

# VIDEO, MEDIA & FILM PRODUCTION

## (LEVELS 1 – 3)

### WHO WE ARE:

We are aspiring career professionals in the entertainment industry: film, television and inter-active.

### OUR GOAL:

The goal of this class, simply put, is to train for an introductory career in film and video production. In a more specific sense, our aim is not only to learn many of the tools and techniques necessary to work in the entertainment field, but to build a comprehensive portfolio of our own video projects. To help in achieving this objective, we will also learn some of the most basic and intermediate theories of the video production process—pre-production, production and post-production—by exercising seven basic disciplines of film, television and inter-active media production: directing, screenwriting, producing, cinematography, editing, sound design and production design.

### HOW THE CLASS IS STRUCTURED:

For starters, we are all at different levels of experience. Some of us may come from a background of working in various forms of digital media. Others may be independently taught in programs like Premiere or Final Cut Pro. And still others may be completely new to video production. Wherever you happen to fall on this spectrum, you will be working towards the same end: to learn the tools of the trade and build a strong portfolio. In short, we will be patient with beginners, but we will forge ahead for those ready to tackle the more advanced creative challenges.

**WEEKLY PROJECTS:** Each week, groups of students will be working on a video project. The video will be directed and produced by a team of students working with one or more screenwriters, cinematographers, editors, sound designers and production designers, as well as various other production roles.

**GROUP PROJECTS:** There are a few group short film projects that students will complete together in either pairs or groups of three or more (sharing crew role positions). These projects are detailed later in the packet.

**DIRECTING PROJECTS:** Each student in the class will be required to direct TWO independent short films of UP TO 8 MINUTES IN LENGTH during Part 1, 2 and 3 of Video Production. Depending on numbers and time, students may at times be grouped in directing teams to share the directing duties.

**CREW ROLE REQUIREMENTS:** Each student in the class must fulfill each CREW ROLE on their peers' films **at least twice** during the program.

**SCHOOL PROJECTS:** During the semester, **the class as a whole** will take part regularly in shooting and producing video projects for the school as practice exercises, swapping roles per project. A great way to build reel material.

**EXTENSION ASSIGNMENTS:** Additionally, there are **several editing extension assignments** that must be completed along with the regular project work. Post-production is the other half of this whole process. These assignments are detailed later in the packet.

**QUIZESS/TESTS:** There will be **occasional tests** based on lectures and the hands-on production and post-production work. There will also be a few **safety tests** throughout the program.

**GUEST SPEAKERS:** We will receive regular advice from a number of guest speakers and working professionals in the industry.

**REQUIREMENTS:** All the camera and lighting equipment, as well as editing software, is provided by the school. However, it is highly recommended that students obtain a portable USB external drive to save their work on during the semester.

**GRADING:** Some students will be taking this class for high school letter grade credit. Others for certification in video production. However, satisfactory completion of assignments/tests is necessary to receive credit and ultimately earn your certificate. Your instructor will be initialing each project/role fulfillment/assignment in this packet upon completion. You will hand in this packet on your last class. So, be sure to hold onto it! Also, students will be graded on attendance and punctuality. To complete each class level, **a student must be present for at least the 90 base hours of each Video Production level 1 through 3 (270 hours total).**

**SCHEDULE:** We will be dividing our days between lectures, production days, lab time and screenings. Lectures will take place in the main classroom. Production days are the physical production time for students to shoot their movies, and make take place in the available classrooms or around the campus. Availability on shooting locations will be detailed by your instructor. Lab days will take place in the editing lab.

**Monday:** Lecture.

**Tuesday-Wednesday:** Production.

**Thursday:** Screenings and Dallies.

**All week:** Lab time for editing and/or pre-production.

**FINALLY:** Bottom line, **this class is what *you* choose to make of it.** Yes—you can earn your professional certificate, but that piece of paper pales in comparison to the experience and material that should come out of your participation in this course. *You* have to make the class work for you. Take what you can; push yourself hard. And, bottom line, **be open to trying something new.** This is your chance to experiment and grow as creative professionals. An instructor can only guide you so far in realizing your own creative vision. You have the resources and the practice time to truly produce a powerful video portfolio. If you are serious about someday working in the entertainment industry, then you will honor the commitment that you are making by taking this class. You will come regularly and punctually, and you will show up ready to both work and have fun.

# CLASSROOM SAFETY

1. You are permitted to work with machines and equipment only after you have been given safety instructions. Every machine is dangerous if operated incorrectly. You must be instructed in safe operation.
2. You are not permitted to work with any machine or equipment before, during or after class hours unless you have received permission and there is an instructor in the lab. Should you be injured, an instructor would be near to assist you immediately.
3. Never remove guards of safety devices from any machine. They always must be used. If, for any reason, a safety guard is removed, or if the machine is defective in any way, the machine must not be used until corrections are made (by proper authorities). Tag the defective machine so other students will not use it.
4. Obtain your instructor's permission before starting any job or operating any power equipment. He may make suggestions that will prevent an accident.
5. Complete the connections to any apparatus before plugging the cord into the power outlet and always turn off the power before changing the connections on any equipment.
6. Become thoroughly familiar with the school's fire signal, fire drill procedures and fire exits.
7. Clean up immediately any liquids or grease spilled on the floor in order to reduce fire danger and to prevent slip and falls.
8. Safety procedures prohibit playing, clowning, running, and participating in non-productive activities. "Horseplay" is extremely dangerous. A playful push may cause a fall, resulting in injury from contact with the edge of a bench or part of the machine.
9. Consider it your duty to call your instructor's attention to anyone you see violating a safety rule. You may prevent serious injury to yourself or your classmates. In addition, report any defective tool, equipment or unsafe condition.
10. Inform your instructor at once in case of an accident, however slight. Infection may result from any uncared-for injuries.

## REQUIRED CREW ROLES:

- 1) DIRECTOR/PRODUCER
- 2) ASSISTANT DIRECTOR (AD)
- 3) CINEMATOGRAPHER (DP)
- 4) ASSISTANT CAMERA (AC)
- 5) PRODUCTION SOUND
- 6) SCRIPT SUPERVISOR

## OPTIONAL ROLES:

- 7) PRODUCTION DESIGNER
- 8) PRODUCTION STILLS
- 9) KEY GRIP
- 10) GRIP/ELECTRIC
- 11) GENERAL PRODUCTION ASSISTANT (PA)

# LEVEL 1 ASSIGNMENTS

## 1) An Introduction to iMovie – Chicken Chase Video

This assignment will introduce you to the basics of iMovie editing software.

To begin, go to the resource folder on your desktop containing Packets 1 through 4. These are Quicktime movies that you will be importing into Final Cut to create your film. Drag the folder onto your flash drive.

Next, launch iMovie and watch the introductory tutorial.

Using the tools and skills taught to you by the tutorial, explore the four packet movie files for the materials needed to create a short film between 2 and 5 minutes in length. Be sure to **tell a story** with your visuals, no matter how nonsensical. Remember that moviemaking began as a silent art form, and that images alone can create character and plot points. Be sure to score your movie with some music of your choosing (you can bring in a CD and import music into iMovie or use iMovie's own music library). Also, place a title card at the beginning of the film and credits at the end.



## 2) Personal Slideshow (iMovie)



In this assignment, students will collect images from their own personal digital cameras, flash drives or online image databases and compile them into a 1 to 3 minute long slide show using iMovie.

In particular, students are encouraged to animate and overlay their images using Ken Burns techniques, as well as insert superimposed text and video transitions. The video should be scored to a music track of the student's choosing.

In the event that a student does not have any personal pictures available, he or she may use an online image database such as Google Images to find photographs to use in the project.

To do this, go to <http://www.google.com/imghp>.

Here, you can type in any topic you prefer and search for images related to it.

Be sure to click on an image once you have decided that it is to your liking to go to the next page. This will be an intermediary page where you will select "full-size image" to go to the third page where you can view your image. Once the image has loaded, simply place your cursor over the picture and right click on the mouse. Then, choose "save image as" from the menu and navigate to the folder where you will be saving your project asset. Once you have gathered enough images, go back into iMovie and import the material to make your movie.

### 3) Group Assignment: Short Silent Narrative Film

Students will work together in either pairs or groups of three or more (sharing the primary crew role positions of at least Director/Producer, DP and AC) to produce a short narrative film no more than 8 minutes in length.

The film may contain sound effects and music, **but no dialogue**. The idea is to practice the concept of “show, don’t tell.” Some of the best scenes from our favorite movies are entirely nonverbal, but still convey a sense of suspense and wonder. Can you tell a story without talking?



### 4) An Introduction to Final Cut Pro – Bike Music Video

First, place the Bike Music Video folder on your removable hardware. Then, watch the Final Cut Pro Introduction Tutorial video to follow the steps in beginning the project.

Once you have finished the video, use the stock footage provided by your instructor to create a compelling music video in Final Cut Pro, scored to any music of your choice.



## 5) Monk Scene (Final Cut Pro)

Use the stock footage provided by your instructor from the television show MONK to create a compelling scene in Final Cut Pro.

## 6) Group Assignment: Short Documentary Film

Students will work together in either pairs or groups of three or more (sharing the primary crew role positions of at least Director/Producer, DP, AC and Production Sound) to produce a short documentary film no more than 8 minutes in length.

Choose a nonfiction topic that interests you and your teammates for this assignment. Documentaries may include interviews, cutaways to B footage or stills and voice-over. Can you explore a real life subject matter and create a compelling film about it?

## 7) An Introduction to Adobe Premiere – Roommates

First, place the Two Young Men Convo movie folder on your removable hardware. Then, watch the Adobe Premiere Introduction Tutorial video to follow the steps in beginning the project.

Once you have finished the video, try to make your own scene cut of the raw footage contained in the Two Young Men Convo folder using ONLY Adobe Premiere.

# LEVEL 2 ASSIGNMENTS

## 1) Medieval Scene (Adobe Premiere)



Use the Medieval Scene stock footage provided by your instructor from the resources folder to create a compelling scene in Adobe Premiere.

## 2) An Introduction to Green Screen Editing (Adobe Premiere)

First, place the Alex Talking movie folder on your removable hardware. Then, watch the Introduction to Premiere Green Screen Editing videos to follow the steps in learning how to apply a green screen/chroma key effect to a video sequence.



### 3) Independent Directing Project #1

This is your time to shine! You will direct your own film of no more than 8 minutes in length. The film can be any medium (e.g. narrative film, documentary, etc.) and any genre (e.g. drama, comedy, etc.). **You must receive approval of your script and shot list from your instructor.**

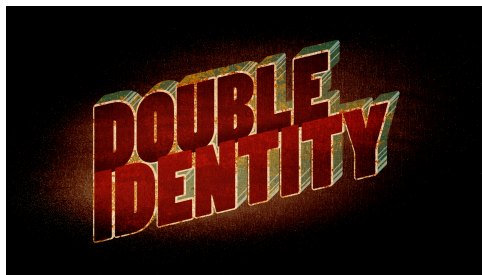


Use the Tuesday and Wednesday of your assigned week to shoot your film. Then, use lab time for the remaining weeks to work on cutting your class film project that you directed.

### 4) Commercial (Final Cut Pro)

We're going back to Final Cut Pro on this one! After watching the tutorial provided by your instructor, cut a compelling Commercial using the footage provided.

### 5) Double Identity (Final Cut Pro or Adobe Premiere)



More practice with Green Screen editing. Only this time, you have your choice of editing in Final Cut Pro or Adobe Premiere.

Use the footage provided by your instructor to cut a compelling episode of *Double Identity*.

## 6) Visual Effects Practice Reel (Final Cut Pro or Adobe Premiere)

This is a lead-in practice assignment for the Visual Effects Reel. Your instructor will provide you with the tutorial and footage to use.

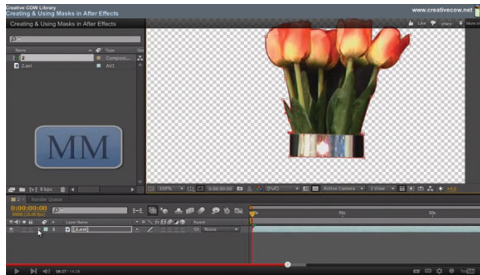
## 7) Group Assignment: Visual Effects Reel



Students will work together in either pairs or groups of three or more (sharing the primary crew role positions of at least Director/Producer, DP and AC) to produce a Visual Effects reel. More details to be provided by your instructor.

# LEVEL 3 ASSIGNMENTS

## 1) An Introduction to Adobe After Effects



Watch the tutorial videos and complete the series of introductory tutorial projects for Adobe After Effects, Chapter 2-5. Upon completion, take the **Adobe After Effects quiz**.

## 2) Independent Directing Project #2

This is your second independent film! Again, no more than 8 minutes in length. The film can be any medium (e.g. narrative film, documentary, etc.) and any genre (e.g. drama, comedy, etc.). **You must receive approval of your script and shot list from your instructor.**



Use the Tuesday and Wednesday of your assigned week to shoot your film. Then, use lab time for the remaining weeks to work on cutting your class film project that you directed.

### 3) An Introduction to Avid – Commercial #2

First, watch all 8 tutorials from the Avid folder. You may also want to practice in Avid with the footage provided as you're watching them.

Then, cut a compelling Commercial using the footage provided.

### 4) Behind-the-Scenes Documentary #1 (Avid)

Using Avid and the "Action Movie" folder, cut a compelling behind-the-scenes fake documentary. You can use voice-over and additional stock images/footage if needed.

### 5) Behind-the-Scenes Documentary #2 (Avid)

Using Avid and the "Medieval Revisited" folder, cut a compelling behind-the-scenes fake documentary. You can use voice-over and additional stock images/footage if needed. Also, you may use the original Medieval footage.

### 6) Resume Builder

Choose one or more roles (from the list of primary and secondary roles in the packet) that most interest you and design a resume from the Word template provided by your instructor.

## 7) Final Reel (Final Cut Pro, Adobe Premiere or Avid)

Create a 1 to 6 minute reel of footage based on one of the following roles using materials from your own and other students' film projects: Directing, Cinematography, Editing or Acting.

You may also do a combination reel that focuses on more than one role, or separate reels for more than one role.

### Program Completion – Final Check Questions:

- 1) Did you complete each of the 6 primary crew positions at least two times during levels 1 and 3?
- 2) Did you receive a passing grade on all tests/quizzes?
- 3) Have you satisfied the attendance requirements of minimally 90 class hours per level (270 hours total)?
- 4) Did you complete and receive a passing grade on all the assignments detailed in this packet?