



Course Description:

Drama: Film and Television 12 is a “hands-on” course designed for students who have an interest in not only watching film and television, but in the process of how these works are made. Students will explore a wide variety of film and television across time and place while critically analyzing the elements of narrative and cinematography. While gaining appreciation of motion picture arts, students will also understand controversies surrounding entertainment industries, such as exploitation, cultural appropriation, and copyright. Students will draft original scripts that they will also learn to create themselves, and this will culminate into a final working portfolio.

Big Ideas:

- Moving images offer dynamic ways of exploring identity and culture.
- Moving-image artists use technology in innovative and reflective ways.
- Aesthetic experiences provided by moving images can affect change in artists, audiences, and environments.
- Technology and emerging media can transform communication in a variety of ways.
- History, culture, and value systems can influence film and television productions.

Core Competencies:

Communication

- encompasses the knowledge, skills, processes and dispositions we associate with interactions with others.
- students will acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality

Thinking

- encompasses the knowledge, skills and processes we associate with intellectual development.
- students can take content and transform them into a new understanding.
- thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.
- used to process information from a variety of sources, including thoughts and feelings to create new understandings.

Personal & Social

- set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society.
- encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Curriculum Competencies:

Explore and create

- Explore, view, and create moving images



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- Plan, produce, record, and refine moving images individually and collaboratively
- Create moving images using imagination, observation, and inquiry
- Apply moving-image elements, conventions, and skills in an area of personal specialization
- Intentionally select and combine moving-image elements, techniques, processes, and technologies
- Take creative risks to express ideas, meaning, and mood
- Improvise and experiment to inspire creativity and innovation
- Develop film or television projects for an intended audience or with an intended message
- Explore historical and contemporary global film and television, and emerging media

Reason and reflect

- Interpret and evaluate how meaning is communicated in moving images through technologies, environments, and techniques
- Receive, provide, and synthesize constructive feedback to develop and refine moving images
- Analyze the ways in which moving images convey meaning through movement, sound, image, structure, and form
- Reflect on personal experiences and make connections to a variety of film and television productions
- Examine the influences of social, cultural, historical, environmental, and personal contexts in film and television
- Examine how moving images relate to a specific place, time, and context

Communicate and document

- Document, share, and respond to moving images
- Communicate about and respond to social, cultural, and environmental issues through moving images
- Express cultural identity, perspective, and values through moving images
- Express and analyze personal voice as a moving-image artist

Connect and expand

- Demonstrate personal and social responsibility associated with film and television productions
- Analyze the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts
- Make connections through moving images on local, regional, national, and global scales
- Explore educational, personal and professional opportunities in the film and television industry, and in emerging media
- Explore the impacts of culture and society on moving images
- Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through film and television
- Adhere to safety protocols and procedures in all aspects of film and television production

With respect to the First People's Principles of Learning, students are assessed in a multitude of ways that can display their knowledge and subject mastery. Film and Television 12 is a course that encompasses traditional literacy as well as digital literacy, storytelling, visual artforms, and oral/aural expressions of self, knowing and learning. This course recognizes that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.



Resources:

<https://curriculum.gov.bc.ca/curriculum/arts-education/12/film-and-television>
<https://www.fnesc.ca/first-peoples-principles-of-learning/>

Assessments:

Formative (50%)

- Quizzes: 30%
- Storyboard 5%
- Movie review: 5%
- Acting: 5%
- Filming/camera work: 5%

Summative total: 50%

- Oral presentation 10%
- Written script: 10%
- Video productions: 20%
- Portfolio: 10%

Expectations: Attendance in the classroom is mandatory. Students are expected to participate in English and take an active role by discussing thoughtfully and respectfully. Depending on the activity, students will work independently, in partners, or in groups. Students will need to take notes and check MyCC in order to complete all assignments.

Students are expected to use their electronics responsibly. This means that laptops, headphones/earphones, cell phones, and other electronics are to be used only for learning activities. AI to generate English writing (apps from Chat GPT to Translators) will not be marked. Following instructions on use, AI and apps for producing audio and visual media in English will be permitted. References or resource lists and URL links will be required.

Re-writes, re-takes, and late work will only be accepted without penalty for students who have documentation or special accommodation. Alternative work and deadlines are only assigned under extreme circumstances.

Week	Topics	Assessment
1	History of animation	Storyboard
2	Evolution of computer graphics; experimenting with animation apps	2-minute animated video
3	History of television	Timeline
4	Internet, on-demand, and streaming services; Analyzing a television show or series of choice	5-minute oral PPT presentation
5	Evolution of film	Timeline
6	Hollywood and beyond	2-page movie review written draft
7	Experimenting with video-making apps	2-minute movie review video



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| 8 | Industry roles in film and television
Genre and the elements of a screenplay;
Script-writing: Character and plotline in the 3-act structure | Outline / story beats |
| 9 | Dialogue and action | Acting and filming techniques |
| 10 | Cinematographic elements; Message and impression;
Peer review of written scripts | 10-page collaborative final draft |
| 11 | Experimenting with movie-making apps and production: Set, props, acting, directing, filming, sound, editing | 10-minute collaborative short film |
| 12 | In-class short film festival: Critical viewing
Portfolio-making | Multi-media portfolio |