



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #33
Developed by: Michael Florizone & Manfred Braun	Date Developed: April 18th 2019
School Name: GW Graham Secondary & Sardis Secondary	Principal's Name: Chuck Lawson & Dan Heisler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Drama: Film & Television 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

HD/4K Camera equipment, gimbals, tripods, dollies, lighting, green screen, microphones, editing stations (16 GB Ram min.), projectors, sound systems.

Course Synopsis:

This course will provide students with a basic introduction to the principles and practice of film production. Through a balance of theory and application, students will develop analytical skills in viewing films, gain hands on skills by applying what they have learned, and be exposed to various types of media that will prepare them for the subsequent Film 11 and 12 courses.

Goals and Rationale:

Rationale:

Not only is the Film & Television industry in British Columbia growing exponentially, students are beginning to take notice and actively search out ways to be part of the experience. Youth are becoming increasingly engaged in influencing their own generation through active participation, collaboration, and contribution. Through the use of technology, students are finding new ways of expressing their voice, engaging their peers in self-advocacy, exploring issues they are passionate about, and sharing stories. One thing we know for certain: Arts & Culture are an essential part of our society. With the rise of cell phones, tablets and other types of technology, students have the tools readily available to create and develop video. However, having the basic tools is just the beginning. Students may have the skills to tell their story, however, it does not necessarily mean they come with the technical and artistic skills they need to do it well. This is where the course of Drama: Film & Television is essential for moving students beyond the 'selfie' video, helping them hone their craft to become filmmakers. Previous to taking this course, students will have likely watched thousands of hours of content on television and the internet. They will have a solid idea of the vast array of media in popular culture. A few students may have dabbled in making videos with friends or for a class project. However, most will not come with the skills and understanding of collaborating, creating, developing, and producing film that engages the audience and encourages conversation.

Taking Drama: Film & Television will allow students to: View films with a critical eye for detail, including all aspects (lighting, sound, music, acting, directing, cinematography, story, and theme), discuss what worked well and what did not, collaborate and brainstorm as part of a team, develop a unique idea, build a script, and work through the pre-production, production, and post-production process, and celebrate their efforts by sharing with classmates and possibly even the public.

Similar to all areas of Arts, observation plays an important role in young filmmakers. Students are encouraged to tell their own story, reach out to others who have something to say, entertain, and engage an audience emotionally. Through the Drama: Film & Television, students are encouraged to push beyond what they already know, and develop their own unique and artistic voice.

Goals:

- Develop an understanding to differentiate styles in various genres.
- Develop an understanding and recognition of collaboration on various levels of film production.
- Develop the skills needed to create an effective team.
- Develop the knowledge and skills to analyze ways in telling stories.
- Gain connections amongst peers and strengthen creative ties.

Aboriginal Worldviews and Perspectives:

First Peoples' Principles of Learning:

- The Fine Arts support the well-being of the self, the family, the community. Students have ample opportunity in Film to explore deeper connections.
- Learning is embedded in Memory, History, and Story. Students are encouraged to reflect on their own cultural stories.
- Filmmaking is inherently holistic, reflexive, reflective, experiential and relational
- Film production requires exploration of one's identity, philosophy and ethics.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Aboriginal Worldviews and Perspectives:

- Drama: Film & Television puts an emphasis on connectedness and relationship.
- A positive, learner-centered approach is used in Film classes.
- Student voice is encouraged and necessary for successful filmmaking.
- Language and Culture are integral parts of the film process.
- Development of Community and ties to local Community are valued

BIG IDEAS

An artist’s intention transforms moving images into art.

Growth as an artist requires time, patience and reflection.

Aesthetic experiences provided by **moving images** can effect change in artists, audience and environments.

Traditions, perspective, worldviews and stories can be shared through film and television works.

History, culture, and community can influence film and television productions.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Explore, view, and create moving images • Plan, produce, and record moving images individually and collaboratively • Create moving images using imagination and inquiry • Create artistic works to reflect personal voice, story, and values • Develop and refine skills and techniques in creating moving images • Create artistic works with an audience in mind. • Explore artistic possibilities and take creative risks using various sources of inspiration • Demonstrate safe and responsible use of materials, tools and workspace <p>Reason and Reflect</p> <ul style="list-style-type: none"> • Describe and analyze how meaning is communicated in moving images through technologies, environments, and techniques • Identify ways to resolve creative challenges • Recognize and evaluate creative choices in the planning, making, interpreting and analyzing of film and television works • Develop personal answers to aesthetic questions • Reflect on the influences of a variety of contexts on film and television works 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • moving-image elements, principles, vocabulary, industry terms, and symbols • pre-production, production, and post-production strategies, techniques, and technologies • acting skills and approaches • roles of responsibilities of pre-production, production, and post-production personnel, as well as roles of artists and audience • historical, current, and emerging consumer and commercial moving-image formats and technologies • First Peoples worldviews and cross-cultural perspectives, stories, and history expressed through moving images • local, national, global, and inter-cultural film and television artists • ethical, moral, and legal considerations associated with moving-image distribution and sharing • health and safety protocols and procedures • common vocabulary used in film and television production • a variety of image sources and genres

Curricular Competencies

Communicate and document

- **Document** and respond to moving images
- Appreciate film and television works through a variety of contexts
- Demonstrate respect for self, others, and **place**
- Communicate and respond to **social and environmental issues** through moving images
- Express **personal voice** as a moving-image artist

Connect and expand

- Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge through moving images
- Engage in **digital citizenship** throughout the creative process
- Explore the impacts of culture and society on moving images
- Identify educational, personal, and professional opportunities in the film and television industry, and in emerging media
- Adhere to safety protocols and procedures in all aspects of film and television production

Big Ideas – Elaborations

- **Aesthetic experiences:** emotional, cognitive, or sensory responses to works of art
- **Moving images:** audio-visual productions for a range of media or uses (eg. television, film, world wide web, animation)

Curricular Competencies – Elaborations

- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **source of inspiration:** experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environments.
- **skills:** including problem-solving skills.
- **aesthetic questions:** questions relating to the nature, expression and perception of artistic works.
- **variety of contexts:** personal, social, cultural, environmental, and historical contexts.
- **document:** through activities that help students reflect on their learning (e.g. journaling, drawing, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio).
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First People perspectives on the world.
- **social and environmental issues:** occurring locally, regionally, nationally, and/or globally.
- **ways of knowing:** First Nations, Metis and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive.
- **digital citizenship:** using information and technology in a way that is respectful of self, others, and privacy laws, and mindful of cultural values and beliefs.

Content – Elaborations

- **moving-image elements:** framing, composition, mise en scene.
- **vocabulary:** for example, storyboard, thumbnail sketch, duration, point of view, flip book, acoustics, installation, camera angles, long shot, panning, close-up, medium shot, depth of field, concept mapping, flow chart.
- **pre-production:** the stage before the production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts and storyboards, designing costumes).
- **production:** the stage during which a product is actively created and developed; involves, for example, shooting video or film, setting up lights, setting up and using sound recording equipment.
- **post-production:** the stage after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (e.g., editing video footage, touching up and mounting photos, conducting multimedia tests).
- **First People worldviews:** including contemporary and traditional perspectives.
- **ethical, moral, and legal considerations:** regulatory issues related to the responsibility for duplication, copyright and appropriation of imagery, sound, and video.

Recommended Instructional Components:

- Direct Instruction
- Experiential Learning
- Reflective Writing
- Demonstrations
- Peer Teaching
- Elements and Principles of Design
- Image Development Strategies
- Media Technologies
- Standards-compliant Technology
- Preproduction Planning Strategies and Technologies
- Production Strategies and Technologies
- Postproduction Strategies and Technologies
- Linear and nonlinear editing Technologies

Recommended Assessment Components:

- Quizzes and Exams
- Oral Presentations
- Multimedia Presentations
- Peer Assessment
- Self-Assessment
- Journaling
- Pre-Production Assessment
- Production Assessment
- Post-Production Assessment

Learning Resources:

- Media Smarts: Canada's Centre for Digital and Media Literacy
- Media College: Resources for Film & Digital Media Production
- Television Production: A Classroom Approach (Libraries Unlimited, INC.)
- Drama: Film & Television 11/12 Curriculum (curriculum.gov.bc.ca)

Additional Information:

None