Murrieta Valley Unified School District
High School Course Outline
April 2011

Department: Visual and Performing Arts

Course Title: TV/Digital Video Production / Filmmaking

Course Number: 7780

Grade Level: 9 – 12

Length of Course: 1 Year

Prerequisite: None

UC/CSU (A-G) Requirement: F

Course Description: The course focuses on the aesthetic qualities of television and movie production and analyzes the impact of digital video technology as an alternate form of communication in today's society. Students will convey creative expression and develop ideas individually or within a group, compose an outline/proposal of a historical and or cultural nature, and write a script from the outline. The completed project will be a video product based on their script and storyboards. Students will also write and produce television shows in a variety of formats. Instruction in the creative process that precedes any movie or television project including writing, rewriting, collaboration and more rewrites will be a main focus. Students will also study the impact of digital video on our society from a social, economic, and political viewpoint. Students will learn the history of moviemaking and the technological advances in the art form. Knowledge and utilization of microphones, digital video cameras, analog and digital computer-based audio/video editing equipment, and software programs such as Apple I-movie and Apple Final Cut Pro will be a secondary focal point to that of meeting the elements of art and principles of design as well as the components in the state standards.

I. Course Goals and/or Major Student Outcomes

The student will:

A. Demonstrate their ability to write a short script in proper format with appropriate context and content for the objective of the assignment.
B. Demonstrate their ability to critique, compare and contrast, and evaluate film content in the appropriate written format.
C. Research a historical subject and acquire content to develop a short documentary. The documentary will illustrate its historical, cultural, social, and political relevance to current events.
D. Acquire the knowledge and capability to express creative ideas and concepts with video in other academic forums.

E. Research the historical relationships between film and society.
F. Investigate film technique, screenwriting, lighting, camera, and editing.
G. Differentiate genre and the role of the filmmaker in filmmaking.

II. Course Objectives and Outline

Objective	VPA Standards
Students will increase their knowledge and appreciation of the filmmaking process through observation, discussion, comparison, and written evaluation. Introduce students to concepts of genre and the filmmaker. Student output will become part of an ongoing electronic portfolio.	1.5; 1.6; 3.2; 3.3; 3.4; 2.2
Students will observe created works by masters and technicians in film and television. Students will analyze the process of creation and apply that knowledge to original work of their own. Students will create a Public Service Announcement, a commercial, a demonstration video, a historical documentary, and other creative assignments. Past projects will be reviewed by students late in the year to articulate how they would improve their work given the extent of experience.	2.1; 2.2; 2.3; 2.6; 4.4; 5.2;
Students will read selected short stories and will chose a story to interpret into a script using the proper format. Script will address all phases of the filmmaking process from acquisition to final production. Students will discuss how written works are interpreted as film and how that interpretation affects the process of making a film or television show. How trends or historical issues have influenced the films made or how they used to investigate social issues. (Example: war movies, or movies of the depression era.)	2.1; 2.2; 3.3; 4.1; 4.2; 5.2;
Compare and contrast films by varied filmmakers that address a similar message. Students will evaluate the methods used and describe how they affected the message of the film. Students will evaluate films generally accepted as classics and how those films were accepted when made and how time has effected their later interpretation. Compare and contrast how television (broadcast and cable), newspapers, magazines, and film, cover and interpret current or historical social, economic, or political events	2.1; 2.2; 5.3
Students will learn to use the digital tools available to create and edit video. Those will include the video camera, computer editing software, and other digital tools. Students will learn how those digital tools have affected changes in the process of filmmaking.	2.2; 3.2

First Semester

A. First 6 Weeks

1) Intro / Mac / iMovie / Final Cut Pro / Scriptwriting
    a. Basic computer operations.
    b. Begin individual digital portfolios.
2) Intro to TV Studio

a. Control room, cameras, and microphones.
b. Model 3-minute script from newspaper, Internet, and school news.
c. Students write short news program based on local and school events.
    i. News from local paper, Internet. School sports and activities.
d. Add assignment to portfolio.

3) Public Service Announcement.
a. Model: show PSA's from a web source.
b. Model script and storyboard.
c. Students work in groups of 2 to complete their own PSA
d. Add assignment to portfolio.

B. Second 6 Weeks

1) Commercial
a. View commercials from 1960's and Macintosh commercials
b. Model: pick a list of products.
c. Model script and storyboard. Use stock footage to complete video commercial.
d. Students work in groups of 2 to conceptualize and produce: 30 second commercial.
e. Add assignment to portfolio.

2) Flash MX
a. Introduction to computer animation
b. Add assignment to portfolio.

C. Third 6 Weeks

1) Instructional Video
a. Preview "Demonstration" video to students.
b. Model steps to create a "how to" video from school activities.
c. Model the process of scripting, storyboarding, taping, and editing.
d. Students conceive idea and outline their project.
e. Students write 4 to 10 page script and assemble storyboard.
f. Assemble video clips and edit.
g. Add assignment to portfolio.

2) History Documentary
a. Preview short documentaries in class. Examples of several types.
b. Show Documentary on making of Citizen Kane. Movie to be seen later in year.
c. Model how to find a relevant historical subject and create a ten-minute documentary.
    i. Research the subject in the library, Internet, and interview subject.
    ii. Finds photo's, video clips, primary and secondary sources suitable for use.
    iii. Assemble the documentary according to National History Day rules and regulations.
d. Student research possible subjects for an extensive list.
e. Research their ideas and reduce possible subjects to one.
f. Assemble documentary and add relevant interviews and voice-overs.
g. Add assignment to portfolio.

Second Semester

A. First 6 Weeks

1) Introduce Final Cut Pro
    a. Convert video editing from iMovie to Final Cut Pro.
    b. Demonstrate differences and added features.
2) Conducting an Interview-studio or remote
    a. View model interviews from 60 Minutes, Today, and cable shows.
    b. Demonstrate how to interview. Pick the subject, research; write questions, with possible answers. Determine if this is a friendly or hard-hitting interview.
    c. Students use their partner to conduct a sample interview. Demonstrate questioning techniques.
    d. Students select someone outside of class to interview. Partner will tape while they conduct the interview. Review questions in class, peer review then whole class review. Revise questions.
    e. View completed interviews in class.
    f. Add assignment to portfolio.
3) Music video
    a. View music videos from MTV. Show previous student work.
    b. Model music video with MP3 music.
        i. Select song.
        ii. Outline/propose the project.
        iii. Edit video from stock footage.
    c. Have students listen to samples of available music.
    d. Students select a song and search for lyrics.
    e. Students write outline/proposal.
    f. Students write script. Script revision.
    g. Shoot video.
    h. Edit and show to class.
    i. Add assignment to portfolio.

B. Second 6 Weeks

1) Talk/Discussion Show in Studio
    a. Class will view examples from TV talk show formats.
    b. Model to conception, outline, and scripting of a sample round table discussion on a school related subject.
    c. Students work in groups of 4 to conceive and write their own 10 minute talk show.
        i. 1 group on air while a second group helps with the technical side of the broadcast.
    d. View each groups finished show in class.
    e. Add assignment to portfolio.

2) Create an Alternate Ending - Writing Assignment (10 days)
    a. View alternate endings from directors cut of two movies.
    b. Model how to change an ending at the climax.
    c. Students chose a movie from the AFI top 100 and rewrite an ending starting at the climax.
    d. Add assignment to portfolio.

C. Third 6 Weeks

1) Key Assignment – Students will do a research project with historical/cultural context

and through creative expression will develop a short film related to the topic researched.
(18-20 days)

a. Students will complete a ten-minute short film produced by each group.
b. Model the conception process with students. Using "Inspiration" brainstorm as many ideas as possible.
c. Students brainstorm as a class. Students should contribute one idea each. Link ideas to add twists and turns to the story.
d. Students will work with instructor to begin a short film script from their idea. Each class will do their own script. Work as a group until they complete 5 pages.
e. Split class into groups of 5 and each group will complete their own script. Each story will begin the same and end differently.
f. Bring groups back together and compare scripts. Groups will revise where necessary. Points to check: 3 acts, character development, twists and turns in act II. Check they each have a true ending for their story.
g. Groups will videotape their scripts.
h. Any revisions must be added to their shooting script.
i. Create a 1-minute preview for their short film.
j. Create movie posters and radio add campaign.
k. Add assignment to portfolio.

2) Review for final exams.
3) Comprehensive Final Exams

III. Assessment Methods and/or Tools

Each project/assignment will have a quiz on new information, a completed project that will be evaluated from the appropriate rubric. Semester exams will be comprehensive. Tested material will include information from lectures, history of the cinema, its place in society, the interpretation of film, and technical aspects of film/video production.

IV. Instructional Materials

A. Required Text
   1. Television Production :*A Comprehensive On-line Cyber Text in Studio and Field Production;* By Ron Whittaker, Ph.D.
   2. Elements of Mass Communication: *An Interactive Cyber Text*; By Ron Whittaker, Ph.D.

B. Supplementary Materials
   1. Multimedia Computers
   2. Adobe Photoshop
   3. Apple Imovie
   4. Apple Final Cut
   5. Digital Video Camcorder
   6. Digital Still Camera
   7. Microphones
   8. Speakers
   9. Head Phones
   10. Digital Video Editing Deck
   11. VCR