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Scary Movie Scene Project

OBJECTIVE

Create a 2-minute scene that might be found in a suspense film.

DESCRIPTION

You've seen how the pros use angles or close-ups to make a scene suspenseful or scary. You've noticed how visual and sound editing techniques can increase tension. Now's your chance to turn a typical location in your school into a creepy one—even creepier than usual!

For example: two students are walking late to class. They glance over their shoulders and notice that a basketball seems to be following them. They glance again, and it's gone. They begin to run, and at every turn there's the ball!

It is possible that the scene is more funny than scary, but that's okay. We are working to apply the techniques we've seen!

KEY STEPS

1. Pick a location in the school to serve as a good spot for a suspenseful scene.
2. Write a script that tells a brief story of the conflict. Be sure to include the video information (angles, camera movement, etc.) as well as the audio info (dialogue, sound effects, music)
3. To save time editing, try to shoot the script in order. Don't forget to vary your angles—don't use all long shots or all close-ups.
4. Edit out all the unnecessary parts—remember to keep it short and effective.
5. Add any music, sound effects, and visual effects (for example, black and white)
6. Complete the self-evaluation on the next page and have your teacher grade the project.

“In France, I'm an auteur. In England, I'm a horror movie director. In Germany, I'm a filmmaker. In the US, I'm a bum.”

—John Carpenter

HINTS

- Move your video to an editing station right away and store the original footage somewhere safe!
- Keep it short! You don't need to make a whole movie; focus on one scene!
- Avoid any violence—remember you're creating suspense!
- Don't do the “shaky-cam” unless it's absolutely necessary! Use a tripod!
- Tape two or more angles of every shot you're going to use. You may need the extras as cutaways if there's a mistake (or random tripod) in the first shot.
- If you have dialogue in the scene, be sure that you are using the proper microphone (for example: shotgun mic or hidden lapel mic).

Have your script approved here: _____
(INSTRUCTOR'S SIGNATURE) (DATE)

Assignment Start Date: _____ Assignment Due Date: _____

Scary Movie Scene Project

Group Grading Grid	
<p>On a scale of 1 to 10 (ten being the highest) . . . rate the script mechanics. <i>Consider the video notations (angles, techniques) and audio notations (dialogue, sound effects, music).</i></p> <p>■ Teacher Comments:</p>	<p>Script Mechanics Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>
<p>On a scale of 1 to 5 (five being the highest)... rate the script quality. <i>Consider the focus of the location and how the time frame adds suspense.</i></p> <p>■ Teacher Comments:</p>	<p>Script Quality Group Self-Score: 1 2 3 4 5 Teacher Score: 1 2 3 4 5</p>
<p>On a scale of 1 to 10 (ten being the highest)... rate the technical skills. <i>Consider how the variety of angles and techniques, editing, and camerawork added to the suspense.</i></p> <p>■ Teacher Comments:</p>	<p>Technical Skills Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>
<p>On a scale of 1 to 10 (ten being the highest)... rate the overall effect. <i>Consider the clarity and interest of the suspense story.</i></p> <p>■ Teacher Comments:</p>	<p>Overall Effect Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>
<p>Bonus: Does the work warrant bonus points? <i>Consider the quality of the camerawork, audio, and/or editing.</i></p> <p>■ Teacher Comments:</p>	<p>Bonus Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>
Total Teacher Score	/35+

Individual Analysis	
<p>Question: What was your role in this production? Response:</p>	<p>What I did . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>
<p>Question: What detail from your project do you feel made the biggest impact? Response:</p>	<p>What I noticed . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>
<p>Question: What ingredients are the most important for successful suspense? Response:</p>	<p>What I believe . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>
Total Individual Analysis Points	/15+
Total Points (total teacher score + total individual analysis points)	/50+

IN-CLASS WARM-UP

3-Camera-Shoot Breakdown

What am I doing? Analyzing how each camera in a three-camera location is responsible for different duties.

How do I do that? The teacher shows one or more three-camera productions (talk show, game show, sitcom, etc.). After giving a brief description of the scene, describe what each camera is focusing on.

Any tips for me? It helps to make a sketch of the set, as you did in the previous Warm-Up. Use the Terminology and Tips.

Brief Description	Camera #1	Camera #2	Camera #3
Example: Seinfeld episode (Jerry's apartment)	Kramer's entrance	LS of apartment—centered on doorway	George and Jerry as Kramer enters

Grading Grid

(completed by the teacher)

Level of Completion	1	2	3	4	5
Response Quality	1	2	3	4	5
Bonus	1	2			
Total Score					/10 pts

What is probably the most challenging obstacle in using three cameras at once?

Multi-Camera Skit: A Live-Edit Project

OBJECTIVE

Produce a 2-minute skit that can be edited live, switching between three different cameras.

DESCRIPTION

If you've seen a sitcom, a game show, a talk show, or a sports telecast, then you've seen a live multi-camera edit. Each camera is responsible for a part of the whole (for example, the camera behind third base covers first base, etc.). The challenge of this assignment is for your camera operators to know their jobs and your director to know when to cut to them.

KEY STEPS

1. Find a script for a five-minute skit.
2. Break the script down into specific angles AND specific cameras. (For example, Camera #1 on the far left will be responsible for getting a close-up of someone sitting on the right side of the room.)
3. Get script approval.
4. Rehearse the skit in the studio. (The actors, the camera operators, and the director will need this rehearsal time!)
5. Try to shoot the skit completely through from beginning to end. If there is time, re-shoot the scene.
6. Load completed takes on an editing station and fine-tune. Add music, titles, sound effects (even a laugh track).



“In feature films the director is God; in documentary films God is the director.”

—Alfred Hitchcock

HINTS

- Many skits (such as sitcom scripts) can be found for free on the Internet.
- A game show or talk show can also be used for this assignment.
- Give each camera operator a list of shots they must cover.
- The director must be ready to switch to the “safe” camera, generally the center camera responsible for a wider shot of the scene.
- Test all the microphones to be sure audio levels are consistent. A shotgun mic or hidden lapel mics work best.

Have your script approved here: _____
(INSTRUCTOR'S SIGNATURE) (DATE)

Assignment Start Date: _____ Assignment Due Date: _____

Multi-Camera Skit: A Live-Edit Project

Group Grading Grid		
<p>On a scale of 1 to 10 (ten being the highest)... rate the script mechanics. <i>Consider the video notations (angles, techniques) and audio notations (dialogue, sound effects, music).</i></p> <p>■ Teacher Comments:</p>	<p>Script Mechanics Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>	
<p>On a scale of 1 to 5 (five being the highest)... rate the script quality. <i>Consider the planning, clarity, and creativity present.</i></p> <p>■ Teacher Comments:</p>	<p>Script Quality Group Self-Score: 1 2 3 4 5 Teacher Score: 1 2 3 4 5</p>	
<p>On a scale of 1 to 10 (ten being the highest)... rate the technical skills. <i>Consider the directing of the various camera angles—their focus and the headroom. Consider the microphone placement and sound quality.</i></p> <p>■ Teacher Comments:</p>	<p>Technical Skills Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>	
<p>On a scale of 1 to 10 (ten being the highest)... rate the overall effect. <i>Consider the creativity, clarity, and logical sequence of the story interfaced with the live editing.</i></p> <p>■ Teacher Comments:</p>	<p>Overall Effect Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>	
<p>Bonus: Does the work warrant bonus points? <i>Consider the quality of the camerawork, audio, and/or editing.</i></p> <p>■ Teacher Comments:</p>	<p>Bonus Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>	
Total Teacher Score		/35+

Individual Analysis		
<p>Question: What was your role in this production? Response:</p>	<p>What I did . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>	
<p>Question: Upon completion of this project, what do you now wish had been done differently? Response:</p>	<p>What I noticed . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>	
<p>Question: When you watch multi-camera shots in the future, what techniques will you watch for? Why is technique so important for this type of camerawork? Response:</p>	<p>What I believe . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>	
Total Individual Analysis Points		/15+
Total Points (total teacher score + total individual analysis points)		/50+

IN-CLASS WARM-UP

PSA Analysis

What am I doing? Analyzing five public service announcements (PSAs).

How will I do that? The teacher presents five PSAs. Complete the chart as you watch them (follow the example) and respond to the statements to help prepare you for your own PSA production.

Any tips for me? An excellent website for PSAs is www.adcouncil.org.

PSA Message	<i>Don't do drugs</i>	Target Audience	<i>teens</i>	Tone	<i>funny</i>
Brief description	<i>CU of the egg as the brain, then its cracking and frying to show drugs' effects</i>		Strongest Moment	<i>Watching the violence of an egg burning is a clear message to kids about the dangers of drugs.</i>	
Rate it-5 being best 1 2 3 4 5					

PSA Message		Target Audience		Tone	
Brief description			Strongest Moment		
Rate it-5 being best 1 2 3 4 5					

PSA Message		Target Audience		Tone	
Brief description			Strongest Moment		
Rate it-5 being best 1 2 3 4 5					

Public Service Announcement (PSA) Project

OBJECTIVE

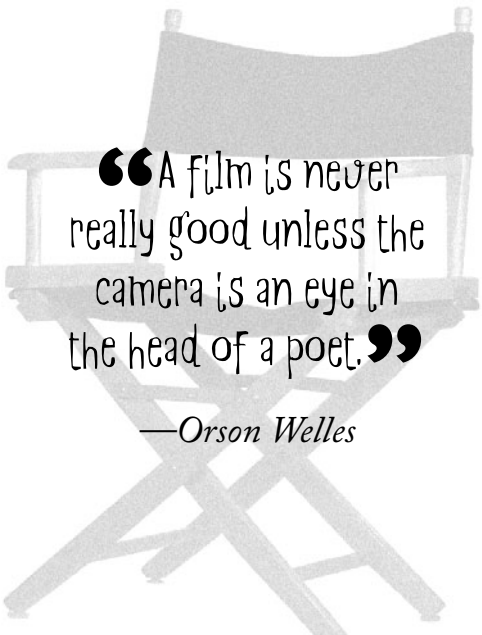
Create a 30-second video that promotes an idea that benefits the public good.

DESCRIPTION

There are many commercials on TV that do not advertise a product but an idea. These public service announcements (PSAs) have topics that generally apply to health, safety, and general common sense.

KEY STEPS

1. Choose a subject appropriate for a public service announcement.
2. Brainstorm the best possible way to communicate the message in 30 seconds.
3. Get script approval.
4. Videotape the scenes in the order of the script (if possible). Remember to be creative during the shoot with your camera angles and techniques.
5. At the editing station, add any titles, music, sound effects, and voice-overs necessary.



“A film is never really good unless the camera is an eye in the head of a poet.”

—Orson Welles

HINTS

- Pick a topic that is a real concern—not, for example, “Tie your shoes.”
- Remember, if you find it boring to make, think of those poor people who have to watch it! Make it creative, concise and clear!
- Humor works well in some PSAs but is inappropriate for others.

Have your script approved here: _____
(INSTRUCTOR'S SIGNATURE) (DATE)

Assignment Start Date: _____ Assignment Due Date: _____

Public Service Announcement (PSA) Project

Group Grading Grid	
<p>On a scale of 1 to 10 (ten being the highest) . . . rate the script mechanics. <i>Consider the video notations (angles, techniques) and audio notations (dialogue, sound effects, music).</i></p> <p>■ Teacher Comments:</p>	<p>Script Mechanics Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>
<p>On a scale of 1 to 5 (five being the highest)... rate the script quality. <i>Consider how well it conveys the PSA message.</i></p> <p>■ Teacher Comments:</p>	<p>Script Quality Group Self-Score: 1 2 3 4 5 Teacher Score: 1 2 3 4 5</p>
<p>On a scale of 1 to 10 (ten being the highest)... rate the technical skills. <i>Consider how the variety of angles and techniques, editing, and camerawork support the PSA message.</i></p> <p>■ Teacher Comments:</p>	<p>Technical Skills Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>
<p>On a scale of 1 to 10 (ten being the highest)... rate the overall effect. <i>Consider whether the PSA was clear and creative and benefited the public good.</i></p> <p>■ Teacher Comments:</p>	<p>Overall Effect Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>
<p>Bonus: Does the work warrant bonus points? <i>Consider the quality of the camerawork, audio, and/or editing.</i></p> <p>■ Teacher Comments:</p>	<p>Bonus Group Self-Score: 1 2 3 4 5 6 7 8 9 10 Teacher Score: 1 2 3 4 5 6 7 8 9 10</p>
Total Teacher Score	/35+

Individual Analysis	
<p>Question: What was your role in this production? Response:</p>	<p>What I did . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>
<p>Question: What was the most gratifying result of your experience making a PSA? Response:</p>	<p>What I noticed . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>
<p>Question: Using a PSA you have seen as an example, what makes an effective Public Service Announcement? Response:</p>	<p>What I believe . . . Teacher Score: 1 2 3 4 5 Bonus: 1 2 3 4 5</p>
Total Individual Analysis Points	/15+
Total Points (total teacher score + total individual analysis points)	/50+