



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Design Technology

GRADE LEVEL(S): 12th Grade

COURSE: Short Films

TIME FRAME: Half Year (2.5 Credits)

I. Course Overview

This course provides students the opportunity to write, produce, direct, and edit their own short film. Students will prepare to create their short film through screenings, lectures, projects and discussions. Although each student will be creating their own project, the course will include a mix of group and individual assignments. Students will participate collectively in brainstorming activities to develop a story as well as peer review sessions. The course will allow students to work on a film independently in a collaborative and creative environment. Students will continue to develop skills in Adobe Premier Pro and will be introduced to Adobe After Effects.

II. Units of Study

- 1.) Storytelling
- 2.) Camera Features and Story Brainstorming
- 3.) Screenplay Writing
- 4.) Film and Edit Short Film

III. Essential Questions *(The open-ended, provocative questions that help frame inquiry)*

Unit 1: Storytelling

- How is character development used along with the various parts of a story to develop a short film?
- How is a short film different from other types of film media?
- How does a story change when told through a short film versus a feature film?

Unit 2: Camera Features and Story Brainstorming

- What functions and features of a DSLR camera do effective filmmakers utilize in the planning and development of their shots?
- How can I use brainstorming activities to spark ideas?
- How can I format a script to enhance the development of the short film?
- How do “the Beats” help to introduce the antagonist, protagonist, and obstacle?
- How do I identify a location for a film and select actors?

Unit 3: Screenplay Writing

- How can I format a script to enhance the development of the short film?
- How do “the Beats” help to introduce the antagonist, protagonist, and obstacle?
- How do I identify a location for a film and select actors?



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Unit 4: Film and Edit Short Film

- How can various editing tools and techniques be used to enhance the short film?
- How do you cut shots together and determine which shots need to be reshot?
- How can peer revision be utilized to assist in the identification of shots that need to be reshot?
- What is the importance of a rough cut?
- How does the creation of a rough cut reflect the design process that was used to design, plan, shoot, and edit the short film?
- How is a final cut different from a rough cut?
- How does the final cut reflect the overall utilization of the design process that made it possible to design, plan, shoot, edit, and showcase a short film?
- What do design students develop in order to showcase their work?
- How can a portfolio be used for your educational and/or professional endeavors?

IV. Learning Objectives

NJCCCS:

- Technology Education – Engineering Design
 - 8.2.12.F.1
- Educational Technology: 8.1
 - 8.1.12.A.4
 - 8.1.12.C.1
- 21st Century
 - 9.1.12.A.1
 - 9.1.12.A.2
 - 9.1.12.B.2
 - 9.4.12.C.(1).1
 - 9.4.12.C.(1).5
 - 9.4.12.C.(1).6
 - 9.4.12.C.(2).2
 - 9.4.12.C.(2).7
- Visual and Performing Arts
 - 1.1.12.C.2
 - 1.4.12.B.1

Common Core:

- ELA Standards for Science & Technical Subjects
 - WHST.11-12.4
 - WHST.11-12.5
 - WHST.11-12.6

V. Instructional Materials

- Google Calendar
 - *Students will update their own calendar that is shared with all participating members of the film.*



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- Google Drive
 - *All film documents will be loaded to Google Drive and kept in a folder shared with the teacher and all participating members of the team.*
- YouTube
 - *Students will create their own YouTube channel to be used as an electronic portfolio.*
- DSLR Cameras
 - *Students will be introduced to the manual features.*
- Adobe Premiere/Adobe After Effects
 - *Two editing programs that students will use.*
- External Microphones
 - *Lavalier Mics*
- Lights
 - *Students will experience with lighting techniques.*

VI. Key Performance and Benchmark Tasks

Unit 1: Storytelling

- Identify the eight parts of a story.
- Construct a coherent storyline.
- Create a round character that an audience can connect to.
- Analyze themes in various short stories and films.

Unit 2: Camera Features and Story Brainstorming

- Operate a DSLR camera and use all manual functions.
- Know and understand camera features such as aperture, white balance, ISO, and frames per second.
- Complete a series of writing activities using story prompts.
- Develop storylines and characters in a group discussion.

Unit 3: Screenplay Writing

- Create and develop a storyline and characters.
- Outline themes and plot twists throughout the story before writing the script.
- Independently seek out a cast and crew.
- Identify various locations to film and the pros and cons of working in the environment.
- Format a script correctly.
- Elaborate on planning activities to create a complete story.
- Develop their own characters that an audience can connect with.

Unit 4: Film and Edit Short Film

- Independently direct a short film using their cast and crew.
- Frame camera shots that allow the audience to connect with the character and story.
- Set up external microphones to improve audio quality.
- Create basic titles and graphics in Adobe After Effects.
- Color correct footage in Adobe After Effects.



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- Review footage and identify areas that need improvement.
- Create a plan for reshooting necessary shots.
- Critique their work as well as others in a group setting.
- Prepare shot sequences for individual scenes.
- Prepare a final cut of a short story.
- Create and manage their own online portfolio showcasing their work.
- Reflect on their experience of writing, directing, and editing a short film.