

# Digital Video Arts 2

## Course Codes

Mission Valley ROP: 1155; TADEP  
1156; TADFP  
CBEDS: 5717

## Industry Sector

Arts, Media, and Entertainment

## Career Pathway

Design, Visual, and Media Arts

## Academic Credit

UC Elective F

## Catalogue Course Description

Advanced Digital Video Arts is a mix of film theory, criticism and hands-on production. Students will explore sources of inspiration for films and the creative process, and further study the different genres as they practice storytelling and find an audience and purpose for their projects. The course covers advanced levels of technical production, industry standards and crew management. Teamwork and group dynamics are emphasized in the beginning of the semester as students are placed into production crews, and take turns acting in the capacities of Director, Producer, Cameraperson, Editor, etc.

Students will have practice in writing scripts, treatments for marketing, copy, critical analysis, and self-critiques of their own work. A number of professional and student films in varying genres will be viewed for analysis and critique in both artistic and technical categories. Students will have an opportunity to specialize in a job position during the second half of class and develop their own style with the creation of an artistic piece.

From concept through scripting, production, and finally post-production, students will gain an intimate understanding of the requirements necessary for narrative and documentary production as well as live television production. Student projects will be completed with the intention of distribution to other classes (DVD), internet streaming / downloads, and entry in student film festivals.

## Course Contact

Barbara Feist

## Texts & Supplemental Instructional Materials

Television Production Handbook, 9<sup>th</sup> Edition. By Herbert Zettl (2006)

The Broadcast Journalism Handbook : A Television News Survival Guide. By Robert Thompson and Cindy Malone. (2003)

Media Ethics : cases and moral reasoning. By Clifford G. Christians ... [et al.]. (2005)

20 Master Plots (and how to build them). By Ronald B. Tobias. (1993)

Understanding Movies, 11<sup>th</sup> ed. By Louis Giannetti. (2008)

Film Art : An Introduction, 8<sup>th</sup> ed. By David Bordwell, Kristin Thompson. (2008)

<http://www.cybercollege.com>

## Course Outline

### First Quarter

- 1) Introduction / Review
  - a) Review films created at the beginning level and those at the advanced level and compare. Note techniques used including editing, camera angles, lighting.
    - i) Show examples and excerpts of student work
    - ii) Discuss the production values and styles within those works.
  - b) Review production process (workflow) including pre-production activities -- Storyboarding, script writing, shot lists, release forms.
    - i) Evaluate the job positions traditional to film production and how those roles communicate throughout the process.
    - ii) Review of camera angles and appropriate uses to evoke mood, build drama.
    - iii) Read over examples of story treatments, script excerpts.
    - iv) Review of basic formula including hooks and plot points.
  - c) Review equipment use – technical use of cameras, accessories, microphones, cables, etc.
    - i) Discuss the various microphone types available and applications for their use.
    - ii) Students practice with cameras / microphones and discuss troubleshooting techniques.
  - d) Review use of post-production and exporting practices.
    - i) Review theory behind film editing such as the Kuleshov Effect.
    - ii) Software programs available for editing, graphics, sound, etc.
    - iii) Students practice editing audio and video segments on prosumer or professional editing software.
  - e) Team building games and exercises in giving / following directions.
- 2) Informational Videos
  - a) Film study of documentaries, viewing, discussion and critique.
  - b) Discussion of copyright and fair-use.
  - c) View examples of interviewing styles and techniques.
    - i) Open and close ended questions
    - ii) Ethics of coaching interviewees
    - iii) On camera / off camera interviewers.
- 3) Persuasion in Advertising
  - a) Lecture: Methods of Advertising (persuasion)
  - b) Students view various forms of media and discuss the methods of advertising used in them.
    - i) Study print advertising for symbolism and copy content.
    - ii) Study commercials / PSAs for timing, method and message.
    - iii) Review past student work and critique clarity of message or call to action.
  - c) Students plan, write and produce their own persuasive public service announcement.
    - i) Research content message of PSA including relevant statistics.
    - ii) Produce persuasive argument within the :30 or :60 second time allotments traditional in industry.
    - iii) Screen completed projects with third party for feedback and constructive criticism on message.
    - iv) Final versions saved to electronic folder for use in demo reel.

### Second Quarter

- 1) Information Gathering / Distribution
  - a) Compare video and print media distributions.
    - i) View professional news and talk show broadcasts
    - ii) Review print news articles in same time period for content, sources
    - iii) Compare same-story content across multiple sources
  - b) Vocabulary: script writing terms specific to live television.
    - i) Distribute examples of professional news scripts to study content / format.
    - ii) Demonstrate then practice marking news script for live broadcasts.
  - c) Study of current events and selecting information sources. (Print and multi-media)
- 2) Broadcast Production
  - d) Research current events / stories in newspapers and on the internet and re-write in script form.
  - e) Preview production positions (crew).
  - f) Demonstration of job positions / elements specific to live television
    - i) Use of production switchers
    - ii) Relationship between job positions, hierarchy
    - iii) Floor Director cues
    - iv) Use of chroma key (green screen) and graphics
  - g) Students work in teams to research, write and direct a live informative broadcast based upon current events and is of significance to the school or community.
  - h) Select clip and full videos saved to electronic folder for use in demo reel.
- 3) Film Form
  - i) View and excerpts from feature length films of varying genres
    - i) Following the “Hero’s Journey” in character development, motivation.
    - ii) Discuss techniques used in making, and methods in identifying the specific (1) genres
    - iii) Sub-genres and their changing popularity over history.
  - j) View student films that demonstrate the traits of specific genres.
  - k) Techniques involved in stylized film production
    - i) Demonstration of key-frame editing
    - ii) Lighting and color correction.
    - iii) Use of sepia tone and black and white.
    - iv) Story techniques such as tone, conflict, point of view.
  - l) Creation of a short video in the style of a chosen genre marketed toward a specific audience.
    - i) Presentation to the class to determine success at demonstrating a genre
    - ii) Discussion of MPAA ratings and its influence on marketing
  - m) Full videos saved to electronic folder for use in demo reel.
- 4) Achievement in Film / Media
  - n) View and critique a classic award winning film and compare to contemporary films of the same standard.
  - o) Study of careers in television, film and multimedia
    - i) Discussion of those with notable achievement in film
    - ii) Lecture on the changing movie studios relationship(s) with their workers
    - iii) Unions in the industry

### Third Quarter

- 1) Foreign or Culturally Diverse Film
  - a) View and critique a foreign film
    - i) Observe the translation of dialogue into subtitles.

- ii) Watch a film dubbed in English (such as “Crouching Tiger Hidden Dragon”) and note the differences between dubbed dialogue and captions.
- b) Discuss the relevance of film to that and other cultures.
- c) Bollywood compared to Hollywood and other notable filmmaking communities.
- 2) Film as Art and a Means of Expression
  - d) View artistic/independent feature length film
  - e) View and compare excerpts from experimental film noted for its cinematic achievement and from early films depicting hand-coloring and in-camera effects.
  - f) Research experimental or groundbreaking art in other mediums and discuss audience and industry reactions.
- 3) Production of an Art Film
  - g) Work with English or Creative Writing instructors to choose poems.
  - h) Discuss the visual interpretations that one might associate with each of their poems.
  - i) Plan, write and produce an audio/visual interpretation of a chosen poem.
  - j) Full videos saved to electronic folder for use in demo reel.

### Fourth Quarter

- 1) Production of a Festival Film/Video
  - a) Research past videos, potential exhibition outlets, and brainstorm ideas.
    - i) Student videos from the past are shown to the class for evaluation (may include videos from equivalent courses from other schools)
    - ii) Review entry requirements for various film/video festivals.
  - b) Choose genres and target audiences as ideas are developed.
  - c) Treatments for marketing video ideas.
  - d) Production of a student video that demonstrates the skills and artistic storytelling abilities of the student.
  - e) Peer screening of videos to determine if a new and improved cut should be edited.
- 2) Distribution
  - f) Lecture: purposes and content of a demo reel.
    - i) Discussion of the internet as an alternative method.
    - ii) Current compression options for video.
  - g) Demonstration of advanced techniques in DVD burning
  - h) Assemble video projects into individual demo reels and prepare videos for internet streaming
  - i) Creation of portfolio including DVD demo reel.
- 3) Comprehensive exam.

### Key Assignments

- 1) Create a short film using 3-point lighting and replace the audio in multiple layers.
- 2) Film Analysis – documentary and informational films.
- 3) Study existing PSA and commercials and methods of persuasion then plan, write and produce one’s own persuasive public service video.
- 4) Research, write, and produce an informational broadcast on current events.
- 5) Film Analysis – Genres, formulas and methods of classic and contemporary films.
- 6) Study the genres of classic and contemporary film and for the class demonstrate the key elements of a genre in an original short video.
- 7) Study the career, influences and achievements of one recognized figure in film, video or television production and share those findings with the class.

- 8) Film Analysis – films from foreign and diverse cultures
- 9) Plan an audio visual interpretation of poetry and produce in video form.
- 10) Plan, write, produce and distribute a film for public exhibition that demonstrates skills in digital video arts.
- 11) Using videos produced throughout the course, compile into a demo reel for multi-purpose distribution.
- 12) Create a portfolio reflecting on one's work and achievements to accompany the demo reel.

## **Instructional Methods and/or Strategies**

- 1) Lecture
- 2) Analysis of existing film / video
- 3) Lab project in broadcast television to simulate a live news / talk show
- 4) Hands-on practice with camera and editing equipment
- 5) Demonstrations
- 6) Group Projects, pair and share
- 7) Discussion of theories, motivations, reactions
- 8) View video
- 9) Peer tutoring
- 10) Research on internet and other news sources
- 11) Reflection, writing
- 12) Collaboration with English classes to research and choose poems

## **Assessment Methods and/or Tools**

- 1) Quiz
- 2) Critiques

## **DVA2 – Curriculum Recommendations**

- A “finishing” section (course topic) for students to color correct their videos in class.
- Know how to bill for your time for production.
- Combine the company exercise with an electronic portfolio / website “business card”. No need to actually author a DVD – just make it in the right format for streaming. Company exercise should include what could they get with real \$ (such as the RED camera)