ECO-FILM LAB: Filming Change
Filmmaking in Schools

“To make movies is to invite someone into your imagination.”

Tim Grabham (Film director, producer, editor and animator)

“A good story, well told, can engage inspire, influence and even change us.”

Dave Reeve (Director, producer and editor)

“My documentaries are about understanding why we do what we do.”

Clare Richards (Documentary director, producer and camera operator)

Why Filmmaking in Schools?

Students are exposed to film media constantly (through platforms such as cinema and Youtube). Film is a valuable tool that can be used to engage students with the curriculum and increase their overall motivation for learning. Film is unique in being an expressive and informative medium. Having students engaging in filmmaking is not only beneficial to the individuals creating the film but it also an opportunity to engage others in their age/peer group.

Making EcoFilms gives students a venue to engage in public discourse about the environmental issues of the 21st century: climate change; industrialization and urbanization; biodiversity; water; the use of natural and human resources; human migration; global capital, commerce and consumption; energy production; and waste in age appropriate ways. Film media is a powerful way for students to express these ideas in a familiar medium.

Benefits include

- Inspiring and engaging students to use their voices proactively to initiate action about environmental issues that matter to them
- Enhancing the approach to the learning process and reinforce 21st century, STEM and higher learning skills
- Strengthening literacy skills through storytelling, researching, descriptive writing, interviewing etc.
- Creating a community of active citizens inspiring change ...proposing new ideas and solutions for these issues along the way.
- Becoming part of a larger community of Canadian environmental artists— e.g., Liz Marshall, Edward Burtynsky, who explore human impacts on this planet through film and photography to evoke change.
The Creative Process

Creativity can be described as “the ability to see connections and relationships where others have not or communicating concepts in new ways.”1 Similar to the design or engineering process, the creative process is about problem solving, starting with the exploration of a problem a work of art that responds to the problem, inspiring solutions. By following the creative process in filmmaking, teachers have the opportunity to foster imaginative and innovative thinking in students as they grapple with today’s complex problems.

This guide follows the creative process while providing specific details on its relation to creating a short EcoFilm. As you begin the process of filmmaking with your students, move through the stages in a flexible, fluid and cyclical manner taking into account student’s prior knowledge and skills. You may need to alter the order or spend more time in one stage. For example, you may find your students may benefit by spending more time exploring and experimenting with new filmmaking skills or need to return to the planning and focusing stage after receiving feedback.

It is often over looked but preparation can be considered the most important aspect of the creative process. Preparing the focus of your film by refining your exploration into a research question or problem lays down the foundation for all other aspects. From this students develop scripts, music and ultimately a completed film. Remember it’s the process of experimenting, and learning from the process, that inspires creativity in our students.

“All children have the ability to be creative. Education in the arts build upon this ability and deepens children’s capacity for artistic expression and representation.”


STEP 1: Building skills

Exploring and Experimenting

Before you begin the filming process familiarize yourself with your camera and editing equipment. Once you understand these it will make the filming process go much smoother. When planning out your film keep the following tips in mind:

Keep it Short: When creating your first few films begin with a short films that are less than 30 seconds long. This will help you and your team learn the basics of film making.

Cut the choice: Be specific with your students when giving them direction for their film. Provide them with a set time limit and refined topic choices.

Be clear about the purpose: Students will work best when your passionate about your topic and determine what you want the audience to get out of your film.

Let them copy: Watch other films and short stories and look for the techniques that they are using. Have your students try to imitate these in their films.

Separate the sound: If you record your sound again after your live filming it will make the voices and sound effects clearer.

BUILD SKILLS

Use warm up activities to experiment with and build your students confidence in:

- **Visuals:** Experiment with your camera and camera equipment to discover the cameras settings and to play with different angles.
- **Sound:** Record different sounds at different locations and distances. Record sound effects and try making your own.
- **Voice:** Practice speaking into your recording device in a clear, slow voice, and try changing your tone. Listen to the recording and note the differences.
- **Editing:** Practice Cutting your film and play with the sound and text effects.
- **Practice Storyboarding:** choose a story you already know and make a storyboard of how you would film it.
- **Lighting:** keep lighting in mind when filming and explore how it effects the mood of the scene.

Classroom Connections

- **Collaboration:** Working with other students to plan activities and build skills.
- **Creative Thinking:** exploring how lighting, sound and angles change the viewers perspective.
- **Media Literacy:** Enhancing students terminology and knowledge about media technology and strategies.

Equipment: Camera or other video equipment. Sound equipment (if available). Computer with video editing software.

Instructional Strategies: Brain-storming, Mind mapping, Class discussions

Timelines: 1-2 lessons (40 minutes each)

Classroom tips

- Pick a very small scale experimental project (such as a 30 second *Earth Hour @ Your School* promotional video) and complete all aspects of the production to practice all the steps of filmmaking.
- Strongly consider purchasing an external microphone for sound recording.
STEP 2: Creating excitement
Challenging and Inspiring

INQUIRY BASED LEARNING
This technique puts students questions and curiosity at the center of the lesson. Find out what your class wants to learn more about. This provides the opportunity for in-depth student investigations. Discussions should be student led and teacher facilitated.

How might you transform student inquiry into inspiration for filmmaking?
“Inspiration comes when a person sees something or thinks of something that motivates them to begin creating.” (Michael Glassbourg, Learn to Speak Film, 2013).

The best way to start an inquiry that inspires students is with some kind of provocation. Media and film have become a large part of modern day society. Showing students the impact of that film has on their lives can inspire them to want to use this medium in the same way.

Instead of pouring knowledge into people’s heads, we need to help them grind a new set of glasses, so they can see the world in a new way.

John Seeley Brown

FRONTLOAD THE INQUIRY
Build student knowledge and connect to their prior understanding of the topic through activities that connect students to the topic. Activities include community walks, field trips, films, artifacts, photos, oral and written stories, events etc.

CONTENT TO YOUR CLASSROOM
Think about your content area. What is a new take on a topic that you can bring to your classroom? What shared experiences—a field trip, a walk around the neighbourhood, a book, a film, a guest speaker, an experiment or a new piece of information might help you trigger your students’ curiosity and the inspiration for a great film. Use what you are already teaching and reframe it as an inquiry.

INQUIRY PROMPTS
- Invite in a guest speaker
- Watch a related film
- Bring in an artifact or photograph
- Elicit stories from students about topic
- Discuss topics that effect the students personally

Classroom Connections
- Collaboration: Students work together to develop themes that the class would be studying.
- Literacy: Expanding knowledge in areas of student interest
- Critical Thinking: Inquiry based learning helps students analyze their own passions.

Equipment: Materials to brainstorm (scrap paper and writing utensils)
Instructional Strategies: Brainstorming, Mind mapping, Class discussions
Timelines: 1-2 lessons (40 minutes each)

Classroom tips
- Watch several of the previously submitted films to Planet In Focus Student Film Festival with your classroom as a group (https://www.youtube.com/user/TheTDSBecoSchools/videos). If you have access to a lab, provide students with links and have them view films (and if they have time provide critiques)
- Connect your inquiry focus to your curriculum e.g., science and technology, social studies.
STEP 3: Tell a story you care about

Imagining and Generating Ideas

Creating an environmental film about change is not necessarily to showcase change but to call for and inspire it. Change can be broken down into five basic points:

- What change is needed?
- Where is change needed?
- Who is making the change?
- When is the change happening?
- Show how to make the change.

The change you talk about in your film can affect you, your family, your school, your community and/or the planet.

When selecting a topic for your film, you want to be passionate about the topic and be knowledgeable or willing to learn about the topic.

Use the following steps to help you and your students determine the focus and purpose of your film:

BRAINSTORM IDEAS

Brainstorm ideas and questions that were sparked from an inquiry provocation or stimulus. Sometimes the creative process is more about asking the right questions. With your group, look for emerging patterns in the ideas, questions or themes.

NARROW YOUR FOCUS

A mind map is a good way to illustrate how your topic is connected to other issues and people. Choose an aspect of your theme that is most meaningful to your group and will connect with your intended audience.

DRAFT A PURPOSE FOR YOUR FILM

What is the reason you want people to view your film? Will it make your viewers laugh and cry, feel sad, get angry, take action? Will your viewers relate to your story because they somehow have experienced a similar situation? Will viewers change how they think or do things? Write a purpose statement that reflects what you want to happen after people see your film.

E.g., The topic of our film is __________. The reason this environmental issue is important to me is __________. After viewing, I want the audience to understand/feel __________. We can help take action to remedy this by __________.

Classroom Connections

Citizenship: telling stories about their community, taking responsible actions to move an issue forward.

Collaboration: working in groups brainstorming, problem solving, making decisions together.

Literacy: engaging in meaningful discussions and expanding ideas.

Eco-Literacy: connecting behaviour to impacts, recognitions to actions, identifying the ways in which the many ‘parts’ are interconnected in systems.

Equipment: area to brainstorm and record ideas. E.g. Chart paper, whiteboard.

Instructional Strategies:

Brain-storming, Mind mapping, Class discussions.

Timelines: 1-2 lessons (40 minutes each).

Classroom tips

- If you have access to a lab or multiple electronic devices use Padlet (online digital bulletin board) for students to brainstorm their idea about possible eco topics for their film. Once you choose a general topic to work on create a second Padlet to brainstorm all the issues related to the topic.
STEP 4: Do your Research

Planning and Focusing

Take the time to thoroughly investigate your topic. What do you already know about your topic, what do you think you know but is worth testing or verifying? What might your audience already know about your topic, what don’t they know, and what do you want them to know? What part of your topic interests you the most, would interest them the most?

QUESTIONS TO DEEPER UNDERSTANDING

- **Causes**: What are the reasons this topic is important? What are the underlying causes behind this topic? Why does it need to be changed?
- **Connections**: What related issues would add depth and value to the film? How does this issue connect with other issues?
- **Challenges**: Are there obstacles facing the people and nature that are involved in the issue? How might they overcome these challenges? Can they? What can the audience do to help?
- **Perspectives**: What points of view will be relevant to the viewer? How can different perspectives be shown in the film? How can you balance the big picture and the important details?

**TYPES OF RESEARCH**

When conducting your research keep track of your resources and ensure that you are recording pictures and film of interviews and calls to later use in your film.

1. **Print/media texts**: Get factual information from books, videos, magazines, newspapers, and websites. Collect photographs and text that can be used in your film.
2. **On-site**: Collect information directly on your topic by visiting the location.
3. **Interviews**: Gather many different perspectives. Talk with people that are directly and indirectly connected with the subject. Characters that tell the story could also be animals, land, water, etc. Research from their perspective.
4. **Organizations**: Consult organizations that specialize in a particular issue. Arrange for a video conference or call.

**Classroom Connections**

**Inquiry**: conducting primary and secondary research. Asking complex and meaningful questions.

**Critical Thinking**: identifying and investigating different perspectives and biases.

**Literacy**: constructing and contributing to knowledge base

**Eco-Literacy**: identifying parts, wholes and connections to environmental and social systems.

**Equipment**: access to print information, internet searches, people to interview, on-site primary research.

**Instructional Strategies**: Conducting interviews, completing, summarizing and organizing research. E.g. KWL charts, transcribing interviews.

**Timelines**: 5+ lessons (40 minutes each)

**Classroom tips**

- Create a shared Google Slides Document and assign students a single slide to record their research findings (causes, remedial actions, etc.) on the issue. Students could insert website links and images into this document. A Google Doc with a table would also work for this purpose.
- A list of links could be posted electronically (for example on a school website page or embedded in a Google Doc or Slide). The list could include some of the online encyclopaedias and/or databases available through the TDSB library.
- Great opportunity to reach out to experts in the field and/or members of the school community, especially parents (possibly they would consent to an interview that could appear on film).
STEP 5: Consolidate your ideas
Planning and Focusing

Once you have decided what your film is about you need to organize your ideas to tell a story. This stage is called pre-production, where you decide your film’s genre and plan how you are going to film it.

CHOOSE YOUR FORM
Will your film be a documentary? Narrative? PSA? Other? Will it include live action? Digital animation? Stop motion animation? Or a combination of these filming techniques. Consider your film’s purpose and who’s likely to watch it as you choose which genre will best tell your story.

STORY DEVELOPMENT
Create a basic outline for your story that breaks down your topic into manageable segments. Develop your story in a number of stages before filming. E.g.,
1. Basic idea, concept of story
2. Story outline without dialogue
3. Story broken into scenes
4. Script with dialogue
5. Storyboard

Narrative Structure
Write your story with a clear beginning, middle and ending.

Exposition: Set up your film with the place and the character
Inciting Incident: What “event” presented itself to be dealt with for the topic of your film?

Rising Action: What are the challenges, complications, people arising in your story that you are forced to deal with? Typically these come in a set of three.
Climax: How is the topic faced or dealt with—what is the outcome?
Denouement: This is the resolution. How have things changed from the start?

DOCUMENTARY OUTLINE
Introduction: How is your audience going to identify and empathize with the main character (this can be a person, animal, or item)?
Motivation: What are the needs and wants of the main character? What will the character gain or lose? What changes over time?
Barriers: What barriers is the main character up against? How do they shape the main character? (tension)
Action: How does the main character deal with their challenges? (show not tell)
Resolution: What ends the character’s journey? What is the turning point? Did our characters overcome their obstacles and achieve their goals? How have they changed?

Classroom Connections
Critical Thinking: decision making, problem solving, finding solutions, thinking visually, sequencing the story.
Media Literacy: negotiating meaning, deciding meaning, deciding style and form, persuading audience, organizing and charting outline, telling narrative with images and words.
Eco-Literacy: making human/personal connections to the story, presenting different perspectives, calling to action.

Equipment: post-it notes, plot summary headings, graphic organizers for outlines or script breakdown chart.
Instructional Strategies: charting plot, using graphic organizers, drafting outlines, and/or narrative.
Timelines: 1-2 lessons (40 minutes each)

Classroom tips
- How are you going to express your key concepts? Live action? Digital animation? Stop motion animation? Still Images (student created images that can be scanned, etc.)?
- Are amendments to your purpose statements necessary? Now, before storyboarding, is the time to do this!
STEP 6: Visualize your story

Producing Preliminary Work

Finalize your script and use this to create a storyboard. The storyboard looks similar to a comic strip and can make it easier to visualize your story before you begin filming. If there is any dialogue in your film start creating your script.

CREATE A STORYBOARD OR STORY TABLE

Choose one to help you visualize the story elements and organize the shots before filming begins.

A storyboard is a visual plan of the shots and actions of your film, drawn out on paper like a comic strip. It shows the type of props you will be using and what happens in each shot.

A story table uses text instead of images to describe the scenes. For either the story board or table, include:

**Visuals:**
What should the viewer see?
Decide on the camera angle, who should be in the shot, the props and costumes that should be involved as well as the location.

**Audio:**
What should the viewer hear?
Finalize the script and dialogue that will happen during each shot (will it be spoken by the actor(s) or will it be a voiceover). Decide any music and/or sound effects that will happen in each scene.

**OTHER PREP:**

**Writing interview questions.** Set up times to meet up with any person that you would like to be in your film.

**Draft script dialogue.** Ensure to have both the narrator and/or the characters to practice their lines before you start filming.

**Acting in front of a camera.** Before you begin filming make sure that all actors are comfortable being in front of the camera.

**Find music and sound effects.** Allocate where each one is going to be used.

Take some time with your team to familiarize yourself with Film Language. Start this process by reviewing our glossary on page __.

Classroom Connections

**Literacy:** writing and speaking for a purpose, organizing information in different forms.

**Media Literacy:** creating media texts using storyboarding to communicate meaning to an audience.

**Equipment:** Props and costumes, production roles (job descriptions, template for production role applications), storyboards, shooting schedule, sample interview questions, script or outline of your story.

**Instructional Strategies:** Posting job descriptions, writing applications and interview questions, using graphic organizers (e.g. charts) to organize information, storyboarding.

**Timelines:** 4+ lessons (40 minutes each)

Classroom tips

- Use different computer programs to help with aspects of filmmaking, e.g., bit-strips for storyboarding, garage band for music making, Padlet and Google Draw for brainstorming, spreadsheets for film schedules, shot lists.

- Reach out to music, arts, drama, media teachers to help with different aspects of the filmmaking process.
STEP 7: Getting Organized
Planning and Focusing

FILMMAKING ROLES
Have students apply for the different production roles. Alternatively, have students take turns in each role and experience all the aspects of the process. Some roles are listed below though others can be found in the Glossary.

- **Director:** Keeps production organized
- **Screen Writer:** Directs the creation of the script
- **Art Director:** Delegates set design, costume design, and make-up art.
- **Editor:** Once filming is done creates a compilation of the scenes.
- **Actor:** Acts in the Filming process.
- **Camera Operator:** Films the scenes.
- **Sound director:** Decides on music and sound effects that will be included.

SHOT LIST
Make a list of shots that you will need. Describe the actions and types of shot. e.g., interview, close-up and write the shot list in the order you intend to shoot them. A shot list may be different from your storyboard or story table, because you may be shooting all the scenes that happen in a specific location at once, regardless where they happen in the story.

SHOOTING SCHEDULE
Work with your team and create a plan. Be conscious of the time of day and how that will effect the lighting of the scene.

COSTUME DESIGN
Read over the script and try to understand the characters and what clothing would best express them to the audience. Have cast members look through their wardrobe once you have decided what you would like the character to wear. Consider also looking through your schools lost and found to find unique items.

BUILDING SETS
Visualize what you want the set to look like and use this to make a sketch. As a team go location scouting around your school and neighbourhood. Determine what props you think will be needed in each scene. Think about school materials you have access to Remember that less is more so don’t make the set to cluttered or chaotic. For animation films consider making a minisets as an alternative measure.

REHEARSAL
All actors should rehearse their lines daily. Practicing their lines everyday can help relieve nerves and mishaps on the day of filming. Come with writing utensils and be prepared to make notes and change the script throughout the rehearsal process.

Classroom Connections
**Collaboration:** Delegation and organization of roles.

**Creative Thinking:** Students must analyze the script to develop a creative take on the consumes and sets.

**Media Literacy:** Understand different concepts in media and media roles that they had not previously explored.

**Equipment:** Props and costumes, production roles (job descriptions, template for production role applications), storyboards, shooting schedule, sample interview questions, script or outline of your story.

**Instructional Strategies:** Set rehearsal times as a class to reduce conflict.

**Timelines:** 1-2 lessons (40 minutes each)

Classroom tips
- When delegating roles play on students strengths and ensure that all team members feel valued.
- Have students apply for different production roles or take turns in filming, directing, producing sound, organizing set, gathering wardrobe, props, etc.
- Go to the Arts Junction for props, clothing etc.
STEP 8: Start Shooting

Producing Preliminary Work

Congregations! You have gotten this far in the filmmaking process! Now it is time to start filming. Before you begin set aside any expectations and expect mistakes in the first few times of filming.

FRAMING
Be conscious of angles as they can help develop the story. Pay attention to the background and make sure that it is not busy, you want the audience to be focused. Familiarize yourself with filming techniques such as the rule of the thirds. This is when the important objects are put a third of the way across the screen.

CAMERA MOVEMENT
To ensure smooth transitions try slowly moving a skateboard or trolley when the camera needs to move. Make sure that all movement is slow so that the viewer fully captures the scene.

FILMING
Leave extra time before and after the scene to leave room when editing. Have a team member keep a log that catalogues video footage. Use the 180 degree rule that states that the characters need to maintain a constant right - left relationship so the camera can not pass the 180 degree line.

LIGHTING
The lighting can help set the mood of your set. Often an outdoor setting can be preferable as you are able to use a natural light source at different points in the day. For indoor scenes a common technique is a soft light source from the front and a stronger ‘back light’.

SOUND
In many cases the dialogue has to be recorded separately. This includes creating/ recording sound effects to amplify them. Work with your team to determine if there are any points in the film that will be made better with music. Encourage students to experiment with sound and to make their own music to accompany the film.

B-ROLL
This is the extra footage that you take when filming that makes your editing process easier. This will add dimensions to your film. This includes wide shots, still images and anything else that you believe will improve your film.

Classroom Connections

Critical and Creative Thinking: problem solving, decision making, finding solutions, creating alternative solutions, experimenting.

Media Literacy: interviewing and film-making.

Collaboration: working together to organize the set, roles and sequences of shots.

Equipment: i-Pad/video camera & memory card, power cords, lights, microphones, headphones, writing equipment, scripts, storyboard, shot list

Instructional Strategies: creating schedules, lists, filming, writing reflections, role playing, interviewing.

Timelines: 3+ lessons (40 minutes each)

Classroom tips

- At the end of the shoot, evaluate and record what actually happened during the filming. Include how the day went, what footage was captured, what goals were met and what challenges or setbacks occurred. Plan for the next shoot based on your reflections.

- On a film shoot, things can get hectic. Keep track of what’s been shot, where it is on the camera or memory card. Back up your footage daily.
STEP 9: Editing your work
Revising and Refining

Editing or cutting is choosing the most effective footage and shots to tell your story. Editing is not just the removal of unwanted material, but placing the shots in the best order to engage your audience. During the editing stage, you can add sound, titles, credits, graphics and visual effects.

TIPS FOR EDITING:

- **Get to know your footage:** With your students, log and evaluate the footage to know what you have to work with. Gather any missing visuals or audio. Establish a file naming system, e.g., name your shots according to the story table order.
- **Assemble the Rough-Cut:** Import your clips into your film editing software. Organize them in order according to your story outline. Now you can begin removing unwanted parts, ensuring the cuts and shots are in the right spot, and adding transitions where appropriate. Keep in mind which shots can follow and ‘flow’ into each other. It is not uncommon, during an edit, to realize what you originally planned for the middle or end of the story is actually better at the beginning or vice versa. Although the edit will still be choppy, present your film for group feedback. Always save the original footage in case the class decides to change any of the editing decisions.
- **Refining and re-editing:** Continue refining and presenting the draft footage until each shot contributes to and fits the story. To help with the editing task: *Is this footage necessary for the audience to understand or relate to the story or subject? Will it add to the overall quality of the film? Even if the footage is amazing, is it better than the visuals that have been included so far?*
- **Adding Sound:** Sound comprises at least 40% of your final production. It is a very important way to give the audience information. It can tell the audience about the location or the mood of the story. Allocate time to sound editing accordingly. Remember that sound includes voices, sound effects and music. Add music and sound effects to complement the footage. Have fun and add originality to your production by doing your own sound effects! Consult the appendix for resources for copyright free music.

Classroom Connections

- **Critical and Creative Thinking:** analyzing, synthesizing, problem solving and decision making from different perspectives and experimentation.
- **Media Literacy:** creating and crafting a media text for a specific audience.
- **Collaboration:** problem solving and decision making, finding consensus, contributing ideas, planning.
- **Equipment:** Editing software, film footage, computer/i-pad, soundtrack software, instruments, music, microphones.
- **Instructional Strategies:** Receiving and giving constructive feedback, reflecting on editing choices, making music and sound tracks.
- **Timelines:** One individual editing- 5x40 min blocks- outside of class time. Allow for more time when editing with 2 or more people.

Classroom tips

- **SAVE, SAVE, SAVE!** ALWAYS have your raw footage, pictures and any other content backed up (i.e. in organized folders on at least TWO hard drives). Never edit original footage.
STEP 10: Share your story

Presenting and Performing

SHARING YOUR FILM
What you do with your film is an important part of the filmmaking process that can offer new learning opportunities, celebrate students’ efforts and increase your film’s impact.

Consider the following
- What is the goal of your film?
- Who is your target audience? Your school, parents or politicians?
- How will you tell them about your film? Through posters, announcements or invitations?
- How will you introduce and debrief the film? How will you do this? Will you have a question and answer period after the viewing?
- Should this film be available to the general public? If so can you post it on your school webpage or on YouTube?

Here are some ideas to get you started:
- Invite another class in the school to an screening and follow-up panel discussion in your classroom.
- Make a request to have the film shown during a staff or parent council meeting.
- Share the film with the whole school by integrating it into an assembly.
- Host a film night. Use your film as the “short” before a longer film. Sell popcorn to audience members to raise money for your cause.
- Loop the film on the school’s video display to help raise awareness for a new campaign.
- Consider using the schools social media to either present or promote your film.
- Host your own mini eco film festival! Share films from different classes and vote on the best one from each division/category. Consider the best films for re-editing for submission to the Planet in Focus Student Film Festival For more information, go to http://planetinfocus.org/

Classroom Connections

Collaboration: working in groups, brainstorming, problem solving, making decisions together.

Literacy: engaging in meaningful discussions, communicating with different audiences for a variety of purposes, creating media texts.

Eco-literacy: responding to environmental issues, working to understand the many impacts of our choices taking responsible actions to move an issue forward.

Equipment: marketing materials (art supplies), space to show the film, projection equipment, speakers

Instructional Strategies: class discussions (meaningful dialogues), creating media texts to communicate information, e.g., flyers, invitations; writing and practising presentations; drafting announcements; submitting articles to school newsletter.

Timelines: 2-3 lessons (40 minutes each)

Classroom tips
Before sharing your film, check that
- it’s in an appropriate file extension. Available formats include MOV, wmv, mp4. MOV file format is preferred by the iPad and iMovie
- all media releases and parental permissions have been obtained (TDSB and Film Festival)
- use only first names for participants under 18 in credits or first and last initial, e.g., Liz M.
- your film follows copyright regulations. For copyright information, refer to Copyright Matters! Available at www.cme.ca.
**Glossary**

**180 degree rule:** This is a filming technique to minimize confusing to the viewer by keeping characters on one side of the screen.

**Cut:** This is done during the editing phase where one shot seamlessly transitions into another.

**Diegetic sound:** Natural sounds in your scene such as footsteps or dialogue.

**Documentary:** A film that is used as a factual report.

**Minisets:** A small scale set that can be used in animation films.

**Moving shots:** The camera moving during a scene.

**Narrative:** A spoken account of events happening in the film.

**Pre-production:** The work done previously to a full scale production.

**Production:** The tasks that are completed during the filmmaking process.

**Public Service announcement (PSA):** A type of media film used to raise awareness

**Script:** A written description of the dialogue, sound effects and visuals that we be included in each scene.

**Shot list:** A document that lists and describes each film clip to ease the editing process

**Shot Size:** characterized by how big the objects are in the frame.

- Extreme Close Up
- Close Up
- Mid-shot
- Long Shot

**Sound Effects:** Any sound other than speech that is artificially made for production.

**Story Table:** Text that describes the details of each scene.

**Storyboard:** A comic like document that includes drawn visuals of each scene.

**Stop Motion Animation:** A film created out of pictures where small motions between each photo give the perception of movement.
**Equipment**

**Camera:** Talk to supervisors at your school to discover if there are any available cameras or video cameras. If there are none available consider using phone cameras.

**Tripod:** The tripod is used to hold the camera steady and still during filming. As well it can help students slow down and think about the shoot. If one is unavailable use flat surfaces to film instead.

**Sound:** When planning your film try to use scenes where you will not have to use live sound. Microphones can be used if available. Record sound separately from live recordings by having voice or sound near to the built in recording device found in cameras and phones.

**Lighting:** During daylight natural lighting can be used. For indoor scenes a desk light can be used pointed at eye level for a natural light affect.

**Editing:** A computer or iPad will be needed to complete this process. Basic editing software can be found on most tdsb computers. iMovies can be used on apple computers. MovieMakers can be used on Windows computers.