

MAKING MOVIES

Suggested Lesson Plans & Assessments

The following lesson plans, learning activities and suggested assessment tasks are designed for teachers of VCE Media; QCE: Film, Television and New Media; WA: Media Production & Analysis; and the Australian Curriculum's Media Arts program.

Making Movies can also be used to support students creating major works for Visual Arts, Society & Culture, Modern History Extension and English Extension 2.

The crew of Australian film THE LITTLE DEATH (2014)

CURRICULUM CONNECTIONS

Creative Content Australia Making Movies is a collection of resources that help teachers address aspects of the Media curriculum across Australia. It has a focus on the media production process, media roles, media institutions and issues that affect media professionals. In the Making Movies section, there is also advice to help students make their own films.

The resource includes lesson plans, learning activities and suggested assessment tasks which address a range of curriculum needs.

SUBJECT AREA	LEARNING OUTCOMES
Australian Curriculum	
Media Arts	<ul style="list-style-type: none"> • Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text • Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning • Plan, structure and design media artworks that engage audiences
VCE Media	
Unit 1: New Media	<p>Key knowledge</p> <ul style="list-style-type: none"> • the nature and features of new media technologies and their relationship with existing media technologies • creative implications of new media technologies • changes in media production, distribution and consumption introduced by the emergence of new media technologies • changes in the ways audiences experience and understand the media due to the emergence of new media technologies • changes occurring in society as a result of the emergence of new media technologies. <p>Key skills</p> <ul style="list-style-type: none"> • identify and describe characteristics and capabilities of new media technologies • discuss the relationships between new and existing media technologies • analyse the creative and social impact of new media technologies, including changes in the production, distribution and consumption of media.
Unit 2: Media industry production	<p>Key knowledge</p> <ul style="list-style-type: none"> • characteristics of stages of a media production within the context of the overall production process of a particular media product • range, characteristics and skills of specialist production roles • issues that affect the employment of media specialists • national, international and global media industry issues and developments relating to media production and their impact on production stages and specialist roles • methods for researching, analysing and presenting information to support informed discussions. <p>Key skills</p> <ul style="list-style-type: none"> • describe characteristics of the stages of a media production within the context of the overall production process of a media product • discuss the specialist roles and production work performed in stages of a media production process • analyse the impact of national, international and global media industry issues and developments on stages of the production process and the specialist roles undertaken for a production.

SUBJECT AREA	LEARNING OUTCOMES
QCE: Film, Television and New Media	
Audiences	<ul style="list-style-type: none"> • Consumption of products by audiences is essential to the profit motives of commercial media institutions.
Institutions	<ul style="list-style-type: none"> • Many different types of media institutions are involved in the development and financing of media content. • Several types of media institutions are involved in the production of media content. • Several types of media institutions are involved in the distribution, screening and display of media content. • Several media institutions regulate the operations of media providers, the content of media and the conditions of its use.
WA	
Media Production & Analysis	<ul style="list-style-type: none"> • Use skills, techniques, processes, conventions & technologies to create media work for audience, purpose & context • Use critical, social, cultural & aesthetic understandings to respond to, reflect on and evaluate media work



VCE MEDIA: MEDIA INDUSTRY PRODUCTION

LESSON 1: DEVELOPMENT

DURATION

50 minutes

RESOURCES

- Creative Content Australia Making Movies PDF
- Creative Content Australia Making Movies PPT
- Top 10 movies that we stuck in development hell
- Duel, 'The Writing of Duel', Universal Pictures.
- District 9, 'The Alien Agenda: Part 1', Sony Pictures.
- Batman Begins, 'The Journey Begins', Warner Brothers Pictures.
- Alien Quadrilogy, 'Star Beast', 20th Century Fox.

OUTLINE

- Introduce students to development, the first stage of the film production process, by taking them through the Creative Content Australia Making Movies PowerPoint presentation. Before teaching the class, it's a good idea to review the Development section of the Creative Content Australia Making Movies resource and the PowerPoint presentation. As you are going through the PowerPoint Presentation with students, encourage them to take notes when they see the pencil symbol. Some major points to cover when discussing development include: securing the options for a story; the formation of a development team; the creation of a prospectus to attract funding; the employment of a production manager and first assistant director to develop a preliminary budget and shooting schedule.
- Watch the video 'Top 10 movies that we stuck in development hell' which is a humorous look at films stuck in development. It is not necessary to show the whole video, if you start at 13m 3s, the video provides a brief recap of the top ten films stuck in development hell.
- To consolidate students' understanding of development and illustrate how filmmakers work collaboratively during this stage of production, it is worthwhile examining some Blu-ray and DVD bonus features to illustrate the process of development. Examples of good featurettes are included in the above list of resources.
- Homework: Students read the Development section of the Creative Content Australia Making Movies PDF, taking further notes on this stage.

LESSON 2: PRE-PRODUCTION

DURATION

50 minutes

RESOURCES

- Creative Content Australia Making Movies PDF
- Creative Content Australia Making Movies PPT
- Selected DVD and Blu-ray special features

OUTLINE

- Begin the class by introducing students to pre-production using the Creative Content Australia Making Movies PowerPoint presentation. Before teaching the class, it's a good idea to refamiliarise yourself with pre-production by reading the Creative Content Australia Making Movies PDF. As you are going through the PowerPoint Presentation with students, encourage them to take notes when they see the pencil symbol. Some important things to note about pre-production: the producer employs the heads of department, including the cinematographer and production designer; casting and auditions take place; locations are scouted and confirmed; the script is finalised; the film is scheduled and previsualised.
- During pre-production, there are a number of departments working together to prepare for production. The best way to illustrate the work completed during these stages is to use short bonus features from DVDs and Blu-rays. Select the videos that are most engaging for your students and allow them to appreciate the work that goes into pre-production.
 - » **Actors**
Iron Man, 'Jeff Bridges and Robert Downey Jr. Rehearsal', Paramount.
Collateral, 'Tom Cruise & Jamie Foxx rehearse', DreamWorks Video.
The World's End, 'Rehearsal Footage', Focus Features.
 - » **Art Department**
Captain America: The First Avenger, 'Outfitting a Hero', Paramount.
Sky Captain and the World of Tomorrow, 'The Art of the World of Tomorrow', Paramount.
Inception, 'The Japanese Castle: The Dream Is Collapsing', Warner.
 - » **Director of Photography**
The Hunger Games: Catching Fire, 'The Look', Lionsgate.
Quantum of Solace, 'Crew Files Behind-the-Scenes Clips', Twentieth Century Fox.
 - » **Locations**
Predators, 'Decloaking the Invisible: Alien Terrain', 20th Century Fox.
The Bourne Supremacy, 'On the Move with Jason Bourne', Universal Studios.
 - » **Previsualisation**
Minority Report, 'Previz Sequences' and 'Storyboard Sequences', Paramount Home Entertainment.
Red Hill, 'Storyboard Comparisons', Sony Pictures Entertainment.
War of the Worlds, 'Previsualisation', DreamWorks Video.
 - » **Production Department**
Star Wars: Episode III - Revenge of the Sith, 'Within a Minute: Production Office', Twentieth Century Fox.
 - » **Stunts**
Arrow: The Complete First Season, 'Arrow: Fight School/Stunt School', Warner Home Video.
Batman Begins, 'Shaping Mind and Body', Warner Home Video.
Fast & Furious 6, 'Hand-to-Hand Fury', Universal Studios.
The World's End, 'Stunt Tapes', Focus Features.

» **Visual Effects**

Cloverfield, 'Cloverfield Visual Effects', Paramount Home Entertainment.

District 9, 'Alien Generation: The Visual Effects of District 9', Sony Pictures Home Entertainment.

Iron Man, 'The Visual Effects of Iron Man', Paramount.

Moon, 'Creating the Visual Effects', Sony Pictures Home Entertainment.

Pacific Rim, 'The Digital Artistry of Pacific Rim', Warner Home Video.

» **Pre-Production**

The Hobbit, 'The Hobbit, Production Diary 1', New Line Cinema.

- After discussing pre-production and giving an overview of what happens during this stage of the film production process, watch 'The Hobbit, Production Diary 1' to reinforce the work that is completed during pre-production.
- Homework: Students read the Pre-production section of the Creative Content Australia Making Movies PDF, taking further notes on this stage.

LESSON 3: PRODUCTION

DURATION

50 minutes

RESOURCES

- Creative Content Australia Making Movies PDF
- Creative Content Australia Making Movies PPT
- Buried, 'Unearthing Buried: The Making of Buried', Lionsgate.

OUTLINE

- Use the Creative Content Australia Making Movies PowerPoint presentation to introduce students to what happens during production.
- Watch 'Unearthing Buried: The Making of Buried' from the Buried DVD.
- Activity: Using the Creative Content Australia Making Movies PDF, read over the chapters on Development, Pre-Production and Production. Make a list of ten lessons that student filmmakers can learn from professionals, e.g. During pre-production, create a look board to establish the visual style of your film.

LESSON 4: POST-PRODUCTION

DURATION

50 minutes

RESOURCES

- Creative Content Australia Making Movies PDF
- Creative Content Australia Making Movies PPT

OUTLINE

- Use the Creative Content Australia Making Movies PowerPoint presentation to guide students through post-production. Some important aspects to remember: the editors and director create several cuts of the film; visual effects artists continue to finalise shots; dialogue editors combine ADR and location recordings; sounds effects editors combine atmosphere sounds, foley and sound effects to create the soundtrack; composers create original music for the film; when the final cut of the film is approved it goes to the distributor.
- There are a number of DVD and Blu-ray special features that can be used to illustrate the post-production process. Choose short clips that are suitable and engaging for your students and help to illustrate what occurs during post-production.
 - » **Editing**
Harry Potter and the Order of the Phoenix, 'Harry Potter: The Magic of Editing', Warner Home Video.
The Social Network, 'Angus Wall, Kirk Baxter and Ren Klyce on Post', Sony Pictures.
Star Wars: Episode III - Revenge of the Sith, 'Within a Minute: Editorial', Twentieth Century Fox.
 - » **Music**
Rogue, 'The Making of Rogue: The Music', Dimension.
The Bourne Supremacy, 'Scoring with John Powell', Universal Studios.
The Dark Knight, 'The Sound of Anarchy', Warner Home Video.
 - » **Sound**
SoundWorks
Gary Hecker: Veteran Foley Artist
Veteran ADR Mixer Doc Kane
- Conclude by watching this segment covering the post-production of The Hobbit.

LESSON 6: FILMMAKERS IN FOCUS

DURATION

10-15 minutes

RESOURCES

- Creative Content Australia Making Movies PDF
- Creative Content Australia Making Movies videos

OUTLINE

- In Unit 2 Media, students are required to create their own media production. As they are working on their films, you can take ten minutes at the beginning of each class to reinforce and develop their knowledge of media production stages and roles using the Creative Content Australia Making Movies videos. Each of these videos looks at one role in the film production process, focusing on the work of some of Australia's leading film professionals. These videos can also be supplemented with other special features from DVDs and Blu-rays, depending on the needs and interests of your students.

ASSESSMENT TASK: LEARNING ACTIVITIES

- Watch *The Hobbit: Production Diary 1* and briefly explain what occurred during the pre-production of *The Hobbit*.
- Create a diagram showing the five stages in the film production process, including: development, pre-production, production, post-production, distribution and exhibition. Use the Creative Content Australia Making Movies website as a starting point for your diagram. You should include a brief summary of the roles involved at every stage.
- Using the Creative Content Australia Making Movies website, write a brief description of the following film production roles: producer, assistant director, runner, assistant camera operator, makeup and hair artist, vehicle supervisor, production designer, stunt performer, editor, film composer, visual effects artist, distribution executive, film programmer, marketing manager.
- Watch the closing credits of a film or television program. Pick five roles that you are unfamiliar with and use the Internet Movie Database Glossary or other resources to find out what they do.
- Read the Industry Issues: Piracy page in Creative Content Australia Making Movies. Identify five ways that piracy influences the film and television industry.
- Submit the responses to these activities to your teacher. They will assess your work using this rubric.

ASSESSMENT TASK: PRESENTATION

Give a presentation to your class about one of the roles in the film production process.

Use the Creative Content Australia Making Movies website as a starting point for your research.

In your presentation, you will:

- describe your selected role
- identify the stages of the film production process they are involved in
- describe the skills needed to undertake these roles
- provide a fact sheet for your classmates detailing your selected role

Take every opportunity you can to make your presentation interesting and engaging for your teachers and your classmates. You might use images, online videos or excerpts from DVD bonus features to illustrate the role that you have investigated.

VCE MEDIA: MEDIA INDUSTRY PRODUCTION LEARNING ACTIVITIES

NAME:

	Very High (5 marks)	High (4 marks)	Medium (3 marks)	Low (2 marks)	Very Low (1 marks)
Stages	<input type="radio"/> Highly appropriate description of the stages involved in a media production, making detailed reference to the tasks performed at each stage. Detailed and perceptive reference to the case study.	<input type="radio"/> A good description of the stages involved in a media production, making good reference to the tasks performed at each stage. Detailed reference to the case study.	<input type="radio"/> Appropriate description of the stages involved in a media production, making reference to the tasks performed at each stage. Generally appropriate reference has been made to the case study.	<input type="radio"/> Limited description of the stages involved in a media production, brief reference to the tasks performed at each stage. Limited discussion of the case study.	<input type="radio"/> Very limited or incomplete description of the stages involved in a media production, making little reference to the tasks performed at each stage. cursory reference to the case study.
Roles	<input type="radio"/> A highly appropriate description of specialist roles involved in the case study, making detailed reference to their involvement in the overall film production. You have made reference to a number of specialist roles.	<input type="radio"/> Good description of specialist roles involved in the case study, making appropriate reference to their involvement in the overall film production. You have made reference to a number of specialist roles.	<input type="radio"/> Appropriate description of specialist roles involved in the case study, making reference to their involvement in the overall film production. You have described an adequate range of specialist roles.	<input type="radio"/> Limited description of specialist roles involved in the case study, making some reference to their involvement in the overall film production. You have described a few of the specialist roles.	<input type="radio"/> Very limited or incomplete description of specialist roles involved in the case study, making little or no reference to their involvement in the overall film production. You have described a few of the specialist roles.

TOTAL: / 10

COMMENTS:

VCE MEDIA: MEDIA INDUSTRY PRODUCTION PRESENTATION

NAME:

	Very High (5 marks)	High (4 marks)	Medium (3 marks)	Low (2 marks)	Very Low (1 marks)
Stages	<input type="radio"/> Highly appropriate description of the stages involved in a media production, making detailed reference to the tasks performed at each stage. Detailed and perceptive reference to the case study.	<input type="radio"/> A good description of the stages involved in a media production, making good reference to the tasks performed at each stage. Detailed reference to the case study.	<input type="radio"/> Appropriate description of the stages involved in a media production, making reference to the tasks performed at each stage. Generally appropriate reference has been made to the case study.	<input type="radio"/> Limited description of the stages involved in a media production, brief reference to the tasks performed at each stage. Limited discussion of the case study.	<input type="radio"/> Very limited or incomplete description of the stages involved in a media production, making little reference to the tasks performed at each stage. cursory reference to the case study.
Roles	<input type="radio"/> A highly appropriate description of specialist roles involved in the case study, making detailed reference to their involvement in the overall film production. You have made reference to a number of specialist roles.	<input type="radio"/> Good description of specialist roles involved in the case study, making appropriate reference to their involvement in the overall film production. You have made reference to a number of specialist roles.	<input type="radio"/> Appropriate description of specialist roles involved in the case study, making reference to their involvement in the overall film production. You have described an adequate range of specialist roles.	<input type="radio"/> Limited description of specialist roles involved in the case study, making some reference to their involvement in the overall film production. You have described a few of the specialist roles.	<input type="radio"/> Very limited or incomplete description of specialist roles involved in the case study, making little or no reference to their involvement in the overall film production. You have described a few of the specialist roles.
Research	<input type="radio"/> Detailed research using a wide range of sources. You have provided a detailed bibliography to support your presentation.	<input type="radio"/> Detailed research using a wide range of sources. You have provided a detailed bibliography to support your presentation.	<input type="radio"/> You have used a number of resources when researching your presentation. You have included a bibliography.	<input type="radio"/> You could have made an attempt to do further research, seeking out a more diverse range of resources. A limited bibliography.	<input type="radio"/> Limited use of different resources and no bibliography.
Presentation	<input type="radio"/> An insightful and engaging presentation which makes use of information, images and video to engage your audience.	<input type="radio"/> A detailed and engaging presentation which makes use of information, images and video to engage your audience.	<input type="radio"/> Your presentation includes all of the appropriate information, as well as some information, images or video which attempts to engage your audience.	<input type="radio"/> Your presentation includes some appropriate information but more of an effort needed to be made to engage your audience.	<input type="radio"/> Your presentation includes little appropriate information, no attempt to engage your audience.

TOTAL: / 20

ASSESSMENT TASK: FILM INVESTIGATION

To show your understanding of the stages and roles in the film production process, you are going to complete an investigation on the production of your favourite film. To complete this investigation, you will need to obtain a copy of the film on DVD or Blu-ray. It's a good idea to choose a film that has ample special features. To complete this task, you will need to:

- watch the film
- listen to the audio commentary
- watch any other bonus features
- conduct additional research using YouTube
- find additional information about the production of the film using online encyclopedias, websites, books and magazines.

While you're watching these segments and reading articles, take notes under the following headings: development, pre-production, production, post-production, distribution and exhibition.

These notes should include any relevant information on the production of the film. You might choose to write down quotes that you can later use in your report on the production of this film. Your report will be 750 words long. It should include specific reference to the stages and roles in the film production process. It might also touch on any issues that affected the filmmakers and the production of your selected film, such as sources of finance or copyright.

FOOTNOTES AND BIBLIOGRAPHY

Your investigation will include footnotes and a bibliography. It is necessary to use a citation every time you use a direct quotation or explain an idea that you've read about somewhere else. If you want to generate the citation for a book or DVD, visit WorldCat, search for the title of the book or DVD and visit that page. At the top of the page, click on 'Cite/Export'. Select 'Turbian' and copy the relevant citation. When you are citing a book, make sure you also add the page number at the end.

To reference a website, visit Son of Citation Machine. Click on Turbian and click on 'Web Document'. Type in the details of the website you have accessed and press 'Make Citation'.

The first time you cite something in your report, you will include a full citation. Every time you subsequently reference the same text, you simply write *ibid* and the page number. If you want to cite something you've used earlier, use *op. cit.* and the page number.

- 1 Benchley, Peter, et al. *Jaws*. Universal City, CA: Universal, 2000.
- 2 *ibid*.
- 3 *ibid*.
- 4 Gottlieb, Carl. *The Jaws Log*. New York: Newmarket Press, 2001.
- 5 *ibid*.
- 6 Benchley, *op. cit.*

Your bibliography is an alphabetical list of references by author surname.

EXAMPLE CITATIONS

DVD	Benchley, Peter, et al. <i>Jaws</i> . Universal City, CA: Universal, 2000.
Book	Gottlieb, Carl. <i>The Jaws Log</i> . New York: Newmarket Press, 2001.
Website	Nastasi, Alison. "Rare, Behind-the-Scenes Photos from the Making of 'Jaws'." Flavorwire. http://flavorwire.com/329981/rare-behind-the-scenes-photos-from-the-making-of-jaws (accessed August 28, 2013).

ASSESSMENT TASK: TEST

To show your understanding of the stages and roles in the film production process, you are going to complete a test in class. The task is marked out of 50 and you will have 90 minutes writing time.

To prepare for this assessment task, you should:

- refamiliarise yourself with the stages in the film production process, including development, pre-production, production, post-production and distribution and exhibition
- revise the roles you have studied in the film production process, including: assistant director, camera assistant, distribution executive, editor, film composer, film programmer, makeup artist, producer, production designer, runner, stunt performer, vehicle supervisor, visual effects supervisor.
- revise issues that are affecting the film industry, including piracy, technology and sustainability
- read over your film investigation, preparing to illustrate your understanding of film production stages and roles with the example you have studied.

VCE MEDIA: NEW MEDIA

Learning Activities

- Draw up two columns with the headings 'Old Media' and 'New Media'. Make a list of media technologies under each heading.
- How has the internet changed the way that we access and enjoy media?
- Watch the documentary PressPausePlay. Make a list of the changes occurring because of the creative revolution.
- Watch the piracy video at the Creative Content Australia Making Movies website. Make a list of ways that piracy affects the film and television industries.

Submit the responses to these activities to your teacher. They will assess your work using this rubric.

Assessment Task: Poster

Create a poster about entertainment in the digital age. You might like to use Adobe Photoshop, Adobe Illustrator or an online tool like easel.ly or piktochart.

- Organise your poster under the following headings:
- New media. Identify the technologies we use to consume entertainment media.
- Traditional media. Identify the forms of technology that these have replaced, such as DVD and VHS.
- Media production. What does the rise of the internet mean for traditional media companies? How can ordinary people now create their own content?
- Changes. What changes are occurring because of these new media technologies, such as piracy?

QCE FILM, TELEVISION AND NEW MEDIA: INSTITUTIONS

Learning Activities

- Read the 'Finance' section of the Creative Content Australia Making Movies Resource. Where does funding to make a film come from?
- Using the Creative Content Australia Making Movies PDF and videos, select five roles in the film production process and identify the skills and training that might be required to perform each of these roles.
- Find out more about how Screen Australia works. What does Screen Australia take into account when funding a feature film? What needs to be included in a proposed budget?
- Read the 'Distribution and Exhibition' section of the Creative Content Australia Making Movies PDF. Which institutions are involved in the distribution and exhibition of films? Give an overview of the decisions that sales and marketing teams have to make about the distribution of films.
- Find out about the Classification Board and briefly describe how films are classified in Australia. How do ratings influence the development of a film?

Assessment Task: Research Assignment

Word Length: 600-800 words.

Describe how the following institutions are involved in the film production process: private investors, funding bodies like Screen Australia, MEAA, distributors, exhibitors, Classification Board.

You might start by considering some of the following:

- Film investment in Australia comes from a number of sources, including private investors and distributors. Read over the 'Financing' section of the Making Movies resource and explain the different models for financing films, including: no-budget, low-budget, medium-budget, international co-productions and studio financed films.
- How does the funding of feature films in Australia affect their production? There are some who argue that film funding is beneficial while others [suggest](#) that it has a negative effect on the industry. Find out more about Screen Australia funding and listen to the [JJJ Hack Australian Film Industry Special](#).
- What is the MEAA and what sort of restrictions are placed on the use of [foreign actors](#) in Australian films?
- Film distributors also influence what audiences get to see. Read the 'Distribution and Exhibition' section of the Making Movies resources and identify what decisions sales and marketing teams make about the distribution of films. What [other](#) types of distribution are filmmakers exploring?
- Read the 'Distribution and Exhibition' section of Making Movies. What challenges might Australian films face when film programmers are selecting their programs?

MEDIA ARTS: THE FILM INDUSTRY

LESSONS 1-4: THE FILM INDUSTRY

DURATION

50 minutes

RESOURCES

- Creative Content Australia Making Movies PDF
- Creative Content Australia Making Movies videos
- Worksheet 1-2

LEVEL

Years 9-10

RATIONALE

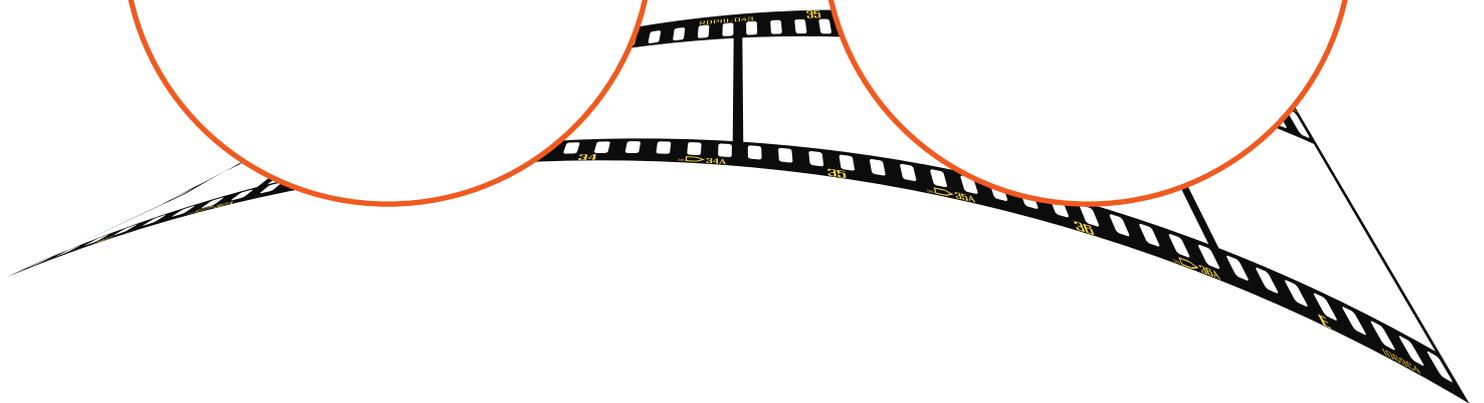
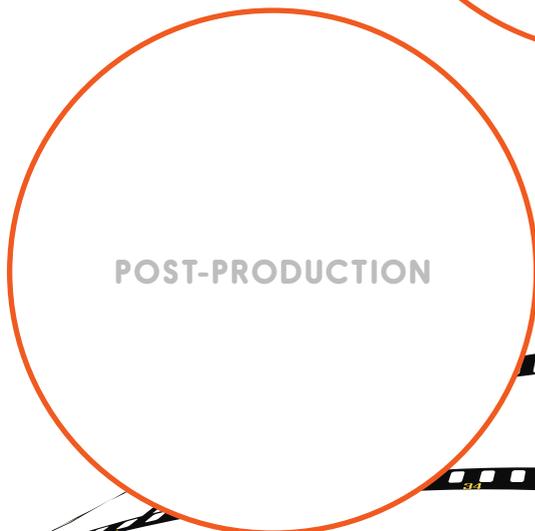
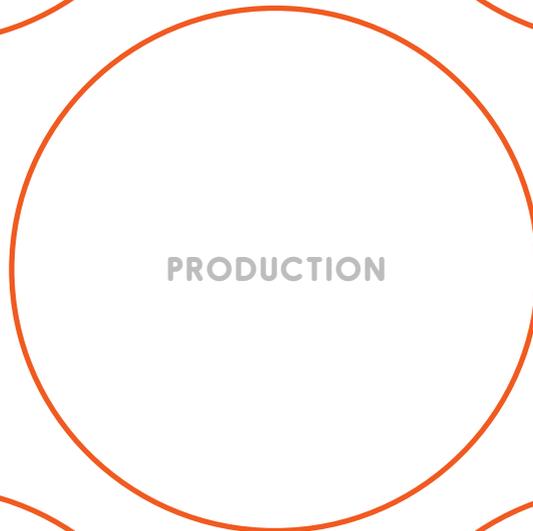
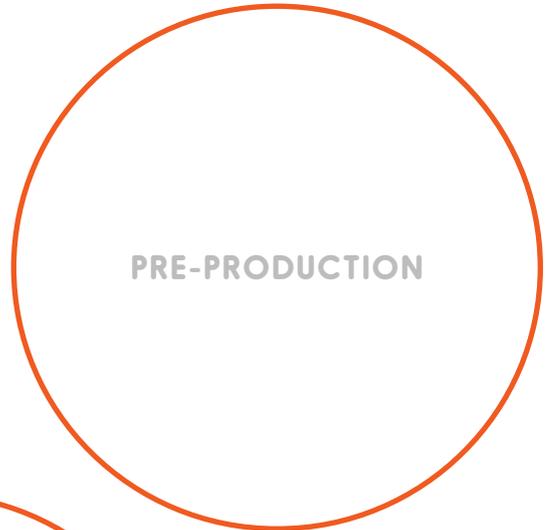
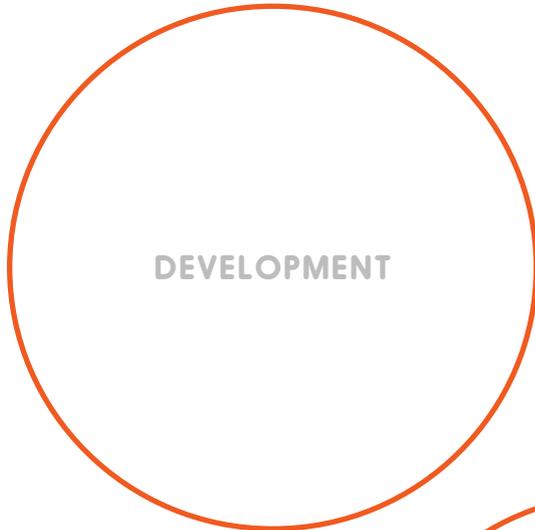
At Years 9 and 10, the Media Arts curriculum asks students to “consider social, ethical and regulatory issues” related to the media. Delving into the stages and roles in the film industry gives students an opportunity to understand how the industry works and confront industry issues such as piracy. This area of study is also engaging because students find the film production process inherently interesting and are keen to apply what they learn to their own media productions.

OUTLINE

- The film production process consists of five stages: development; pre-production; production; post-production; distribution/exhibition. To introduce students to these five stages, show the introductory video to the Creative Content Australia Making Movies resource hosted by writer, actress and director Matilda Brown. As they are watching the short video, ask students to briefly jot down what they learn about the stages in the film production process using ‘Worksheet 1’. At the end of the video, pool the students’ ideas on the board to consolidate their understanding of these stages.
- Cut up Worksheet 2 and put the film production roles in a pile. For this activity to work, it is important that the stages (for this exercise, distribution and exhibition will be separated) are distributed to students. Ask the students to spread out across the classroom. If they have a film production role, they need to find the stage that they think their role does the most work in. If students are unsure about what their role is, they are allowed to cheat using any resources they have, including dictionaries, smart phones or tablets. When the students have organised themselves into rough groups, ask students to share their role, what they think that person does and in which stage they think that person does the most work.
- Students now find out more about their selected stage or role and prepare a presentation for their classmates . They can use a number of resources to find out more about their assigned topic, including: Creative Content Australia Making Movies PDF, Creative Content Australia Making Movies videos or the other resources listed on the assessment task sheet. It is best to give students at least three fifty-minute periods to prepare their presentation plus homework. It is a good idea to bring DVDs with special features into class that students can use to increase their knowledge of their specified role or stage. A list of DVDs with bonus features appropriate for Years 9 and 10 students has been provided with the assessment task but it is best to confirm appropriate ratings restrictions with your school and education department.

WORKSHEET 1: THE FILM INDUSTRY

As you are watching the video about the film production process, take notes on what occurs and who works at each stage (such as a writer, editor or producer).



WORKSHEET 2: FILM PRODUCTION ROLES

Development	Pre-production
Production	Post-production
Distribution	Exhibition
Film programmer	Distributor
Runner	Producer
Assistant director	Camera assistant
Makeup and hair artist	Vehicle supervisor
Production designer	Stunt performer
Editor	Film composer
Visual effects artist	Actor
Location manager	Director
Sound editor	Foley artist
Dialogue editor	Casting director
Marketing manager	

ASSESSMENT TASK: PRESENTATION

Give a presentation to your class about one of stages or roles in the film production process. In your presentation, you will:

- describe your selected role or stage
- if you are presenting on a stage, describe what happens during this stage
- if you are presenting on a role, describe what that person does and the skills they require
- provide a fact sheet for your classmates detailing your selected role

Take every opportunity you can to make your presentation interesting and engaging for your teachers and your classmates. You might use images, online videos or excerpts from DVD bonus features to illustrate the role that you have investigated. You can also show the Creative Content Australia Making Movies videos that focus on your assigned role. You can also find videos about film production stages and roles on video sharing sites like YouTube and Vimeo.

Resources

The following sites can be used as a starting point for your research.

[The Credits](#)

[IMDB Glossary](#)

[Film Vic Production Roles](#)

[How Stuff Works](#)

[The Filmmaking Process](#)

[DreamWorks Animation](#)

[ACMI: How a Movie is Made](#)

Bonus features

The following DVDs are also a great place to look for special features that can help you learn more about your selected stage.

- Captain America: The First Avenger, Paramount Home Entertainment.
- Iron Man, Paramount Home Entertainment.
- Harry Potter and the Order of the Phoenix, Warner Home Video.
- The Hunger Games: Catching Fire, Lionsgate.
- Sky Captain and the World of Tomorrow, Paramount Home Entertainment.
- Star Wars: Episode III - Revenge of the Sith, 'Within a Minute: Editorial', Twentieth Century Fox.
- War of the Worlds, DreamWorks Video Paramount Home Entertainment.

MEDIA ARTS: FILM PRODUCTION

LESSON 5-7: PRE-PRODUCTION

DURATION

50 minutes each

RESOURCES

- Worksheet 3: Pre-production
- Handout: Music and Copyright

RATIONALE

At Years 9 and 10, the Media Arts curriculum asks students to “consider social, ethical and regulatory issues” related to the media. Once they start making their own film productions, students have to start thinking like professional filmmakers which gives them an insight into some of the regulatory issues, such as copyright, that they will face.

OUTLINE

- During these classes, students will form small groups, assign roles and embark on their own short film production to create a twenty second thriller. Depending on the rules that your school has for filming, you might choose to complete this task in school or outside of school. It’s important to establish this from the outset so that students can plan their films appropriately. If you are shooting in class, consider allowing two fifty-minute periods for shooting. This should be ample to create a student film. If you are allowing students to film outside of class, this is a project that can be shot overnight or on a weekend. Again, establishing the constraints of this activity is important from the outset. The size of groups is also important. For a film production of this scale, a group of three is ideal. This means you can have someone acting, someone behind the camera and someone on sound. If they are shooting outside of school, students are always welcome to get friends and family involved.
- Distribute the Pre-production handout and talk students through the process of planning their film. By the end of three, fifty-minute sessions they will have put together a pitch, in the form of a PowerPoint presentation, that they can present to the class. This presentation will include: treatment, storyboards, location, casting, music and health and safety.
- In the final session, students should present their pitch to the class. During this stage, you can discuss the suitability of their idea and arrange time to shoot.

WORKSHEET 3: THIRTY SECOND THRILLER

You have two sessions to create a pitch for a thirty second thriller.

Treatment. Write a brief outline of your idea. This should be a one sentence summary that tells us about your character, the conflict they encounter and the climax of your story. Here are some examples to get you started:

- A teenager, who returns home to discover her family murdered at the hands of a teddy bear, suffers a similar fate.
- A boy sees a mysterious note sitting on a park bench, he approaches it cautiously and the suspense builds as he opens it, revealing the words, 'YOU'RE NEXT!' Cut to a midshot showing a dark figure behind him, then cut to black...
- A girl hears a mysterious knocking at the door. She approaches - heart beating rapidly, music rising dramatically and opens the door to reveal...
- A boy discovers a mysterious package waiting on the door step. There is a rattling sound from inside. He looks at it curiously, picks it up and listens. There is another rattle and he jumps in surprise. Sitting down, he tears off the tape and slowly opens the cardboard flaps. A hand bursts out and grabs his face (seriously, cut a hole in the bottom of the cardboard box and position the camera correctly and this will be a very simple special effect to achieve).
- A teenager receives a text message that says, "Don't look in the cupboard." She approaches the cupboard nervously, inching closer to the handle. A close-up of her terrified expression, her phone drops to the ground. The camera slowly dollies in on the screen as she receives another text message, "I told you not to look!"

These are all good examples of suspenseful stories that you can tell in thirty seconds. You can also come up with your own but remember they shouldn't contain any violence or unsafe activities.

Storyboards. When you're planning out your thirty second thriller, the film is so short that you have to make every second count. As you are planning, consider how you can use the following techniques to create a sense of suspense:

- **Shot size.** When you're planning your sequence, remember that you will mainly be using midshot, close-ups and extreme close-ups. You need to get your camera close to your actor to show the expression on their face and make your audience feel something.
- **Handheld camera movement.** Using subtle, handheld camera movement can help to create a sense of unease.
- **Point of view shots.** POV shots allow you to create a connection between your audience and your character. First, remember to have a close-up of your character looking at something, then cut to what they're looking at.
- **Acting.** Make sure that your storyboards help to convey the emotion on your actors' faces.
- **Camera angle.** Remember that overshots and high angle shots can make your character look small and vulnerable.
- **Lighting.** Use practical, available lights to your advantage. Backlighting your antagonist can make them look very sinister indeed.

Keep in mind that your film, depending on the pace of your editing, might have up to thirty shots.

Location. Where are you going to shoot your film? Is the location accessible and safe? Can you get back there if you want to arrange reshoots?

Music. Avoid using copyrighted music. Write your own music or obtain tracks that are either public domain or under a creative commons licence. See the handout on 'Music and Copyright' to help you find appropriate music.

Health and safety. You have a responsibility to ensure that the production is safe for yourself and others. Productions that may result in any type of harm, physical or otherwise, will not be given the greenlight.

This information will be presented to the class in the form of a PowerPoint presentation. After which your project will be greenlighted and you'll head into production.

HANDOUT: MUSIC AND COPYRIGHT

Music on your film soundtrack is a powerful way to express the action and emotion of your film. Here are some ways to include music in your film without infringing the rights of composers, musicians and performers. And there's a very positive side to all this – a friend who can compose or perform is a valuable creative collaborator for you.

WRITE IT YOURSELF

- There are apps for computers and phones that help you write music. Even if you think you can't.
- GarageBand and FL Studio are popular applications for creating your own music.

COLLABORATE

- Find a friend with a guitar, and find a way to record them. Most computers and phones can record audio. Maybe even have them play their music while watching your film.
- They can even play music that is out of copyright, like Bach or Beethoven. To be safe, basically if the composer died over 100 years ago, you can use their music but you have to make your own recording.
- Find a local band or musician who could compose you a score. Your school band or music club?
- If you're really lucky – or very persuasive – a film composer might be able to help you.

PUBLIC DOMAIN & CREATIVE COMMONS

- Creative Commons licences allow you to use music in your own productions without paying royalties. Here are a number of Creative Commons sites that you can search to find some suspenseful tracks for your thriller:
 - » [Incompetech](http://www.incompetech.com). Kevin McCloud is a professional composer who writes and distributes royalty-free music on his website www.incompetech.com. His music has been used extensively on television, radio, advertisements and film. As noted on his website: "MacLeod believes that the current copyright legal regime denies people the freedom to express themselves creatively. The vast majority of MacLeod's work falls within the creative commons licence, which permits anyone to use the work however they wish as long as they credit him to the work. Kevin encourages people who use his music to give him a donation."
 - » [Free Music Archive](http://www.freemusicarchive.org). An archive of free music that is constantly updated and can be used, royalty-free, in your own productions.
 - » [Moby Gratis](http://www.mobygratis.com). A collection of music for films from award-winning musician Moby. All of the tracks are free to be used by anyone who needs music for their "independent, non-profit film, video or short." You will need to sign up for an account to download music. If you want to use any of the music in a commercial film, you can apply for a licence, all proceeds go directly to the Humane Society.
 - » [Freesound](http://www.freesound.org). While freesound doesn't feature music, you can find a bunch of interesting ambient textures and atmospheres here that can help increase the tension in your thirty second thriller.

		Scene #:	Shot #:
		Shot Type:	

Scene #:	Shot #:
Shot Type:	
Notes:	

		Scene #:	Shot #:
		Shot Type:	

Scene #:	Shot #:
Shot Type:	
Notes:	

		Scene #:	Shot #:
		Shot Type:	

Scene #:	Shot #:
Shot Type:	
Notes:	

		Scene #:	Shot #:
		Shot Type:	

Scene #:	Shot #:
Shot Type:	
Notes:	

		Scene #:	Shot #:
		Shot Type:	

Scene #:	Shot #:
Shot Type:	
Notes:	

		Scene #:	Shot #:
		Shot Type:	

Scene #:	Shot #:
Shot Type:	
Notes:	

		Scene #:	Shot #:
		Shot Type:	

Scene #:	Shot #:
Shot Type:	
Notes:	

		Scene #:	Shot #:
		Shot Type:	

Scene #:	Shot #:
Shot Type:	
Notes:	



LESSONS 8-9: PRODUCTION

DURATION

50 minutes each

RESOURCES

- One video camera and tripod per group
- Props

OUTLINE

- If they are shooting at school, students will use this time to film their thirty second thriller. Two fifty minute periods should be sufficient to film this activity. Students work well if they understand constraints like these from the outset and a smaller amount of time means they're less inclined to get distracted. Before they leave the shoot, reiterate the importance of working quietly, cooperatively and not distracting other classes.

LESSONS 10-11: POST-PRODUCTION

DURATION

50 minutes each

RESOURCES

- Editing software

OUTLINE

During post-production, students will cut together material that they shot during the production of their film. It is a good idea to begin by outlining the basic operation of video editing software. As a teacher, don't feel that you have to go into too much detail. As long as students know how to cut and organise clips and import music, that will be sufficient for this task. You don't want them to get bogged down playing with filters and effects that will detract from the final product.

LESSON 12: COPYRIGHT AND THE FILM INDUSTRY

DURATION

50 minutes

RATIONALE

At Years 9 and 10, the Media Arts curriculum asks students to “consider social, ethical and regulatory issues” related to the media. By now they’ve learned more about the nature of the film industry and embarked on a short film production of their own. It’s time to reflect on some of these ethical and regulatory issues.

OUTLINE

- **Activity 1:** As a creator, you’re probably keen to upload your film to video sharing sites like YouTube or Vimeo. Nevertheless, as a creator, you have certain responsibilities to observe copyright laws. Watch YouTube Copyright School and YouTube Copyright Basics and answer the following questions:
 1. What is copyright?
 2. What can happen if you upload copyrighted material on sites like YouTube?
 3. Why are live performances still subject to copyright?
 4. As a copyright holder, what steps can you take if someone on YouTube infringes your content?
- **Activity 2:** Read the ‘Industry Issues: Piracy’ section of the Making Movies resource. Individually take five minutes to develop a list of ten ways piracy affects the film and television industry. With a partner, take another five minutes to reduce that list to the five most important points. Share your ideas with the class.
- **Activity 3:** You’ve just created your own film, just imagine for a moment that you’re selling it online. With your partner, develop five arguments to convince people that they should pay for your content instead of pirating it. Present your responses to the class.



CreativeContent
AUSTRALIA



"WE ALL WORK TOGETHER TO BRING A MOVIE TO LIFE. THERE ARE MANY DIFFERENT PEOPLE IN VARIOUS ROLES INVOLVED IN A FILM CREW."



The crew of Australian film THE LITTLE DEATH (2014)



Supporting Australian Creative Communities