

# Media Lab

# FILMMAKING

---

## TEACHER GUIDE



---

### AUSTRALIAN FILM TELEVISION & RADIO SCHOOL

BUILDING 130, THE ENTERTAINMENT QUARTER, MOORE PARK NSW 2021 | PO BOX 2286, STRAWBERRY HILLS NSW 2012  
TEL: 1300 131 461 | +61 (0)2 9805 6611 | FAX: +61 (0)2 9887 1030 | [WWW.AFTRS.COM.AU](http://WWW.AFTRS.COM.AU)

© AUSTRALIAN FILM, TELEVISION AND RADIO SCHOOL 2015

PUBLISHED BY THE AUSTRALIAN FILM, TELEVISION AND RADIO SCHOOL | ISSN 0819-2316



Australian Government

## **THIS TEACHER GUIDE ACCOMPANIES THE MEDIA LAB LEARNING RESOURCE – FILMMAKING**

For additional planning considerations please refer to the introduction section of the Learning Resource

### **ABOUT THIS UNIT**

In this practical and creative unit, students will focus on using creative literacy skills to explore filmmaking. The unit develops the students' understanding of story and encourages them to undertake activities that will develop their abilities to plan, structure and design media artworks that engage audiences. They will undertake critical and creative work, including storyboarding, filmmaking, sound design and editing. Students will create one short film of their own, individually or in groups. Students can keep a production folder as they build their understanding of film and will create their own film, collect research and inspiration and finally develop their own “how-to” guide for creating a film.

### **USING THIS UNIT IN THE CLASSROOM**

This unit is designed to be used as a whole or in parts and can be as part of a dedicated filmmaking study, or to teach filmmaking skills to students across different curricula. There are suggested assessments attached, though the teacher may wish to accomplish something entirely different or to adapt them to their classroom content.

### **RESOURCES**

There are a number of things students will need to be able to complete this unit though the exact specification will vary across schools. The suggested list of equipment is:

- Digital video or DSLR camera, ipad, tablet or smart phone – 1 for every 2-3 students
- Tripod per camera
- Computer with editing software (suggested software iMovie or for more advanced students Adobe Premiere Pro)
- Sound equipment: boom poles, microphones and if necessary iRigs to connect to tablets

## MAP OF CONTENT AND ASSESSMENT

SEQUENCE	CONTENT	ACTIVITY	WORKSHEET	ASSESSMENT
<b>Sequence 1</b> Introduction to Filmmaking	This sequence allows students to read and analyse a script for its strengths and weaknesses. It is an introduction to the idea of taking a script from paper to screen.	Reading and discussion of a given script.		
<b>Sequence 2</b> Filmmaking: An Overview	During this sequence students look the members of a film making team and how they work together to create a final product. Students also look at the stages of production as a preparation for their own work.	Production stages – mix and match activity allows students to label the different stages of a production and become familiar with film making terms.	<b>Worksheet</b> Production stages	
<b>Sequence 3</b> Camera and Sound Techniques	This sequence is a discussion of the types of shots, angles and movement of camera that occurs in film making. Students become familiar with important terms and concepts.	Camera technique worksheet – a quiz to consolidate learning of important concepts and terms.	<b>Worksheet</b> Camera Technique Quiz – a) and b)	
<b>Sequence 4</b> Sound for Film	This sequence starts with discussions about the types of sound used in film and then of the techniques involved in capturing sound well.	Students will discuss their thoughts on sound in film. They can practice the techniques discussed using their available equipment.		
<b>Sequence 5</b> From Script to Shot List	This sequence is a case study in how a director might take a script and put it through the stages of production – storyboarding and shotlists for example.	Shooting a scene- students film a selected scene from their script going through specific stages of production – the storyboard, the shotlist etc. They try a variety of shot styles and angles.	<b>Worksheet</b> Shooting a Scene	
<b>Sequence 6</b> Pre-Production Ethics, Copyright and Safety on Set	Discussion and study of a pre-production checklist. This sequence looks at issues of safety on set and teachers students how to conduct a risk assessment in whatever environment they are in. Students also look at ethical issues that may arise on set or in the production process including issues of consent and of fair use.	Students fill out their own version of the pre-production checklist in preparation for filming. Students fill out a risk assessment for their production. They also fill out an ethical checklist of issues related to their particular film.	<b>Worksheet</b> Pre-production checklist activity Risk assessment activity and an ethical checklist activity	These particular worksheets will form part of the final production portfolio

SEQUENCE	CONTENT	ACTIVITY	WORKSHEET	ASSESSMENT
<b>Sequence 7</b> The Shoot	This sequence provides students with detailed information about how to run a film shoot, including appropriate commands and phrases.	Students are encourage to practice the information, particularly the commands before they begin their shoot.		
<b>Sequence 8</b> Post-production, sound design and data management	Students discuss the importance of sound design and soundtrack. They look at royalty free options for their own production.  Student look at planning and edit and discuss how to break down and map out an edit.	Students have a sound breakdown worksheet which allows them to plan their sound design carefully before the edit begins.  Student follow and editing map to plan their edit.	<b>Worksheets</b> Sound breakdown and Editing Map	These particular worksheets will form part of the final production portfolio
<b>Sequence 9</b> Post-production – the edit	Students learn the grammar of editing and then apply this knowledge to a scene from a film, answering questions about the way in which the scene is cut.  Student begin their own edit, using a workflow document to keep track of what they are doing and where they are up to in the process.	Analysing an edit activity.  Editing workflow activity.	<b>Worksheets</b> Edit Workflow document	These particular worksheets will form part of the final production portfolio
<b>Sequence 10</b> Screening your film	This sequence allows students to reflect on the film making process and introduce their film to their classmates, discussing what they have done, and then screening it.	Film introduction activity and screening.	<b>Worksheet</b> Film introduction activity	These particular worksheets will form part of the final production portfolio.
<b>Sequence 11</b> Evaluation	This sequence encourages self-analysis and reflection of the filmmaker on the process they have just completed. Questions provide stimulus for this reflection.	Film self-analysis activity.	<b>Worksheet</b> Self-analysis worksheet	These particular worksheets will form part of the final production portfolio

## ASSESSMENT DETAILS AND MARKING RUBRICS

The students complete two formative assessment tasks to track their understanding throughout the unit and present these as part of their final assessment – the production folder. The production folder includes two tasks: a productive assessment task involving the creation of one short film from a provided script; and a ‘how-to’ guide for other young filmmakers.

### 1 SHORT FILMMAKING TASK

Create a 2-3 minute short film from the script you are given in class. Students will plan, direct, produce and edit the film. Teachers can decide if this is an individual project or a group project

TASK: SHORT FILM 60%	IN PROGRESS	BASIC	PROFICIENT	ADVANCED
Focus of the film is clear and the plot is well covered, easy to follow and reflects the original script				
Students plan and prepares well for production and production runs smoothly and to time				
Student understands film craft and captures a variety of shots in different styles appropriate to the content				
Student is aware of safety risks and plans to minimise these. Student acts ethically at all time times throughout the production process				
Sound is well captured and designed. Music is appropriate and ethically sourced. Sound effects are employed to maximum effect				
Film is edited carefully, accurately and in a way that highlights the story				
Film is well presented with no errors in spelling on screen or in the credits. Credits are accurate and all music, footage is accurately acknowledged				

## 2 FILM PRODUCTION PORTFOLIO

Create a film production portfolio that includes all of the worksheet tasks involved in planning, pre-production, production and post-production.

### TASK: HOW-TO GUIDE 40%

### IN PROGRESS

### BASIC

### PROFICIENT

### ADVANCED

---

Student delivers a detailed production portfolio that illustrates their film making process in detail

---

Student can identify and comment on the filmmaking process and describe the steps clearly

---

Student can articulate their own learning experience and comment on weaknesses, strengths, failures and successes

---

Portfolio is neatly presented, with few spelling or grammatical mistakes

---

## CONNECTION TO CURRICULUM

CONTENT DESCRIPTIONS - ACELA	CONTENT DESCRIPTIONS - MEDIA ARTS	SEQUENCES
<p>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating. <a href="#">ACELA1528</a></p> <p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose. <a href="#">ACELY1721</a></p> <p>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance. <a href="#">ACELA1764</a></p> <p>Analyse and explain the effect of technological innovations on texts, particularly media texts. <a href="#">ACELY1765</a></p> <p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources. <a href="#">ACELY1723</a></p>	<p>Examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.</p> <p>Explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks.</p> <p>Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences.</p>	<p>1, 7</p>
<p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts. <a href="#">ACELT1619</a></p>		<p>7</p>
<p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view. <a href="#">ACELT1620</a></p>	<p>Build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks.</p>	<p>1, 2, 3, 7</p>
	<p>Maintain safety in use of technologies and in interaction with others, including the use of images and works of others.</p> <p>Develop ethical practices and consider regulatory issues when using technology.</p> <p>Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues.</p>	<p>2, 3, 6</p>

CONTENT DESCRIPTIONS - ACELA	CONTENT DESCRIPTIONS – MEDIA ARTS	SEQUENCES
<p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts. <a href="#">ACELT1621</a></p>		1, 2, 7
<p>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements (for example, music and sound) to add interest and meaning. <a href="#">ACELY1804</a></p>	<p>Students build on their understanding and use of time, space, sound, movement, lighting and technologies.</p>	2, 3, 4, 5, 6
<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing. <a href="#">ACELY1720</a></p>	<p>Plan, structure and design media artworks that engage audiences.</p> <p>Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.</p>	3, 4, 5, 6, 7, 8, 9
<p>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences. <a href="#">ACELY1724</a></p>		7
<p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual and audio features to convey information and ideas. <a href="#">ACELY1725</a></p>	<p>Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning.</p>	1, 2, 3, 4, 5, 6, 7
<p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact. <a href="#">ACELY1726</a></p>	<p>Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text.</p>	3, 4, 5, 6
<p>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts. <a href="#">ACELY1728</a></p>		1 – 9