VISUAL ARTS EDUCATION

COMPONENT	OBJECTIVES	COMPETENCY
I Policies and Procedures	1. Demonstrates an understanding of Miami-Dade County Public School Board policies governing student publications. 2. Discusses the rights that musicians, authors, and producers hold on their original material. 3. Discusses the use of copyrighted music in film production. 4. Discusses the restrictions on copying computer software. 5. Discusses the use of material taken from the Internet. 6. Discusses the use of copyrighted material taken from radio, television, and other media. 7. Demonstrates an understanding of basic film/film set terminology. 8. Identifies the elements and order of standard film industry set protocol. 9. Practices acceptable safety procedures in the classroom and on the set.	A. The student adheres to Miami-Dade County public school's policies concerning the rights and responsibilities of student publications. B. The student can demonstrate an understanding of basic copyright laws. C. The student can follow set commands, set protocol, and safety when working on productions.
II Film History	1. Recognizes the development of filmmaking as an art form. 2. Explains the relationship of technical and aesthetic advances to film history. 3. Discusses the influence of foreign filmmakers. 4. Discusses the emergence of the United States as the world leader in the film industry. 5. Constructs a timeline showing the history of film. 6. Understands the difference between studio and independent films.	A. The student can identify significant periods/ trends in the development of motion pictures from the silent cinema to the present day. B. The student can identify and discuss the aesthetic/ technical/cultural contributions of famous directors. C. The student can identify different film genres. D. The student can demonstrate an understanding of film ratings.

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	7. Relates the emergence of film genres to their time periods and classifies them with famous directors, their renowned films, and their impacts on society. 8. Compares and contrasts cultural influences (gender, racial and ethnic) and their roles in film history. 9. Examines the history of censorship and the emergence of the present movie ratings code. 10. Traces the history and importance of film awards and festivals. 11. Discusses the history and growth of the South Florida film industry.	E. The student can identify various professional film awards and festivals. F. The student can evaluate the history and growth of the South Florida film industry.
III Aesthetics and Critical Analysis	1. Identifies the different thematic, technical and artistic elements that make up a movie. 2. Discusses how film genres may express social, political and cultural issues. 3. Recognizes the different types of films: feature films, made-for-television movies, commercials, music videos, documentaries, etc. 4. Compares and contrasts film and video. 5. Demonstrates awareness of the film ratings system and its subsequent effect on the viewing public. 6. Discusses the responsibilities filmmakers have to the public they serve. 7. Develops a basic understanding of what makes films classics and/or blockbusters. 8. Reads and discusses a variety of film/trade magazines and reviews.	A. The student can identify different types of films and their genres. B. The student can demonstrate an understanding of the influence of film on the individual and society. C. The student can identify differences between tastes of domestic and foreign film audiences. D. The student can discuss the impact of marketing on a film's success. E. The student can discuss the impact of marketing on a film's success.

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	9. Explains the roll of movie reviewers and the extend movie reviews influence people to see or not see a movie.	
	10. Understands how film evokes emotional responses in people.	
	11. Views and critiques, in oral and written form, films on an aesthetical and technical basis.	
	12. Understands the difference between a film's success in the domestic versus foreign markets.	
	13. Becomes critically aware of the commercial nature of the movie industry.	
	14. Understands the relationship between film and marketing/product tie-ins.	
IV Screenwriting	1. Identifies proper vocabulary for traditional storytelling (i.e. plot structure, setting, tone, etc.).	A. The student can identify the basic elements of storytelling.
	2. Identifies the five major literary conflicts.	B. The student can compare and contrast literary storytelling to visual (scriptwriting) storytelling.
	3. Identifies and defines jargon used for screenwriting.	
	4. Reads a variety of screenplays.	C. The student can compare and contrast a film to its screenplay.
	5. Reads a specific screenplay, watches the movie version of the screenplay and makes a comparison.	D. The student can write a three to five minute script using idea and/or format software.
	6. Views movies and creates one sentence summaries (loglines) of them.	
	7. Views films to identify storytelling as a visual medium moved along by action and dialogue.	
	8. Understands the development of a screenplay from log line through synopsis, outline, and master scene script.	

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V Pre-production	9. Writes biographical sketches for character development in a screenplay.
	
	10. Develops a treatment for the screenplay.
	
	11. Explains proper industry formats for screenplays.
	
	12. Uses computer software designed for screenwriting (i.e. Final Draft, Dramatic, and Scriptor).
	
	1. Describes in oral and written form, the job of a(n):
	  a. Producer
	  b. Director
	  c. Editor
	  d. Assistant director
	  e. Director of photography
	  f. Key grip
	  g. Continuity person/script supervisor
	  h. Sound crew
	  i. Storyboard artist
	  j. Set designer
	  k. Costume designer
	
	2. Understands the casting process.
	  a. Knows the value of headshots and resumes.
	  b. Describes a variety of audition techniques.
	
	3. Identifies the needed locations in an original screenplay.
	
	4. Understands the purpose of storyboards.
	
	5. Breaks down and translates each scene from an original script to individual shot drawings.
	
	6. Identifies the different design areas in film production.
		A. Student can identify key members of a film production crew.
		
		B. Student can conduct a casting.
		
		C. Student can create a storyboard.
		
		D. Student can make appropriate design choices.
		
		E. Student can break down a screenplay and develop a shooting schedule.
		
		F. Student can make an equipment checklist.

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COMPONENT	OBJECTIVES	COMPETENCY
	7. Explains the effect of design choices on the mood, style, and genre of a film and applies them to an original script. 8. Understands the elements involved in devising a shooting schedule. 9. Identifies equipment necessary for filmmaking. 10. Gathers equipment available for his/her production.	
VI Production - General	1. Performs a variety of above-the-line jobs. 2. Performs a variety of below-the-line jobs. 3. Demonstrates the proper use of a slate. 4. Demonstrates the use of a stopwatch to time and record a shot. 5. Organizes the daily production crew and shooting schedule.	A. The student can perform a variety of above-the-line and below-the-line jobs. B. The student can produce a three to five minute film or video.
Production - Sound	1. Identifies the structure, protocol and responsibilities of the positions within the sound department on a production. 2. Identifies the equipment and technology necessary for sound recording, designing, and mixing. 3. Demonstrates proper microphone handling and positioning for realistic recreation of sound.	A. The student can record dialogue in a variety of shot compositions. B. Using a slate, the student can separately record sound and picture for syncing in post-production. C. The student can give and follow a clear set of instructions.
Production - Camera	1. Identifies the structure, protocol and responsibilities of the positions within the camera department on a production. 2. Understands the roles of the camera operator and camera assistant. 3. Describes how a film camera functions.	A. The student can fill the camera department positions and responsibilities. B. The student can demonstrate the steps to set-up, operate, and care for a film and/or video camera and accessories.

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	4. Identifies accessories necessary for operating and manipulating a camera.	C. The student can perform a camera assistant position on a production team.
	5. Understands the proper use of a gray scale, white card, and color chart.	D. The student can describe the process of exposing, processing and developing film.
	6. Practices the rules of safety when handling camera equipment.	E. The student can execute a director's choice of camera angles, movements, and compositions.
	7. Lists the tools needed in a basic camera assistant's kit.	
	8. Identifies various camera angles, movements, and compositions and their psychological impacts on the viewer.	
	9. Describes what elements determine camera placement.	
	10. Demonstrates knowledge of the 180-degree rule, jump cuts, and other rules of continuity.	
	11. Identifies the difference between daylight and tungsten film.	
	12. Identifies camera filters and film stocks that are used for different lighting situations.	
	13. Shoots a scene assuming the role of camera operator.	
	14. Understands blocking and its effect on the composition.	
Production - Grip and Lighting	1. Identifies the structure, protocol and responsibilities of the positions within the grip and lighting department on a production.	A. The student can perform a grip or lighting technician position on a production team.
	2. Understands the roles of the gaffer and key grip in the overall filmmaking process.	B. The student can use control and manipulation, and safe handling of lighting equipment to fit a director's choice of shots.
	3. Lists the tools needed in a basic gaffer's kit.	C. The student can light scenes based on a short screenplay.
	4. Lists the tools needed in a basic grip's kit.	

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	5. Identifies grip and electric safety equipment and practices used on a production.	
	6. Practices the rules of safety when handling grip and electrical equipment.	
	7. Identifies the difference between daylight and tungsten lighting.	
	8. Demonstrates how to read a light meter and/or spot meter.	
	9. Demonstrates basic three-point lighting for film (key, fill, and backlight).	
	10. Identifies the various gels, filters, flags, etc. used to manipulate light.	
	11. Understands the relationship between lighting and the other design elements that contribute to the look and feel of a production.	
	12. Understands how grip and electric skills support the other departments on a production.	
VII Post-Production - Editing	1. Understands editing as the selection, timing and arrangement of images and sound into a film. 2. Creates an edit list for assembling a rough cut of a film or video. 3. Demonstrates montage, juxtaposition, and inter-cutting editing techniques. 4. Creates titles and credit sequences for a short film or video.	A. The student can define different editing techniques and their relationships to film styles. B. The student can demonstrate knowledge of the post-production process by editing a three-to-five minute project.
Post-Production - Sound	1. Recognizes the various roles and responsibility within the sound department. 2. Recognizes different sound design and sound mixing equipment and procedures used in post-production.	A. The student can sync sound dialogue with film or video to demonstrate the concept of making a short film.

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	3. Identifies various sources to collect sound effects. 4. Demonstrates aesthetic choices in selecting music and special effects for a film or video. 5. Uses off-line editing techniques to add sound to film or video footage.	B. The student can select and add music and/or sound effects to a short film or video.
VIII Professional Growth & Development	1. Exhibits an understanding and respect for the organizational hierarchy. 2. Collects ideas, information, written works, visuals, etc. for his/her personal journal. 3. Keeps a personal journal. 4. Views a variety of films on an ongoing basis. 5. Reads a variety of film/trade magazines, journals, and web sites. 6. Observes professional filmmakers on-the-job. 7. Is continually aware of film activity in South Florida. 8. Is aware of opportunities available in the local film business.	A. The student can demonstrate a commitment to the creative process. B. The student can prepare a personal portfolio. C. The student can demonstrate responsibility, ethical behavior, and time management skills. D. The student can exhibit the ability to work as a team member. E. The student can identify emerging trends in film production.