



FILMMAKING COURSE (2023-24)

***Teacher: Ms. Earle
Audio Visual and Filmmaking
Career Technical Education
Orange High School***

Course Information: Teacher Information Credits: 2.5 Name: Ms. D. Earle Marking Periods: 1 - 4 Phone: 973 - 677 - 4570 Class Location: 115c

Ms. Earle's Teaching Background:

I am very excited to be starting the 2023-2024 school year and can not wait to get to know my students and their families. This is my 13th year working in the Filmmaking Industry as a Film Producer, Director, and Writer, as well as my 6th year at Orange High School. I hold a Bachelors of Fine Arts in Animation and Visual Effects at the Academy of Art University in San Francisco, CA. I also have a Masters at New Jersey City University in Special Education, and I'm a proud member of the Writers Guild of America East Union in New York City.

Course Description:

This course is intended to engage student learning in the field of Filmmaking with hands-on projects and "real world" activities, and experiences. This course is based upon the development of a specific set of skills that would be required in the field of Filmmaking. Five specific competencies or skills areas will be covered:

Course Objectives:

- Understand the core concepts of Filmmaking.
- Understand the relationship between visual storytelling, critical analysis of

character development, plot, theme and technical aspects of video production through narrative and documentary films.

- Understanding the three stages of production (pre-production, production and post production).

Overview:

1. Advanced Scriptwriting for Narrative Films and Web Series
2. Writing for Documentary
3. Stages of production (pre-production, production, and post production)
3. Editing Techniques (advanced editing techniques).
4. Lighting
5. Set Design
6. Budgeting for Film
7. Promotion and Social Media Marketing

Upon completion of this course students will be able to:

Understand Filmmaking and the relationship through various themes and genres. • Understand stages of production for film and social media marketing, • Understand the concepts and apply production methods to create a narrative film • Understand concepts and apply production methods to create documentary film • Understand concepts and apply production methods to create a web series • Understand concepts and apply production methods to create a budget sheet • Understand concepts and apply production methods to create set design, lighting and motion graphics

Class Codes:

- Filmmaking Per 2: 6qnugbn
- Intro to Digital Media Per 3: 4sc4oct
- Filmmaking Per 4: 6cegkc
- Filmmaking Per 5: u7czyk
- Intro to Digital Media Per 6: gajgt2
- Intro to Digital Media Per 8: v54gc5a

Remind Codes:

- Filmmaking Per 2 : 2c8haf
- Intro to Digital Media Per 3: 9eghb9
- Filmmaking Per 4: 6cegkc
- Filmmaking Per 5: 89k698
- Intro to Digital Media Per 6: 8hgh4b
- Intro to Digital Media Per 8: 4db6gb9

Required Materials for Virtual Learning:

Editing Programs / Video Recording Software/ Scriptwriting Software :

- 1.) Adobe Premiere, Adobe Photoshop, Adobe Illustrator, Adobe Animator
- 2.) Final Cut Pro
- 3.) Stop Motion Animation App
- 4.) Celtx Account
- 5.) Final Draft
- 6.) Google Drive account (provided by school)
- 7.) Google Sites
- 8.) Flipgrid
- 9.) Masterclass
- 10.) Adobe After Effects

Instruction:

- 1.) Google Meet
- 2.) In-Person Learning
- 3.) Zoom (used only for Cinema Ed, Industry Professionals, Q&A's)
- 3.) Field Trips

Structure of the Course:

- Quizzes: Quizzes will be given over the period of the course to prepare weekly for weekly tests
- Tests: Tests will be given over the period of the course to prepare for Post - Assessments and Final Exam.
- Exam: A Post-Assessment Exam will be given by the end of the semester. This is a required exam, for which there are NO exemptions.
- Projects & Activities: Weekly projects will be assigned to develop the five specific

competencies or skills areas of the course. All projects and activities will follow strict deadlines that must be met.

Grade Criteria:

The grading criteria is broken into classroom quizzes, tests, projects and the final assessment. The Final exam is 20% of the overall final grade, while quizzes, tests, and project work of the overall final grade.

Authentic Assessments: 25%

Tests:	25%
Quizzes:	20%
Classwork Projects, Activities, and Participation:	20%
Homework:	10%

TOTAL: 100%

Expectations and Policies:

All students should be mature, motivated, and willing to broaden their understanding of the course material, and be ready, willing and able to work hard everyday. This course is demanding and successful completion requires full determination and dedication from beginning to end.

- Log onto the computer and begin the daily assignment upon entering the classroom - Respect your teacher, your classmates, and the equipment - Be quiet and respectful when the teacher is talking or when a student is

asking/answering a question.

- Food and drink are **not** allowed
- Projects and Assignments will have specific deadlines that must be met

All school policies and classroom rules will be rigidly enforced - no exceptions! Students must be familiar with and abide by the guidelines in the student handbook pertaining to such areas as discipline, attendance, electronics policy, academic honesty, etc.

Attendance Policy:

Purpose of the Student Attendance Policy

The purpose of the Orange High School Attendance Policy is to have each student attend all classes, arriving on time and participating fully. Students and parents should familiarize themselves with the provision and procedures of the policy. It is expected that parents will support the intent of the policy and encourage their children to maintain good attendance. Official school attendance is taken during the attendance period daily. Classroom attendance is taken every period.

Students are expected to attend every class, study hall, independent study and homeroom period. Board Policy requires each student to be present for at least 90% of class meetings in order to be eligible to receive credit. The number of absences in each class **MAY NOT EXCEED:**

18 Cumulative Absences Full Year Course
9 Cumulative Absences Semester Course
5 Cumulative Absences Quarter Course (Health)
14 Cumulative Absences Physical Education

Class Requirements:

Students will be required to complete and pass film projects, written assignments, research projects, tests/exams, and homework. Students will also be required to complete projects outside of class, participate meaningfully and respectfully in classroom discussions, maintain good attendance, have a respectful and positive attitude, and come to class prepared and ready to learn!

Academic Dishonesty:

Students are expected to be honest in all of their academic work. To ensure the integrity of Orange High School's educational program, a strict adherence to our district policy of academic dishonesty will be enforced. Students are expected to be honest in order to learn

and grow as responsible and ethical citizens. Any breach of this standard endangers the learning process and impugns the integrity of the entire school community. The purpose of education is to prepare students to become lifelong learners, and dishonesty undermines and inhibits that process. No forms of personal and/or academic misrepresentation are permitted. A student, whether cheating alone or helping another person to cheat, will be subject to the disciplinary procedure.

Students will be expected to:

1. Complete his/her own academic work;
2. Refrain from sharing assignments unless authorized to do so;
3. Refrain from engaging in plagiarism when doing research; and
4. Adhere to classroom academic standards when testing.

The District subscribes to Turnitin.com, an electronic resource for helping to detect and prevent plagiarism. If required to do so by their teachers, students must submit their work to the website before presenting the work to their teacher.

Definition:

Cheating: is defined as any misrepresentation of one's academic work.

Personal Misrepresentation: includes attendance records; presenting falsified notes, passes or names; and any other deliberate misrepresentation to school authorities, other than academic work.

Academic Misrepresentation: includes but is not limited to, stealing, copying or providing answers on any homework, quiz, test, exam, report, essay or other school assignments, and using sources without proper documentation (plagiarism) as well as changing grades.

Course Calendar:

<u>Unit 1:</u>	<u>Course Activities</u>	<u>Standards</u>
<ul style="list-style-type: none"> - Review on On-Set - Safety Procedures - Intro. To Screenwriting and Pre-Production - Screenwriting Terms Script Terminologies - Story structure - Careers in Screenwriting - Continuity of a Screenplay 	<p><u>Group Activity:</u></p> <p><u>Assignment 1:</u> First Day of School - Short Film - Pre-Production -</p> <p>Students will write a 3 - 4 page script based on "The First Day of School."</p> <p>As a team, students will organize their</p>	<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and</p>

<p> - Character Development - Character Arc & Conflict - Character vs Nature in - Storytelling - Title Page for a Screenplay - Context & Sequence - Character motives - Character vs. Self - Protagonist vs Antagonist - 3 Act Structure in Screenwriting - Call Sheets, Shooting Schedules, and Shot List - Equipment Insurance Film & Actors Unions </p> <p>Unit 2:</p> <p> -Intro to Podcasting -Sound Equipment used for Podcasting -Online Publishing -Tracks on a Timeline -Knowing your audience </p>	<p>production, by establishing a film crew, job roles, and talent.</p> <p>Students will shoot the film and edit using Adobe Premiere (within 3 - 4 weeks).</p> <p>All students should have a pitch deck, script, call sheet, and shooting schedule, and 10 minute film by <u>September 29th</u>.</p> <p><u>Assignment 2:</u> Group Activity:</p> <p><u>Horror Short</u></p> <p>Students will write a deck for their 2- 3 page screenplay. They will add sound effects and VFX to the film</p> <p>All students should have a pitch deck, script, call sheet, and shooting schedule, and 10 minute film by <u>October 27th</u>.</p> <p><u>Course Activities</u></p> <p>Week 1: Podcast - Pre-Production</p> <p>(Groups of 3) Students will write down questions for</p>	<p>facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and quality of collaborative environments the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze happened there – recently or the importance of health, safety and in the past – which you want environmental your audience to know management about systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities, the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities of audio/visual technology and communications workplace.</p>
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<p>for Podcasting</p> <ul style="list-style-type: none"> -Organizing a Podcast Episodes -Elevator Pitch & Promotion -Careers in Podcasting -Promoting your Podcast -Podcast Show Notes -Podcast Terms 	<p>their interview. Think of a title for their podcast.</p> <p>Decide who will be the host.</p> <p>Topic: Tell us a story about your school or community, happened there – recently or in the past – which you want your audience to know about.</p> <p>Phase 1: Title for the Podcast (Research other Podcasts, write notes on what makes them unique, stand-out, or exciting to watch as a listener).</p> <p>Phase 2: Write down questions for the guests on the show (Think about who appeals to your audience based on your demographic. Think about what makes your guest unique and what is their story?</p> <p>(each podcast 5-10 minutes).</p> <p>Week 2: Production: (Groups of 3) Students will film, record, and edit the podcast interview (2 - 3 episodes per Podcast)</p> <p>Students will be assigned a job role for their podcast, (for example, 2 hosts, 1 DP, 1 AD, 1 Sound person).</p> <p>Phase 3: Film and record</p>	<p>9.3.12.AR.5 Describe the career opportunities and means to achieve audio/visual technology and communications in the workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve required in the arts, audio/visual technology and communications</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments</p> <p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications . Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of environmental health, safety and management systems, policies and procedures common in arts, audio/video technology and communications activities and</p>
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	<p><i>your podcast interview. Once students are done with principal photography, students will upload their footage in a Google Drive, and start editing their episode with their group.</i></p> <ul style="list-style-type: none"> ● <i>Phase 4: Edit in Adobe Premiere or Final Cut Pro</i> <p><i>Students will begin editing their Podcast, with their group. They will add sound effects, credits, and music.</i></p> <p><i>Week 3:</i></p> <ul style="list-style-type: none"> ● <i>Phase 1: Title for the Podcast</i> <p><i>Phase 2: Research and write down a list of questions for the podcast. Research on each subject/guest, and establish questions after students have done research.</i></p> <p><i>Week 4: Production: (Groups of 3)</i> <i>Students will film, record, and edit the podcast interview (2 -3 episodes up to 5-10 minutes).</i></p> <p><i>Phase 3: Students will record their podcast with their group and establish job roles.</i></p> <p><i>Phase 4: Edit in Adobe Premiere or Final Cut Pro - Students will edit their</i></p>	<p><i>facilities.</i></p> <p><i>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</i></p> <p><i>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and Communications workplace.</i></p> <p><i>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways</i></p> <p><i>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</i></p> <p><i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments</i></p> <p><i>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</i></p> <p><i>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications</i></p>
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	<p>podcast, add special effects, music and credits.</p> <p>Week 5:</p> <p>Show us both sides of a debate about an issue that's important to you. Based on the Center of Disease Control - "and high schools shouldn't start before 8:30 a.m. That's because as people go through puberty, their internal clocks naturally shift. It becomes hard for them to nod off before 11:00 p.m. But teens still need an average of nine hours of sleep per night. So, when they have to get up before the sun peeks over the horizon, they miss out on crucial shut-eye."</p> <p>Should school start later than 8:30am?</p> <p>Phase 1: Title for the Podcast</p> <p>Phase 2: Write down questions for the podcast</p> <p>Week 6: Production: (Groups of 3) Students will film, record, and edit the podcast interview (2 episodes up to 5-10 minutes).</p> <p>Phase 3: Film, Record podcast interview</p> <p>Phase 4: Edit in Adobe</p>	<p>activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands arts, audio/visual technology and communications workplace.</p>
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<p><u>Unit 3</u></p> <ul style="list-style-type: none"> -Budgeting for Films -Film Budget -Breakdown and Prep Days -Careers in Producing Films I-MDB Credits -Branding & Promotion -Production Schedules Set Design & -Production Design -Wardrobe -Hair Makeup Unit responsibilities -NOCTI Review 	<p>Premiere.</p> <p><u>Course Activities</u></p> <p>Budgeting and Pitch</p> <p>Week 1 - Dream Movie Budget</p> <p>Phase 1: Pre-Production - Students will create a powerpoint presentation - Title, Synopsis, Cast List, Crew, Locations, Set Design, and Mood Board. Students have to decide who A-Listers will be in their movie (Brad Pitt, Angelina Jolie etc)? This will be an individual assignment.</p> <p>Students will establish a budget for how much the film will cost. The budget will include salaries for cast, crew, locations, permits, etc.</p> <p>Explain why you should pay \$\$\$ to create your film?</p> <p>Phase 2: Create your presentation for the class.</p> <p>Week 2: Students will continue to work on powerpoint presentation and pitch with your group.</p> <p>Week 3: Students will be ready to present to the</p>	
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	<p>class.</p> <p>Phase 3: Present to the class for a grade.</p> <p><u>Community Based Documentary Short Film -</u> <u>Week 1 - Pre- Production -</u> Students will work with their group to produce a 10 minute documentary film. For example, I interviewed 3 local businesses in the state of NJ or produced a farewell video dedicated to teachers and administrators that have been an inspiration to you.</p> <p>Phase 1: Students will create a pre-production google slide (title of documentary, interviewees, locations, crew list, production schedule and call sheets)</p> <p>Week 2 - Production: Students will begin filming their interviews.</p> <p>Phase 2 - Students will go into groups, establish a shooting schedule and film their interviews.</p> <p>Week 3 - Phase 3- Post-Production: Groups will begin editing their documentary film.</p>	
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Note to Parents/Guardians:

- You are encouraged to view/monitor your child's grades through the Parent Portal which can be found on the Orange High School website.*
- You are encouraged to contact myself through either email or office phone with any questions, comments, or concerns regarding your child; a response will be given within 48 hours.*
- You can expect phone calls for either positive or negative feedback. Any negative feedback will result in my effort, along with your support, to ensure your child's success.*

Filmmaking Contract

I, _____ acknowledge that:
(Printed Name)

i. I am aware of the policies and procedures as instructed by my teacher; it is my responsibility to familiarize myself with the class expectations.

ii. In addition, I confirm that I have received, read, and understood the syllabus. iii. I agree to conduct myself in a professional, respectful, and knowledgeable manner.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____