

RCOE DIGITAL FILM PRODUCTION III (G)

DATE:

INDUSTRY SECTOR: Arts, Media and Entertainment Sector

PATHWAY: Production and Managerial Arts - Film/Video Production

CALPADS TITLE: Advanced Film/Video Production (Capstone)

CALPADS CODE: 7245

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Music Composers and Arrangers	27-2041.04	Producers	27-2012.01
Sound Engineering Technicians	27-4014.00	First-Line Supervisors of Production and Operating Workers	51-1011.00

COURSE DESCRIPTION:

The RCOE Digital Film Production III course is designed to provide students with the opportunity to use their knowledge of the video and film production industries, and the related careers, to manage industrial video projects. Students will also be able to pitch marketing ideas and concepts to potential clients as well as create and execute business proposals to clients. As a result, students will also be trained in marketing and business skills, as it relates to video and film production. Students will gain additional technical training in the design and critique of motion graphics and pictures, as well as understand the psychological impact that digital media will have on their clients' potential audience. This is the capstone course of the Digital Film Production Pathway.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
RCOE Digital Film Production II (Required)
RCOE Digital Film Production I (Required)

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Moving Images: Making Movies, Understanding Media Casinighino CyberCollege Cengage 1st Edition Yes

PROGRAM OF STUDY:

- None identified

I.	UNIT 1: INTRODUCTION & SAFETY	CR	Lab/ CC	Standards
	<p>This introductory unit provides an overview of the course content, objectives, and instructor expectations. The class will analyze and collaboratively discuss the common traits exhibited by successful individuals by looking at personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in this career pathway. Building on their prior knowledge from the RCOE Digital Film Production II (concentration) course, the students will review the historical, cultural, and economic significance of video and film in our society. Students will use this information to conduct research and collaboration regarding the information found.</p> <p>Textbook, <i>Moving Images</i>:</p> <ul style="list-style-type: none"> • 40-41 • 78-79 • 118-119 • 164-165 • 206-207 • 246-247 • 284-285 • 326-327 <p>Key Assignment:</p> <p>Students will develop a safety checklist for the class production activities which account for the safety of the students and staff as well as protection of the equipment and facilities.</p> <ul style="list-style-type: none"> • Students will present their safety checklist to the class for analysis and discussion. 	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
II.	UNIT 2: THE PRODUCTION PROCESS	CR	Lab/ CC	Standards
	<p>Students will acquire knowledge regarding studio operation and the production process, including the use of cameras and other audio/visual peripherals, as an essential part of the production of client films. Students will comprehend the appropriate use of each of these components by creating and developing visual and auditory content for consumption for a targeted audience. Students will learn the appropriate use of different peripherals (including sound mixers, non-linear video editing equipment, cameras, lights, etc.) and so to utilize the equipment in the development of “their story.”</p> <p>Key Assignment:</p> <p>Students will create a 1-2 minute short film utilizing a DSLR camera, scriptwriting software (such as Celtx), and non-linear film editing software (such as Final Cut Pro X) on an iMac computer. Students will collaboratively create a checklist for the production activities that meets expected criteria and outcomes related to content.</p> <ul style="list-style-type: none"> - Each student’s narrative (or script) will be analyzed for grammatical and structural errors by the instructor in preparation for executing the film. - The final edited film will be presented to the class and openly critiqued by their peers and the instructor, utilizing film specific language (jargon). - Items considered for assessment: technical proficiency, message content and delivery based on target audience, video editing (including ethical and aesthetical treatment of the source video and sound production). 	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
III.	UNIT 3: CLIENTELE OPERATIONS	CR	Lab/ CC	Standards

	<p>In this unit, students will learn how to professionally communicate with clients, using appropriate business vernacular and etiquette to denote the importance of collaboration between a business associate and a client as crucial to a business transaction. Students will learn how to realign a prospective client's project to their prospective client's target audience. Students will also listen to an outside client's proposal for a given project and work with the client to ensure the potential client's project goals are met.</p> <p>Key Assignment:</p> <p>Students will develop a project questionnaire for a prospective client. From the client's answers, students will create a written business proposal which will include contents, outlining media services, and the final deliverable product. The proposal will also include:</p> <ul style="list-style-type: none"> • Crew list • List of expenses • Pre-production materials • Production needs • Post production effects for planning a business commercial. 	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
IV.	UNIT 4: THE LINE PRODUCTION PROCESS	CR	Lab/ CC	Standards
	<p>In this unit, students will learn about budgeting, casting, scheduling, the hiring process, and how to location scout. With an emphasis on mathematical principals and budgetary approaches, students will continue their demonstration of Unit 3 by researching and developing a budget and cost/benefit analysis for a business proposal.</p> <p>Key Assignment:</p> <p>Students will draft a cost benefit analysis (CBA) for a proposed film. The projected costs of the draft will include:</p> <ul style="list-style-type: none"> • Total budget for the film. <ul style="list-style-type: none"> • Identify each of the client's requests. • List of locations. • List of available talent. <p>The final draft will be detailed in an instructor provided spreadsheet template.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
V.	UNIT 5: ONLINE PORTFOLIO DEVELOPMENT/SOCIAL MEDIA MARKETING	CR	Lab/ CC	Standards
	<p>In this unit, students will learn how to create a functioning business in their local community (i.e. branding, marketing, and social influence). Topics and related projects include the development of:</p> <ul style="list-style-type: none"> • A website that is easy to navigate. • A logo that brands and identifies their production style to their potential market. • Business cards that highlight their brand and website. • A highlight reel that identifies their strong visual and auditory skills. • A self-marketing demo reel that highlights everything in their portfolio, as well as markets the student to a target audience. <p>Key Assignment:</p> <p>Students will create an online portfolio in the form of a "one-stop shop" used to recruit potential clients.</p> <p>Part 1: Develop a website to host work where the potential clients can evaluate the students' work. The website will include:</p> <ul style="list-style-type: none"> • "Behind the scenes" video (part 2). • Company logo • An updated weekly video-blog documenting the production process. <p>Part 2: Create a "behind the scenes" video demonstrating the students'</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

	<p>knowledge of the production process with samples as evidence (“here’s what I did on the ____ project”).</p> <ul style="list-style-type: none"> • Will be posted to the website. <p>Part 3: Develop and maintain social media accounts for their “one-stop shop” across 3 (three) platforms (ex: Twitter, LinkedIn, and Google).</p> <ul style="list-style-type: none"> • Students should post a minimum of 3 (three) times per week highlighting their production work while also utilizing jargon from the industry. 			
VI.	UNIT 6: CONTRACT & LEGAL FORMS	CR	Lab/ CC	Standards
	<p>In this unit, students will understand the need for and proper uses of professional releases, location releases, copyright releases, broadcast agreements and liability forms. In addition, students will research and review various releases used in industry. As part of the unit projects, students will develop standardized photography release forms, create a client contact list, and secure copyright releases for any and all audio and video media incorporated into their films.</p> <p>Key Assignment:</p> <p>Students will develop the following documents:</p> <ul style="list-style-type: none"> • Professional release • Location release • Copyright release • Broadcast agreement • Liability form <p>Note: Each document will be submitted for 100% accuracy or will need to be revised and resubmitted.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
VII.	UNIT 7: THE PROMOTIONAL VIDEO PROJECT	CR	Lab/ CC	Standards
	<p>In this unit, students will learn the most common type of industrial film production: the promotional film. Students will become familiar with how this type of film is used as an advertising and marketing tool for a business or service. As a result, students will understand the elements of a promotional video and how to address the target audience in it.</p> <p>Key Assignment:</p> <p>Students will create a promotional film to advertise their school. As part of the promotional film, students will highlight:</p> <ul style="list-style-type: none"> • Strengths of the school. • Multiple clubs. • Student organizations. • A curriculum pathway. • A department (ex: guidance, special education). <p>The promotional film should feature the breadth and depth of activities in which potential students can be involved with. It should also be geared to a specific audience (target market) and posted to social media.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
VIII.	UNIT 8: COMMERCIAL BUSINESS PROJECTS	CR	Lab/ CC	Standards
	<p>In this unit, students will learn the process of creating a commercial for a product or service to be advertised for an outside client. In conjunction with the commercial, students will become familiar with client relations and a market analysis in the development of the final product. Students will be introduced to price negotiation, identification of target market, and the draft and revision process.</p> <p>Key Assignment:</p> <p>Students will create a marketing analysis for a client (ex: school district, local business, or a 501c(c)) in need of advertising. Students will inquire as to the</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

	<p>client's needs (ex: increase customers or new product line). The students will then incorporate the client's ideas and needs into a final marketing analysis for review. The marketing analysis will include:</p> <ul style="list-style-type: none"> • The identified target market. • The commercial, including a story treatment and script that appeals to the target market. • A detailed cost breakdown. 			
IX.	UNIT 9: FILM FESTIVAL & VIDEO CONTESTS	CR	Lab/ CC	Standards
	<p>In this unit, students will research local film festivals or video contests so to understand the submission criteria and selection process. Students will also learn the role of film festivals in promoting a new film.</p> <p>Key Assignment:</p> <p>Students will locate and enter a local film festival. As part of their submission, students will write, produce, and edit a film for the film festival.</p> <p>Note: The film festival must meet the school's and/or district's submission requirements as well as be approved by the instructor in advance of the preparation of the final submission.</p> <ul style="list-style-type: none"> • The assessment of the student's film submission will be conducted based on the film festival's selection criteria/rubric. 	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>
X.	UNIT 10: CAREER PLANNING	CR	Lab/ CC	Standards
	<p>Students will research career opportunities as well as examine the professional and educational requirements needed to meet their personal, post-secondary goals. Students will identify personal qualifications, interests, aptitudes, information and skills, and post-secondary options necessary to succeed in this career.</p> <p>Key Assignment:</p> <p>Part 1: Students will develop a career plan and personal portfolio. As part of the portfolio, students will include:</p> <ul style="list-style-type: none"> • 1 page cover letter • 1 page resume • 1 page follow-up letter <p>Note: The cover letter, resume, and application will be submitted to a business with the purpose of gaining employment. The follow-up letter will follow the original submission of documents as prescribed. Students will not be assessed based on the outcome of the submission, but rather the contents of their documents.</p> <p>Part 2: Students will complete a mock interview with the instructor. The mock interview will be conducted in conjunction with the original submission documents (i.e. cover letter, job application, resume, and cover letter). Students will speak to their qualifications, skills, experience, and education in relation to the career desired using appropriate industry jargon.</p>	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: C1.1</p>

Entered by:

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