movie (or scene) of the script - discuss script/movie relationship

Week 2-3 – First One Shot

Read 1 script (or scene) per week from the script library

Learning how the site works – site overview with ISM support (Screenwriter, Storyboard Artist, Notebook, other tools)

Watch example “One Shot” project

Learn about “One Shot” film making

Introduction to equipment

Start and shoot each student project - ONE SHOT (no editing or sound design)

View projects and note areas to improve

Watch the movie (or scene) and discuss

Week 4-5 – Re-shoots, Insert Shots, and Introduction to Editing

Read 1 script (or scene) per week from the script library

Introduction to editing software and sound design

Go back and shoot pick-up shots for the ONE SHOT project

Use editing software to cut new shots into the project

Sound effects added with the editing software

Complete edited version of ONE SHOT project

Upload to the site – critique and discuss

Watch the movie (or scene) and discuss

Week 6-9 - PSA

Read 1 script (or scene) per week from the script library

Watch 5 PSA's on the ISM Website and critique them

Begin third project – PSA

Development - Conceptualization/Research/Screenwriting

Pre-Production - Budgeting/Casting/Visualization

Production – Directing/Rehearsal/Lighting and Sound/Shooting

Post-Production – Collecting/Editing/Exhibition

Watch 1 movie (or scene) per week and discuss

Week 10-13 – Commercial

Read 1 script (or scene) per week from the script library

Watch 5 commercials and critique them

Begin fourth project - Commercial

Watch “Flashlight” in the workshop area of the ISM Site

Development - Conceptualization/Research/Screenwriting

Pre-Production - Budgeting/Casting/Visualization

Production – Directing/Rehearsal/Lighting and Sound/Shooting

Post-Production – Collecting/Editing/Exhibition

Watch 1 movie (or scene) per week and discuss

Week 14-18 - Short Film (5-8 minute – high production value)

Read 1 script (or scene) per week from the script library

Watch 5 short films from the ISM Website and critique them

Begin fifth project – Short Film

Development - Conceptualization/Research/Screenwriting

Pre-Production - Budgeting/Casting/Visualization

Production – Directing/Rehearsal/Lighting and Sound/Shooting

Post-Production – Collecting/Editing/Exhibition

Watch 1 movie (or scene) per week and discuss

Film Festival or opportunity in the classroom to view all student projects

INTRODUCTION TO TEACHING THE CURRICULUM

This curriculum is an Internet-based curriculum, allowing student and teacher access from any place with an Internet connection.

Because the "textbook" is online, it is always up-to-date and the material is always fresh and never outdated. Because the site contains numerous video interviews and tutorials, it is best suited for a high-speed Internet connection, however it can also be accessed with a dial-up (56k) connection.

Although the curriculum is online, students are still required to complete assignments away from the computer and the website. Students will find themselves in groups coming up with ideas, solving problems and working out production issues. They will also be scouting locations and working with other academic departments in the school. This interactivity allows for a richer academic experience and in many cases, allows students to tap into areas that a traditional class may not be able to offer.

Physical assignments that are handed in to the teacher will include completed scripts, storyboards and location photographs. Students are encouraged to keep this information in a binder or they may upload it to their ISM file as well. Grading of the assignments is done online. Teachers will grade the assignments as they are completed and handed in and all tests completed by the students are automatically graded online at the conclusion of the test. At any given time, the teacher may access the online grade book and have either a view of the grades of the entire classroom or individual students.

Students will learn how to write, produce, shoot and edit a One Shot film, a PSA, a Commercial, and a short film throughout the course of an eighteen-week film program. Students will then be encouraged to work with the school to market and exhibit their finished films. Exhibition can be done at the school in the form of a film festival, or students can work at exhibiting their films on their own.

I: WEEK 1

DISCLOSURE AND CLASS OVERVIEW

In the ISM Script Library the instructor will find a number of scripts from popular movies. Select one script per week to have the students read. At the end of each week, watch portions of that movie. This will help students understand how professionals write as

well as the script's importance to the completed movie. A second option is selecting specific scenes from multiple scripts of different genres (drama, comedy, thriller, etc) to show the students different styles of writing. It will also be important to show the video footage of those scenes to demonstrate the relationship between the script and the movie.

The Instructor provides the students with an overview and disclosure of the ISM filmmaking program and what is required of the students during the class. Any needed cost for fees and supplies will be discussed during this time. Additional materials needed for the class aside from the basic camera and editing package will be: Videotapes to be used in the cameras for recording as well as CD's or DVD's.

The instructor will cover the 4 core standards of the program:

Development - This is the process of starting with an idea and ending with a completed screenplay. Naming the project, selecting a genre, developing the storyline, writing a treatment, writing a synopsis, writing a logline, and writing the screenplay will all be covered.

Pre-Production - This is when the project is designed and planned. The WRITER will hire a PRODUCER who will in turn hire the rest of the crew. The DIRECTOR is primarily responsible for the acting in the movie and managing the creative elements. The director of photography (DP or DOP) or CINEMATOGRAPHER creates the photography of the film. He or she cooperates with the director. The PRODUCTION DESIGNER creates the look and feel of the production sets and props. All of these crewmembers work together to plan the project. Location scouting, developing a budget, planning auditions, storyboarding, production design, and creating a shot list will all be covered.

Production - This is when the project is created and shot. The director works with the ACTORS and other crew members to shoot the desired scenes. Blocking, lighting, working with actors, sound, and operating a camera will be covered.

Post-Production - This is where the EDITOR assembles the film. Editing the scenes, adding music, adding sound, finalizing the project, and distributing the film will all be covered.

Understanding that there are hundreds of crew positions involved in creating a film project, ISM has simplified the responsibilities into 7 crewmembers: writer, producer, director, cinematographer, production designer, actor, and editor. In a Hollywood film crew the positions are divided into two categories: those above the line (actors, producers, and directors) and those below the line (grips, screenwriters, storyboard artists, production assistants, and everybody else).

Students will complete this eighteen-week course with the beginnings of a filmmakers' portfolio. This will include a PSA, a commercial, and a short film. It is very important that students work as hard as possible to create quality products to enhance their portfolio.

Begin development of a ONE SHOT project.

II: WEEK 2 THROUGH 18

During weeks 2 through 18 students will work through Development, Pre-Production, Production and Post-Production of their projects. The ISM Website will walk the students through these steps with built in tools to help along the way. The ISM Notebook, ScreenWriter, StoryBoard Artist, Script Library, Scheduler, Production Meeting and Message Board Forum, as well as the Tutorials and Interviews from Hollywood professionals are on the site to assist students in the completion of their projects.

The Development, Pre-Production, Production, and Post-Production phases of the projects are covered in the next sections of this syllabus.

DEVELOPMENT (ALL PROJECTS)

Students will complete the development segment of all the projects they will create during the school year. Students will complete this segment of the course with finished scripts. Students will then work in groups of 3-5 during the pre-production, production and post-production phases of their films. As the students work through the development phase they will decide which scripts they will use for the One Shot, PSA, Commercial, and Short Film.

Students will work through the online Development standard, developing the ideas and writing the screenplays for all the different films. The Short Film should be between 5 – 10 minutes and the One Shot, PSA, and Commercial should be between 30 and 60 seconds.

Important to pay close attention to issues such as copyrighted music or footage, violence, language, sexual content or any other offensive material.

These films will be uploaded to the ISM website and must maintain a PG rating free of vulgarity, sexual reference and anything that may be considered offensive. This is not meant to restrict creativity on the student films, but to maintain films that can be shown in public or online without offense.

Films that do not adhere to the ISM rating and copyright guidelines will not be up-loaded to the Screening Room and will not be shown in the ISM film festivals.

The first film is strictly a "One Shot" film. This project is designed to be an introduction to the camera and other film set equipment. The entire film is shot in one take with no edit points, meaning that the student should not be starting or stopping the camera aside from the

beginning and the end of the film. Students will learn basic camera techniques plus how to compose and tell a story in just one take. This is a project that is completed with just the video camera. Students will capture this film to the computer but are not encouraged to manipulate or edit it in any way. Audio can be captured with the camera microphone or by means of an additional microphone or boom.

In weeks 4 and 5 students will be introduced to the editing software. They will be encouraged to revisit their "One Shot" project and shoot some insert or pick-up shots. They will then cut these new shots into their "One Shot" project and add sound effects to enhance the quality of the film. Upon completion of these editing assignments they will upload their new and improved film to the ISM website.

The third project is designed to be a Public Service Announcement (PSA). This can incorporate single or multiple locations. Students will now be expected to get all of their footage during the initial shoot including pick-up shots. The students will also be editing this film adding music, voice-over and sound effects if needed.

The fourth project of the program incorporates everything the students have learned on the first two sets of films. The student will now do a Commercial. The commercial will include editing, titles, music, sound effects, and sound design. The students must select a product to endorse. In the "Flashlight" commercial located on the ISM Films website, the product being endorsed was 'MagLite flashlights'. Watch several commercials on T.V. or the Web and discuss how they achieved the desired effect or outcome. For example, what does McDonald's do in their commercials to move you to come in and eat? Watch how they use camera angles and movement of the film to create mood and desire.

The fifth project is 5-10 minutes in length and is to be a high production value short film. This film will include editing, titles, music sound effects and multiple locations. Overall, the instructor could expect this film to be the best of the projects produced so far. The students by now have had a full semester to work towards the production of this film.

As students develop this One Shot, edited One Shot, PSA, Commercial, and Short Film, they are encouraged to take into account what their limitations may be during the production or post-production processes and to write and plan their screenplays accordingly, being as creative as possible.

The following objectives will be completed:

OBJECTIVE 1) CONCEPTUALIZATION

During this process, students develop their ideas working through the assignments in the Conceptualization objectives. Students will learn to create a story idea and synopsis of that idea. They will then move on to create a Beat Sheet, or organized list of what the student wishes to incorporate into their story from start to finish. Students will then learn how to break their beat sheet into 3 acts and to arrange these on note cards allowing for organization of their ideas to translate into the eventual writing of the script. The class may either wish to provide or have the students buy note cards for this assignment.

OBJECTIVE 2) RESEARCH

Students now will begin to work through the Research Objectives. Here the students will develop their story-line including the development of the characters, creation of a time period in which the story takes place and adding any historical information to help the story-line.

OBJECTIVE 3) SCREENWRITING

Students will now apply the first two development actions into the writing of their screenplay. They will create characters and the dialogue between those characters, unfolding the scenes and story line they have already laid out in the prior assignments.

Students can then either print their script or save the document to their personal ISM file. If needed, additional screenwriting books are available through the ISM web store.

PREPRODUCTION (ONE SHOT)

Students will learn to further work together in a group environment. Logistics of the physical film production process now require more than one person. Students will now take the written ideas and scripts for their chosen projects and begin to work through each film one at a time. Students will have to schedule the "rental" of class equipment including cameras and editing workstations, working around additional class projects and schedules.

Students will also have an opportunity to create a faux budget for each film, allowing them a chance to see what actual budgets would run should the students have to pay for equipment rental, crew, talent and locations. They will also learn how to begin to visualize their script, creating shots and angles via storyboards that allow the director to maintain his initial vision while on set.

Students are encouraged to work within their assigned groups, however each group may work at a different pace and if students wish to cross-over to another group for the sake of helping with a particular assignment, this is encouraged.

OBJECTIVE 4) BUDGETING

Students will begin the Pre-Production process by identifying needs (i.e. costuming, location(s) and props) for their productions. They will also have to address any costs that may accrue as they produce their film.

With these issues in mind, students will begin to schedule the production of their films. Students may use the included scheduling template (Located in the ISM website) to schedule their films.

Students will learn the functions and roles of basic crew members as they assemble their own crews to assist with the creation of their film.

OBJECTIVE 5) CASTING

Students will begin the casting process by holding auditions if necessary and/or interviews for documentary films. Students will be required to use the appropriate release forms for any persons used onscreen in their production if necessary.

OBJECTIVE 6) VISUALIZATION

Students will learn to scout out locations, construct any needed sets, create storyboards (cartoon representation of the script, located in the ISM website), find or create props, design wardrobe and any other visual components for the film. Students will also plot out the camera movements they will use for their films, commercials, and PSA's by creating a shot list. Again, the assignment for the "One Shot" is one continuous shot, however students may incorporate a variety of nearby locations.

Students will learn shot composition including Wide, Medium and Close-up shots. They will learn basic camera movements used both in a studio and on location.

PRODUCTION (ONE SHOT)

Students now work to bring their developed visions to life, capturing them on videotape during the shooting process. The students will rotate through the position of director, cinematographer, actor, and production designer allowing each a chance to realize the vision of one of the 3 produced scripts from the group. Students are expected to maintain a full, uncut piece without any in-camera or post-production editing on the first "One Shot". Editing will be introduced as the second phase of this assignment.

They will then have the opportunity to view this either in their assigned groups or as a class and complete the needed shot list for any pick-up shots that they can now utilize to help them in telling their story better.

OBJECTIVE 7) DIRECTING

The "Director" for the project will work with the talent and their performances as well as choreograph their moves to coincide with the camera movement. The Director also uses the storyboards to help maintain his vision from the Pre-Production and Visualization phase.

OBJECTIVE 8) REHEARSAL

The students will learn to refine the characters they have written, drawing upon the talents and personalities the actors bring to the respective parts as they rehearse their lines.

OBJECTIVE 9) LIGHTING AND SOUND (ONE SHOT)

The students will only be required to use available lighting for this project. Film-style lighting will not be taught until the PSA's.

Students will learn about the capture of sound both "Wild" and "Rehearsed". They will learn the basic equipment including wired "Shotgun" microphones as well as wired and wireless "Lavalier" microphones. Students will learn how to properly mix audio (where necessary equipment is available) and how to properly hold a "Boom" microphone pole.

OBJECTIVE 10) SHOOTING

Students will now compose their film in the camera. Students will learn the basic terminology on set

The initial One Shot was only intended to teach basic camera operation and composition. Now students will use this same project to learn basic editing skills.

POST-PRODUCTION (ONE SHOT)

OBJECTIVE 11) COLLECTING

This Objective will be utilized after the completion of the One Shot assignment. Students will use this assignment to collect the additional pick-up shots they need to complete their One Shot project.

OBJECTIVE 12) EDITING

Students will be required to capture their project directly to the computer, therefore, this is when they are taught how to use the editing software to log, capture, and cut the film.

This assignment does require some video editing and the student may wish to add sound effects and music tracks to the second version of their One Shot film.

Upload the edited version of the ONE SHOT to the ISM website.

OBJECTIVE 13) EXHIBITION AND PROMOTION

This Objective will be done at the conclusion of the course. Some students tend to be a bit embarrassed with this project as for many it is their first time working with a video camera. Encouraging positive feedback whenever possible is very important. The critique process is part of filmmaking, but it is not intended to belittle or degrade a student's work.

This is a class taught over only one semester; therefore students will be encouraged to market these films as part of a school or regional festival.

As students finish their One Shots, the class views and critiques these films.

PREPRODUCTION (PSA's and Commercials)

Students will now begin the Pre-Production phase of their 2nd and 3rd groups of films a Public Service Announcement (PSA) and Commercials.

A PSA is a commercial presented by a nonprofit organization which attempts to persuade the audience to take some specific action or adopt a favorable view towards some service, institution, issue, or cause. An example of this is anti-smoking/drug campaigns.

The Commercial project is intended to have the student group work closely with a local business/organization as they produce a commercial for that group. Students will "pitch" each of the 3 commercial scripts to the business/organization and they will in turn choose the idea they like most. The student group will then produce that concept.

These projects will incorporate the basic camera and computer skills learned on the initial One Shot film. This may also allow students to interact with a local business, creating a commercial for that business.

This project will differ from the other 2 projects, as these "films" will only run from 30 to 60 seconds. The production process is identical but the length of time in which to tell a story is drastically reduced.

Students will now be producing a film with edits and multiple locations if necessary, requiring many of the same steps as in their first film. Students are encouraged to follow Standards 2 – 4 in the same order that they did on their first film. Now with experience under their belts, we expect this process to be much smoother.

Students may work in the same groups in order to keep the pace of their projects and some of the groups may be farther ahead than others.

OBJECTIVE 4) BUDGETING (PSA's and Commercials)

Students will work through this objective the same as they did on the last films. Students working with local businesses/organizations may have the opportunity to use products and logos for those businesses yet; budget should always remain a factor in production.

OBJECTIVE 5) CASTING (PSA's and Commercials)

Students will move through the casting process by holding auditions if necessary and/or interviews for these PSA's and commercials. Students will be required to use the appropriate release forms for any persons used onscreen in their production as necessary.

OBJECTIVE 6) VISUALIZATION (PSA's and Commercial's)

Students will scout out locations, construct any needed sets, create storyboards (cartoon representation of the script), find or create props, design wardrobe and any other needs visually for the films. Students will also plot out the camera movements they will use for their PSA's and Commercial's by creating a shot list.

Students will continue to apply shot composition including Wide, Medium and Close-up shots. They will learn basic camera movements used both in a studio and on location.

PRODUCTION (PSA's and Commercials)

Students now work to bring their developed visions to life, capturing them on videotape during the shooting process. The students will rotate through the position of director, producer, cinematographer, production designer, and actor allowing each a chance to realize the vision of one of the 3 produced scripts.

OBJECTIVE 7) DIRECTING (PSA's and Commercials)

The "Director" for the project will work with the talent and their performances as well as choreograph their moves to coincide with the

camera movement. The Director also uses the storyboards to help maintain his vision from the Pre-Production and Visualization phase. This Objective is identical in all the film projects.

OBJECTIVE 8) REHEARSAL (PSA's and Commercials)

The students will learn to refine the characters they have written, drawing upon the talents and personalities their actors bring to their respective parts as they rehearse their lines.

OBJECTIVE 9) LIGHTING AND SOUND (PSA's and Commercial's)

The students will now implement the use of additional lighting to create the "mood" for this project. They should use basic placement of lights including Key, Fill, Rim or Backlight. They should also be using proper lighting tools when applicable to shape or "cut" the light including Scrims, Flags and Silks. They will also learn to use natural or "Ambient" light as well as available lamps and indoor lighting called "Practicals".

Students will learn about the capture of sound both "Wild" and "Rehearsed". They will learn the basic equipment including wired "Shotgun" microphones as well as wired and wireless "Lavalier" microphones. Students will learn how to properly mix audio (where necessary equipment is available) and how to properly hold a "Boom" microphone pole.

OBJECTIVE 10) SHOOTING (PSA's and Commercials)

Students will now capture footage in the video camera and will be expected to gather "pick-up" shots while on this initial shoot rather than returning to the location at a later date. Students should also now be logging their footage or "takes" on set to maintain the order of the footage when in Post-Production.

POST-PRODUCTION (PSA's and Commercials)

OBJECTIVE 11) COLLECTING (PSA's and Commercials)

Students will use this Objective to gather additional materials for the completion of their films including additional footage, stock footage (copyright releases must be obtained if the footage requires it) along with any still photographs, company graphics or documents that will be used in the PSA's or Commercials. Students will also be required to record any needed voice-over or narrative tracks for these projects at this time.

OBJECTIVE 12) EDITING (PSA's and Commercials)

This project will require students to now complete an edit of the PSA's and Commercials. This edit should ideally reflect the proper tone of the business they are producing the spot for. Examples would be something with faster cuts for an off-the-wall computer business or a slower paced piece for a hospital. Students are invited to be as creative as possible, but to maintain the look and feel the business would like for their production.

This assignment requires the addition of graphics and any supers (titles) that will need to be part of this project.

Students should use some type of music track as well as sound effects in this project. There are many copyright free music websites that will allow the purchase and use of these songs. The students may create their own music through programs such as "Garage Band".

OBJECTIVE 13) EXHIBITION AND PROMOTION (PSA's and Commercials)

With teacher approval, students should present their PSA's and Commercials to the businesses they were created for.

We also invite the student to submit these films to the ISM website and local festivals.

Instructors may wish to also schedule a school festival allowing parents and students to view these films. This is a class taught over only one semester; therefore, the instructor may wish to consider allowing the students to market these films as part of a school or regional festival.

PRE-PRODUCTION (Short Film)

Students will now begin the Pre-Production phase of their final film project of the course. This film will incorporate everything the student has learned thus far in the program.

Students will still be producing a film with edits and multiple locations if necessary, requiring many of the same steps as in their earlier projects. Students are again encouraged to follow Standards 2 – 4 in the same order that they did on their first projects.

Depending on student progress, the teacher may wish to reassign students to different groups for this final film or to leave the initial groups intact. If new groups are organized, the same process of picking the final script should apply using the scripts from each of the 3 new students in the group.

OBJECTIVE 4) BUDGETING (Short Film)

Students will work through this objective as they did on the last projects.

OBJECTIVE 5) CASTING (Short Film)

Students will move through the casting process as they did on the last projects. Students will be required to use the appropriate release forms for any persons used onscreen in their production as necessary.

OBJECTIVE 6) VISUALIZATION (Short Film)

Students will scout out locations, construct any needed sets, create storyboards (cartoon representation of the script), find or create props, design wardrobe and any other needs visually for the film. Students will also plot out the camera movements they will use for their Short Films by creating a shot list. Students will continue to apply shot composition including Wide, Medium and Close-up shots. They continue to use basic camera movements used both in a studio and on location.

PRODUCTION (Short Film)

Students now work to bring their developed visions to life, capturing them on videotape during the shooting process. The students will rotate through the position of director, cinematographer, producer, production designer and actor's allowing each a chance to realize the vision of one of the produced scripts.

OBJECTIVE 7) DIRECTING (Short Film)

The "Director" for the project will work with the talent and their performances as well as choreographic their moves to coincide with the camera movement. The Director also uses the storyboards to help maintain his vision from the Pre-Production and Visualization phase.

OBJECTIVE 8) REHEARSAL (Short Film)

The students will learn to refine the characters they have written, drawing upon the talents and personalities their actors bring to their respective parts as they rehearse their lines.

OBJECTIVE 9) LIGHTING AND SOUND (Short Film)

The students will now implement the use of additional lighting to create the "mood" for this project. They should use basic placement of lights including Key, Fill, Rim or Backlight. They will also learn what tools they can use to shape or "cut" the light including Scrims, Flags and Silks. They will also learn to use natural or "Ambient" light as well as available lamps and indoor lighting called "Practicals". Students will learn about the capture of sound both "Wild" and "Rehearsed". They will learn the basic equipment including wired "Shotgun" microphones as well as wired and wireless "Lavalier" microphones. Students will learn how to properly mix audio (where necessary equipment is available) and how to properly hold a "Boom" microphone pole.

OBJECTIVE 10) SHOOTING (Short Film)

Students will now compose their films in the camera. Students will learn the basic terminology on set. These films may have several locations and times of day. When shooting a film anything can happen in a matter of moments, so be prepared. Schedule with the teacher equipment and shooting schedule.

POST-PRODUCTION (2 Short Films)

OBJECTIVE 11) COLLECTING (Short Film)

Students will use this Objective to gather additional materials for the completion of their films including additional footage, stock footage (copyright releases must be obtained if the footage requires it) along with any still photographs, graphics or documents that will be used in the short films.

OBJECTIVE 12) EDITING (Short Film)

This project will require students to now complete an edit with basic cuts. Students may use transitions such as fades and dissolves if they wish; however this project will strictly be graded on basic editing. This assignment requires the addition of graphics and any supers (titles) that will need to be part of this project. Students should use some type of music track as well as sound effects in this project.

OBJECTIVE 13) EXHIBITION AND PROMOTION (Short Film)

Hopefully the design of the course will allow for exhibition of the student films if desired. The schools may choose to hold their own film festival or to allow the students to participate in regional or national film competitions including the ISM film festivals. A list of these festivals is located under "Exhibition" in the Instructor portion of the website. If this is a class taught over only one semester, the instructor may wish to consider allowing the students to market these films as part of a school or regional festival.

