Professional Film Honors

Encore Education Corporation

Submitted: Feb 17, 2021

Decision: Pending

⚠ Pending UC review

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ncore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	**Abbreviation**	**Course Code**
		Pro Film Honors	670

Title:	Professional Film Honors
Length of course:	Full Year
Subject area:	Visual & Performing Arts (F) / Interdisciplinary Arts
UC honors designation?	Yes
Non-honors equivalent course:	Advanced Film/Video Production: Film III
Prerequisites:	None
Co-requisites:	Professional Film Acting for Actors (Required) Professional Film Studio (Recommended) Professional Film Lab (Recommended)
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th

ourse Description

ourse overview:

Students will learn to work as a film crew in coordination with professional acting students to write, produce, direct and edit full length films as well as a variety of short films for the purpose of building a reel and digital portfolio for submission to colleges, universities and career professionals. Students will also learn advanced filmmaking techniques by studying modern directors of cinema.

INDUSTRY SECTOR: Arts, Media, and Entertainment

PATHWAY: Production and Managerial Arts

CALPADS TITLE: Advanced Film/Video Production

CALPADS CODE: 7245

HOURS Total	Classroom	Lab Hours
200	100	100

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Producers and Directors	27-2012.00	Sound Engineering Technicians	27-4014.00
Media Technical Directors / Managers	27-2012.05	Broadcast Technicians	27-4012.00

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

HOURS Total	Classroom	Lab Hours
200	100	100

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Producers and Directors	27-2012.00	Sound Engineering Technicians	27-4014.00
Media Technical Directors / Managers	27-2012.05	Broadcast Technicians	27-4012.00

CTE ANCHOR STANDARDS:

1.0 Academics, 2.0 Communications, 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format, 3.0 Career Planning and Management, 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates. 4.0 Technology, 4.1 Use electronic reference materials to gather information and produce products and services. 5.0 Problem Solving and Critical Thinking, 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment. 6.0 Health and Safety, 6.6 Maintain a safe and healthful working environment. 7.0 Responsibility and Flexibility, 7.4 Practice time management and efficiency to fulfill responsibilities. 8.0 Ethics and Legal Responsibilities, 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information. 9.0 Leadership and Teamwork, 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting. 10.0 Technical Knowledge and Skills. Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector. 11.0 Demonstration and Application. 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.3 Describe the use of the elements of art to express mood in digital or traditional artwork 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. 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. 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. A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem. A2.4 Use visual metaphors in creating an artistic product. A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. 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. A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan. A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society. A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme. A5.6 Prepare portfolios of original art

created for a variety of purposes and commercial applications. A5.7 Synthesize traditional artwork and new technologies to design an artistic product to be used by a specific industry. A6.3 Debate the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach). A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone. A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations. A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones). A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation. A8.5 Differentiate writing processes, formats, and conventions used for various media.

ourse content:

UNIT 1: ADVANCED SCREEN WRITING AND ADAPTATIONS

Students will learn advanced screen writing techniques as they write original full length and short film scripts for production by the class and consumption by the larger student body.

CTE ANCHOR STANDARDS: 1.0 Academics, 2.0 Communications, 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format

CTE PATHWAY STANDARDS:
A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media, 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. A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.). A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone. A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations. A8.5 Differentiate writing processes, formats, and conventions used for various media.

ACADEMIC ALIGNMENT STANDARDS:
011-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

⊒ Unit Assignment(s):

Compare and contrast: Old man Logan vs. Logan
Power Point: Story Adaptations.
Writing your first film adaptation from another medium.
The Art of the Pitch: How to pitch a film idea.
Writing the pitch scene.
Strengths and Weaknesses of Film Adaptations
Pitch Scene Table Reads
Script Breakdowns: People, Places, Props.
Creating subtext in your stories.
Character Arcs and Allegories.
The Hero's Journey Revisited.
Academy rules for adaptations.
Unit 1 Quiz

UNIT 2: WORKING ON A FILM CREW

Students will learn about various film crew career opportunities post high school, how the various roles interact with other departments on a film set, expectations and responsibilities of various film crew careers as well as annual earnings for Hollywood professional crew members.

CTE ANCHOR STANDARDS:

3.0 Career Planning and Management, 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment. 6.0 Health and Safety, 6.6 Maintain a safe and healthful working environment. 9.0 Leadership and Teamwork, 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting. 10.0 Technical Knowledge and Skills. Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector

CTE PATHWAY STANDARDS:

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

ACADEMIC ALIGNMENT STANDARDS:

011-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

⊒ **Unit Assignment(s):**

Power Point: Top Film Crew Jobs.
Department heads – The logistics of managing large crews.
Career impact – How various roles impact the creation of a film.
Research real-world job listings for your selected film career.
PowerPoint: How to write/format a Résumé.
Creating a practice Résumé for the film career of your choice.
Executive Producers and the Budget.
Creating a below the line budget for your production.
Things NOT to do on a Film Set: TV & Film Set Etiquette.
Assembling the crew: Hiring classmates for specific film crew roles.
Pre-Production check list for filmmakers.
Unit 2 Quiz

UNIT 3: UNDERSTANDING SYMBOLISM IN FILM

Students will learn how to use subtext and symbolism to add an additional layer of storytelling to their narrative works. Visual storytelling techniques are emphasized with a focus on semiotics, metaphors and allegories in both the text and subtext of a film.

CTE ANCHOR STANDARDS:

10.0 Technical Knowledge and Skills. Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.3 Describe the use of the elements of art to express mood in digital or traditional artwork found in the commercial environment. A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. . A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.4 Use visual metaphors in creating an artistic product. . A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.

ACADEMIC ALIGNMENT STANDARDS:

11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves mattes uncertain.

⌯ **Unit Assignment(s):**

Adding Depth to your Film using Visual Subtext

PowerPoint: Symbolism and Subtext in Film.

Searching for subtext in popular films.

What is it *really* about? – Hidden messages in popular films.

2001 - A Space Odyssey: Visual Storytelling in Action

Sharing and comparing: Students write an essay on the subtext of their favorite film and share their findings with the class.

Power Point: Visual Storytelling in Disney's MOANA.

Wall-e : How to Tell a Story Visually

The themes and visual language of Pixar's La Luna.

Jurassic Park as an Allegory for parenthood?

PowerPoint: The Importance of Visual Storytelling

Unit 3 Quiz

UNIT 4: LEARNING FROM THE GREATS

This unit will expose students to the works of great filmmakers throughout history. Students will describe the relationship between the artist, the process, the product, and the viewer. Students will identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture. Students will research two periods of film, and discuss their similarities and differences, using the language of the visual arts.

CTE ANCHOR STANDARDS:

10.0 Technical Knowledge and Skills. Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE PATHWAY STANDARDS:

A1.3 Describe the use of the elements of art to express mood in digital or traditional artwork 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. 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. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.

ACADEMIC ALIGNMENT STANDARDS:

011-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

⊐ Unit Assignment(s):

Famous Directors give directing advice.

An Introduction to Stephen Spielberg

Power Point: The Kuleshov and Spielberg

Steven Spielberg's Directing Style Explained

Point of Thought – How Students can use Spielberg's technique in their own films

The 14 Traits of Steven Spielberg

Power Point: Director Spotlight- David Fincher

How to Direct like David Fincher - Visual Style Breakdown.

Power Point: The Visual Style of Zack Snyder

Mastering Movie Color Palettes, The Zack Snyder Way.

Power Point: Director Spotlight- Christopher Nolan.

How to Write and Direct like Christopher Nolan.

Unit 4 Quiz

UNIT 5: BLOCKING AND STAGING

Students will learn advanced techniques for blocking and staging actors and equipment. They will also learn to choreograph movement of cast, crew, lighting and cameras to film complex scenes and sequences.

CTE ANCHOR STANDARDS:

4.1 Use electronic reference materials to gather information and produce products and services. 5.0 Problem Solving and Critical Thinking, 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment. 6.0 Health and Safety, 6.6 Maintain a safe and healthful working environment.

CTE PATHWAY STANDARDS:

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills. A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations. A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound

processing, cable TV, cellular phones).

ACADEMIC ALIGNMENT STANDARDS:

11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

⊒ Unit Assignment(s):

Staging Actors- Using placement, direction and movement in a scene.

Storyboards Revisited: Conveying placement, direction and body language.

Multi-Camera shoots and editing.

Set Safety Protocols when dealing with complex or dangerous setups

Camera Movement and the role of the audience.

How COVID-19 effects blocking and set design.

The 180 Degree Rule of Camera Blocking

Dollies, Steadicams, Gimbals and Jigs – Tools of the trade.

Unit 5 Quiz

UNIT 6: FILM AUDIO

Students will learn about the importance of audio in narrative films, how to synchronize audio and video recordings, how to clean up, alter and enhance audio recorded on set and in post-production, how to use audio dubbing to fix post-production problems, how to use ADR to change the content and context of a scene, how to create sound effects digitally, how to record foley sound effects and how to mix and master an audio soundscape that sounds cinematic.

CTE ANCHOR STANDARDS:

2.0 Communications, 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format. 4.1 Use electronic reference materials to gather information and produce products and services. 10.0 Technical Knowledge and Skills. Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills. A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations. A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones). A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

ACADEMIC ALIGNMENT STANDARDS:

ETS1.A: Defining and Delimiting an Engineering Problem

⌨ Unit Assignment(s):

Microphones the Filmmakers Tool Kit

Synchronizing audio and video recordings with a slate.

Noise Removal: How to clean up noisy recordings.

EQ and Compression: Enhancing your audio.

On-set audio recording. Tools of the trade.

The Art of Panning: How to place sounds in 3d space.

Automated Dialogue Recording: Every actors nightmare.

Sound Design: Creating atmosphere and tone using audio soundscapes.

Digital Sound Effects: Libraries, synthesized sound effects and iconic Hollywood samples.

The Art of Foley: Creating sound effects using everyday items.

Mixing and Mastering Techniques

Unit 6 Quiz

UNIT 7: PRE-PRODUCTION

Students will experience the pre-production process firsthand as they prepare to produce their original screenplay from Unit 1. Students will assemble a film crew to procure equipment, cast, costumes, sets and props for their film. Students will create storyboards, mood boards, scene diagrams and animatics to help convey their artistic vision to the cast and crew.

CTE ANCHOR STANDARDS:

4.1 Use electronic reference materials to gather information and produce products and services.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

7.4 Practice time management and efficiency to fulfill responsibilities.

9.0 Leadership and Teamwork, 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.3 Describe the use of the elements of art to express mood in digital or traditional artwork found in the commercial environment. 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. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem. A2.4 Use visual metaphors in creating an artistic product. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

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. A5.7 Synthesize traditional artwork and new technologies to design an artistic product to be used by a specific industry.

ACADEMIC ALIGNMENT STANDARDS:

11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of, discipline-specific tasks, purposes, and audiences.

⊒ Unit Assignment(s):

Finalizing the Script

How to conduct a Screen Test.

Casting Your Characters

Creating scene diagrams using "Shot Designer" for your script.

Storyboarding your film.

 "StoryBoarder" to compose professional visual representations of every shot in your film.

Storyboard to Animatic – A Step by Step process.

Creating a Mood Board – Do's and Don'ts.

Costume Design – How to visually represent your characters mindset.

Set Design – Practical and Virtual Sets on a Budget

Dress Rehearsals and the final stages of Pre-Production.

Unit 7 Quiz

UNIT 8: PRODUCTION AND POST-PRODUCTION

Students will get hands on experience shooting a full-length feature film and various short films. Students will learn the benefits of non-chronological filmmaking, how to plan for visual effects shots, how to troubleshoot and solve on-set problems, how to maintain continuity between takes, how to begin the post-production process while principal photography is still ongoing, the importance of master shots and how to make the most of their time on-set.

CTE ANCHOR STANDARDS:

4.1 Use electronic reference materials to gather information and produce products and services. 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment. 7.4 Practice time management and efficiency to fulfill responsibilities. 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.

CTE PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.3 Describe the use of the elements of art to express mood in digital or traditional artwork found in the commercial environment. 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. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.4 Use visual metaphors in creating an artistic product. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. 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. A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.

ACADEMIC ALIGNMENT STANDARDS:

11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

⊐ Unit Assignment(s):

Non-Chronological Filmmaking and your Schedule.

Planning and shooting on set for visual effects shots.

The Importance of Reference Photos

Continuity and Script Supervisors.

Dailies – Your Editors Best Friend.

The Master Shot – AKA The B-Roll of any scene.

Inserts, Closeups and Pickup Shots Explained

Handheld: How unstable camera work adds to a scene.

The Dolly Zoom – How to wield it responsibly.

POV vs POT shots. Anticipating your audience.

Center framing and action sequences.

How to organize footage for video editing.

The rhythm of the edit.

Changing context by changing the content of a scene.

Post-Production Checklists

The role of the cinematographer in post.

The role of the director in post.

Choosing a take vs Creating a take.

Unit 8 Quiz

UNIT 9: CAPSTONE - STUDENT PORTFOLIOS

Students learn how to put together a digital portfolio and film reel they can use to apply for colleges and careers.

CTE ANCHOR STANDARDS:

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format, 3.0 Career Planning and Management, 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

CTE PATHWAY STANDARDS:

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills. A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

ACADEMIC ALIGNMENT STANDARDS:

11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

⧉ Unit Assignment(s):

Exploring the Nation's Top Film Schools

Film School Application Requirements and expectations

Students film a 2 minute black and white silent film showcasing their visual storytelling skills.

What is a demo reel/sizzle reel/reel?

Students collaborate on selecting the best of their previous works to be included in their demo reels.

Students edit together previous works to highlight their skills in a demi reel.

Presenting your demo reel to the class for critique.

What is a portfolio?

Create a digital portfolio of past works.

Submitting your films to festivals for consideration.

The college application process.

The importance of networking in the industry.

Finding work as a freelance or independent filmmaker.

Unit 9 Quiz

ɔnors Final Exam Details:

For the final exam, students will be expected to complete a final project, a juried critique, and a final exam. The demo reel is the capstone project that is completed in Unit 9.

- Students will complete a film for the film festival. Meant to be the capstone project for three years of film and acting, this project will show the expertise gained from completing the pathway courses for film. This film, along with films from other students will be curated into a film festival that is created and operated by the Honors students.
- Students will complete a demo reel for college admissions. (See Unit 9 Capstone)
- Students will take a final exam for the course. This final exam will last about one hour and will ask technical questions about the operation and production of a film project.
- Students will take part in a juried critique process including interview. Students will critique other works based on the technical knowledge gained from completing the series of courses. They will critique and be critiqued during this process.

Each piece of this final will count as 25% of the overall final.

ourse Materials

Websites

itle	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
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