

# Digital Filmmaking 25S

## Course Description

The purpose of the course is to provide students with the skills and knowledge to tell stories by combining sound, still images, moving images, text, graphics, and animation into a video product. Students will plan, develop, and produce a video project.

## Specific Learning Outcomes

Students will...

1. Define the purpose and audience for a film
2. Create a storyboard with sketch drawings and descriptions
3. Develop a shooting schedule, including timelines, lists of events, and logistics
4. Demonstrate 3-point lighting of a subject
5. Use lighting techniques to convey mood
6. Evaluate the effect of camera settings on image quality
7. Evaluate the effect of camera position, angle, and movement
8. Transfer images and sounds from recording devices to a PC
9. Edit video and sound clips using a software program
10. Combine sound, still images, moving images, moving images, text, graphics, animation, transitions, and effects into a video product.

## Areas of Study

1. Cinematography
  - Shooting the film
  - Lighting techniques
  - Angles and zooms
2. Image Editing and Output
  - Adobe Premiere Elements – tutorials and lessons
  - Video Editing and Compilation

Note: We will be learning both areas simultaneously.

## Mark Breakdown

In-class assignments, quizzes and term projects will be used to assess how students meet the course outcomes.

\*Note: Students must complete major term projects in order to get course credit.

## Specific Learning Outcomes Common to All ICT Courses

Students will...

1. Evaluate original inquiry questions and create new questions for future inquiry.
2. Incorporate new information with prior knowledge and adjust inquiry strategies.
3. Assess textual, numerical, aural, and visual information, as well as the source of the media, to determine context, perspective, bias, and/or motive.
4. Self-assess ICT representations and go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose, and occasion.
5. Adjust communication based on self-evaluation and feedback from a global audience.
6. Self-monitor learning goals, reflect on the value of ICT to complete learning tasks, and set personal goals for using ICT to learn.
7. Identify possible health issues associated with using ICT. (*Examples: ergonomic factors, inactivity, carpal tunnel syndrome, repetitive stress injury, eye strain, addictive/obsessive behaviour...*)
8. Apply school division's acceptable-use policy for ICT.
9. Apply safety guidelines when communicating electronically. (*Examples: email, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards...*)
10. Explain consequences of unethical behaviour. (*Examples: cyberbullying, promotion of prejudice and hatred, copyright violations, plagiarism, willful destruction/manipulation of data, hacking, propagation of viruses, spamming, software piracy, consumer fraud, identity theft...*)
11. Apply guidelines for ethical and responsible use of ICT. (*Examples: respect others' privacy, protect personal information, follow security procedures, respect intellectual property and credit sources, use licensed software, discourage cyberbullying, collect data ethically, and analyze information ethically...*)
12. Evaluate effects of personal ICT behaviour on others.
13. Weigh personal benefits and risks of using ICT.
14. Analyze various ICT skills and competencies required in personal career choices.
15. Analyze advantages and disadvantages of ICT use in society. (*Examples: lack of access, consequences of unethical use, ease of manipulating data, ease of communicating information, addictive/obsessive behaviour...*)