

Intermediate Film/Video Production: Film II

Encore Education Corporation

Submitted: Feb 17, 2021

Decision: Pending

⚠ Pending UC
review

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	Abbreviation	Course Code
		Film II	6122
		Interm: Film	6122
Encore High School for the Arts - Riverside (050268)	Classroom Based	Abbreviation	Course Code
		Film II	6122

Title:	Intermediate Film/Video Production: Film II
Length of course:	Full Year
Subject area:	Visual & Performing Arts (F) / Interdisciplinary Arts
UC honors designation?	No
Prerequisites:	Audition Level II (Required) Film I (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Production and Managerial Arts
Grade levels:	9th, 10th, 11th, 12th

Course Description

Course overview:

Building on the knowledge gained in Introduction to Film/Video Production students will learn about more advanced filmmaking techniques, career opportunities within the film industry, Film Set Safety practices and visual effects techniques and technologies.

CALPADS TITLE: Intermediate Film/Video Production

CALPADS CODE: 7244

HOURS Total	Classroom	Lab Hours
140	100	40

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Producers and Directors	27-2012.00	Sound Engineering Technicians	27-4014.00
Photographic Process Workers and Processing Machine Operators	51-9151.00	Broadcast Technicians	27-4012.00

CTE ANCHOR STANDARDS:

1.0 Academics, 2.0 Communications, 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3.0 Career Planning and Management 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success. 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates. 4.1 Use electronic reference materials to gather information and produce products and services. 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. 4.5 Research past, present, and projected technological advances as they impact a particular pathway. 5.0 Problem Solving and Critical Thinking 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities. 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies. 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics. 6.6 Maintain a safe and healthful working environment. 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information. 7.5 Apply high-quality techniques to product or presentation design and development. 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making

skills as applied in groups, teams, and career technical student organization activities. 10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations. 11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

CTE: PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary. A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications. A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment. A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. A2.4 Use visual metaphors in creating an artistic product. A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry. A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting. A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications. A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective. A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace. A5.7 Synthesize traditional artwork and new technologies to design an artistic product to be used by a specific industry. A6.2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings. A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

METHODS OF INSTRUCTION:

Direct Instruction

Group and individual applied projects

Multimedia

Demonstration

Field Trips

Guest Speakers

STUDENT EVALUATION:

Student projects

Written work

Exams

Observation record of student performance

Completion of assignment

Course content:

UNIT 1: FILM CAREERS

Students will learn about various film industry careers, each careers responsibilities and role, annual salaries and steps students can take to begin their personal career journey.

CTE STANDARDS:

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities. 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

CTE PATHWAY STANDARDS:

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

 Unit Assignment(s):

Potential Jobs for up-and-coming filmmakers.

The role of Screenwriters

The crazy world of Script Supervisors

Script Readers: The Gatekeepers of Hollywood.

Gaffers and Gear: Heavy Lifting on Set.

The role of the Camera Operator.

Cinematographers: The Visionaries of Film

The role of the Director

Unit 1 Quiz

UNIT 2: SAFETY ON SET

Students learn about film set safety, the real-life dangers of filming a movie, how to identify and avoid potential onset hazards and how Hollywood Studios handle safety issues on set.

CTE STANDARDS:

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities. 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies. 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics. 6.6 Maintain a safe and healthful working environment.

CTE PATHWAY STANDARDS:

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

Unit Assignment(s):

Safety First!

PowerPoint: Film Safety on Set

Sleep Deprivation and its Weird Effects on the Mind and Body

The Importance of Sleep

The Midnight Rider Incident: SafetyforSarah.com

Cable Management and Safety

What is Heat Stroke? How can you avoid and treat it?

Heat Illness Prevention Plans

Set Safety and Etiquette.

Life of a 1st AD on a Movie Set

Hollywood's COVID-19 Safety Guidelines for Film, TV Productions

Unit 2 Quiz

UNIT 3: SPECIAL EFFECTS AND TECHNOLOGIES

Students will learn about emerging technologies in the film industry. How common special effects used today are created as well as the history of visual effects in film.

CTE ANCHOR STANDARDS:

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. 4.5 Research past, present, and projected technological advances as they impact a particular pathway.

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

Unit Assignment(s):

VFX Throughout the Ages.

Power Point: A Brief history of Visual Effects.

Hollywood's History of Faking it

Greenscreen vs. Bluescreen: Which to use when.

Recreating a greenscreen based visual effect in class.

Greenscreen Basics: How to pull a great key.

Power Point: Beginner's Guide to Becoming a Visual Effects (VFX) Artist

UE4's Next-Gen Virtual Production Tools

The Mandalorian VFX technologies.

The technology behind 2005's "Star Wars: Underworlds"

Unit 3 Quiz

UNIT 4: USING VFX TO TELL A STORY

Students learn how to use the tools of visual effects to craft interesting narratives and solve common filmmaking problems.

CTE ANCHOR STANDARDS:

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. 4.5 Research past, present, and projected technological advances as they impact a particular pathway.

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

Unit Assignment(s):

VFX is a Tool.
Understanding Color Isolation Effects
Creating a Film that uses one color to tell a story.
Green Screens: Amazing Locations.
Double Exposure and how to use it in your stories.
Power Point: The Subtle VFX of Netflix's Mind Hunter Explained.
Using virtual backgrounds to craft fantastic worlds and narratives.
Unit 4 Quiz

UNIT 5: ENTERTAINMENT AND CULTURE

Students will learn about emerging demographic trends of Hollywood films, actors and movie audiences. Students will learn about the importance of representation in film. How different demographic groups are represented and how media companies have attempted to right past wrongs.

CTE ANCHOR STANDARDS:

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

CTE PATHWAY STANDARDS:

A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in artwork in an industry setting. A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.

Unit Assignment(s):

On Screen and Behind the Scenes Representation
Pop Culture: What is Cinema For?
PowerPoint: Representation in Film
What Does Representation Mean to You?
Black Panther (2017)'s Social Symbolism Explained
How Nationality and Culture changes over time.
The Matrix: A Different Perspective.
Unit 5 Quiz

UNIT 6: DEMOGRAPHICS AND REPRESENTATION

Students will learn about the demographics that make up Hollywood movies, cast, crews and even the audience filmmakers serve. Students will also learn how representation of those demographics drives ticket sales and how filmmakers use demographic data to speak directly to their audience.

CTE ANCHOR STANDARDS:

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

CTE PATHWAY STANDARDS:

A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in artwork in an industry setting. A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.

 Unit Assignment(s):

Trans Allegories in The Matrix?

Gender Identity and Representation in Film

Representing Women in Film

The Bechdel Test: Female representation in your favorite films.

How Asian Representation in Movies & TV Has Changed This Decade.

Wonder Woman & the Representation of Women in Film.

Portrayals of Arabs in Hollywood

Representation: Latinos in the film industry

Unit 6 Quiz

UNIT 7: THE CINEMATIC LOOK

Students will learn industry techniques and practices for obtaining a more cinematic look for their films.

CTE ANCHOR STANDARDS:

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 7.5 Apply high-quality techniques to product or presentation design and development.

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications. A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

Unit Assignment(s):

Making “ugly” locations look cinematic.

Camera Settings and Lighting Techniques to Achieve a cinematic look.

Power Point: How to create and use Lens Plots

12 Angry Men: A Lesson in Staging

How to light a cinematic film look.

Achieving the Cinematic Film Look on a Budget

What is the “Film Look?”

Achieving the Film Look and Tone

Aspect Ratios Explained

Unit 7 Quiz

UNIT 8: INTERMEDIATE CINEMATOGRAPHY

Students learn about more advanced cinematography techniques and industry trends.

CTE ANCHOR STANDARDS:

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 7.5 Apply high-quality techniques to product or presentation design and development.

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications. A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

Unit Assignment(s):

Power Point: Why Netflix loves the 2:1 Aspect Ratio
Camera requirements and guidelines for Netflix Originals
How to Choose The Most Cinematic Aspect Ratio
Vertical Video: The most controversial aspect ratios
Vertical Film: "I've fallen in love" discussion and review
Why is the Academy Ratio Trendy Again?
Cinematic Film Look – DSLR Tutorial
Unit 8 Quiz

UNIT 9 : FILM REVIEW AND CRITICISM

Students learn how to review films and craft critical essays both in text and video formats. Students learn critical thinking skills, how to assess the artistic value of a work and how to communicate their thoughts and opinions in a constructive and effective manner.

CTE ANCHOR STANDARDS:

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.

Unit Assignment(s):

What makes a movie great?
The importance of Film Criticism: Safeguarding the artform.
Finding value in bad films.
PowerPoint: How to write a film review.
Thumbs Up: Learning from the great Roger Ebert's Film Reviews.
PowerPoint: Review vs. Nitpicking – Know the difference.
Writing your first review.
Compare and Contrast: Willy Wonka vs Charlie and the Chocolate Factory

What Peter Rosenthal can teach us about Film Reviews.

Subjective vs Objective critiques

Creating a Video Essay

Unit 9 Quiz

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Share Bones Camera Course For Film And Video	Tom Scroeppel	Tom Scroeppel	2006	[empty]	Yes
Filmmaking For Teens	Troy Lanier & Clay Nichols	Michael Wiese Productions	2005	[empty]	No

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Grammar Of The Edit	Roy Thompson	Focal Press	1993	[empty]	No

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Adobe Premiere Pro Learn and Support	Adobe	Adobe	Adobe	2019	https://helpx.adobe.com/support/premiere-pro.html	software

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Adobe After Effects Learn and Support	Adobe	Adobe	Adobe	2019	https://helpx.adobe.com/support/after-effects.html	software
Arts, Media, Entertainment Level II	Various	[empty]	Encorestudent.com	[empty]	[empty]	website

Additional Information

Course Author:

Christine Griffin
 Administrator
 cgriffin@officerteam.com
 09492036 ext.

Shua Barkdull
 Teacher
 sbarkdull@encorehighschool.com
 0-956-2632 ext.

©2018 Regents of
 the University of
 California