

Video & Film Post-Production 12

District Name:	Mission
District Number:	75
Developed by:	Scott Goodman
School Name:	Heritage Park Secondary School
Principal's Name:	Kevin Kaardal
Board/Authority Approval Date:	January 15, 2004
Board/Authority Signature:	
Course Name:	Video & Film Post-Production
Grade Level of Course:	12
Number of Course Credits:	4
Number of Hours of Instruction:	120

Prerequisite(s): None, but successful completion of Video Production 11 is strongly recommended

Special Training, Facilities of Equipment Required: The existing video production facilities, hardware, software and resources. Instructor should have a strong professional background in the film industry to teach this course.

Course Synopsis:

Post-Production for film and video is comprised of several interrelated processes that take the raw materials of sound and image generated during the shooting of a film and creatively combines them to produce the finished product. This course covers the following subject matter, which form the instructional units for the course:

- Film history, aesthetics and editing theory
- Introduction to non-linear, linear and film editing technology and techniques
- Picture and dialogue editing
- Sound effects creation and editing
- Foley
- Music editing
- Recording and preparation of the final film sound track

Using a variety of prepared materials as well as material generated by the students themselves, a series of projects will be assigned which illustrate and refine these various elements as they apply to film and video projects. Initially, projects will be limited in scope, illustrating basic concepts. Each successive project will add to the complexity and challenge of handling all of these elements in successfully completing each program.

Rationale:

Post-Production for film and video is regarded as a completely separate, though obviously related, part of the film making process. It requires the mastering of a largely different set of skills to those needed for the production process itself. While there is obviously some basic exposure to post-production in the typical video or film production course, those students wishing to go on to specialize in the area of post-production will find this course most useful for that purpose.

Organizational Structure:

Unit	Title	Time
Unit 1	Film History, Aesthetic and Editing Theory	30 hrs.
Unit 2	Introduction to Non-Linear, Linear and Film Editing Techniques	15 hrs.
Unit 3	Picture and Dialogue Editing	10 hrs.*
Unit 4	Sound Effects Creation and Editing	5 hrs. *
Unit 5	Foley and Foley Editing	5 hrs. *
Unit 6	Music Editing and Copyright Law	5 hrs. *
Unit 7	Re-recording and Final Preparation of the Soundtrack	10 hrs. *
Unit 8	Individual and Group Projects	40 hrs
*	Asterisk denotes unit is part of “Creative Editing” Project	
	Total Hours	120 hrs

Unit descriptions:

Unit 1: Film history, aesthetics and editing theory. Time: 30 hours

1. Cinema as a synthesis of the visual and performing arts. How cinema communicates:
 - Medium – Overview of how films convey meaning
 - Cinematography – photographic visual language
 - Mise en Scène – meaning conveyed through composition, design, space and forms
 - Movement – Kinetics, camera movement and mechanical distortions of movement as communication tools
 - Editing – Montage, Realism and Classical editing – comparison of theory
 - Sound – Explicit and Subjective communication aspects of the soundtrack
 - Story – Classical, Realistic and Formalistic narrative, genre, myth and the role of the spectator
 - Acting – Comparison of stage and screen acting, acting styles and methods and casting considerations
 - Ideology and Culture – the influence of on the conveying of meaning

Curriculum Organizer

It is expected that students will: submit a written reflection and analysis paper, using film examples, for each of the above categories. The content of this paper will demonstrate the ability to analyze a film sequence from each of these points of view and discuss how the meaning of a film is conveyed.

Unit 2: Introduction to non-linear, linear and film editing technology and techniques. Time: 15 hours

Upon completion of the first unit, students will be introduced to the mechanics of editing in each of the above categories. The film and video industry is well into its transition from an analogue to a digital medium. Therefore, it is necessary at the present time to be familiar with all the means by which programs might be constructed. Emphasis will be on digital, non-linear editing. Each aspect of these methods will be illustrated, accompanied and evaluated through the use of practical projects. The program at Heritage Park already has these materials in hand.

Non-linear (computer based) digital editing:

- Overview of computer use
- Introduction to and overview of non-linear editing software and related concepts
- Loading media into the computer
- Basic editing techniques
- Fine tuning edits – trimming on the timeline
- Introduction to editing effects
- Customizing the computer workspace to your needs and preferences
- Subclipping and Storyboarding
- Editing Dialogue
- Basic audio editing
- Laying audio tracks, setting relative volumes and working in stereo
- Creating titles and credits
- Outputting projects to tape or DVD

Each of these categories will be accompanied with a practical exercise and end with a review quiz that tests specific knowledge and mastery for that section.

After completing the unit on non-linear editing, students will then apply this knowledge to linear, tape-based editing, using the same practical examples. In addition to relating these skills in two different contexts, the practical issues having to do with interfacing digital and analogue media will be demonstrated and applied.

Film editing will be demonstrated for comparison.

Curriculum Organizer: Computer Editing

It is expected that students will: *be able to operate the computer system and initialize the software correctly, load audio/visual material into the appropriate files on a hard drive, and properly execute the basic editing operations delineated above and output a project to a separate medium.*

The following units will use the BBC training program “Creative Editing” as the basis for the acquisition and mastery of the requisite knowledge and skills. This program consists of the raw materials to complete the last 15 minutes of a 40-minute drama. The package contains unedited shots with dialogue, sound effects and music as well as a complete shot list and marked script for reference and organization purposes. The BBC’s own version of the completed section of the script will be used at the end of Unit 7 for students to evaluate their own performance in the unit areas.

Unit 3: Picture and dialogue editing Time: 10 hrs.

Using a supplied copy of the materials contained in the BBC Film Training Program “Creative Editing”, students will, in teams of 2 or 3, assemble the picture and dialogue edit of the program using the skills acquired in the previous units.

Curriculum Organizer

It is expected that students will: *Effectively employ the theoretical and practical knowledge they have acquired and present a workable version of picture and dialogue suitable for use in the subsequent units. Smoothness of editing continuity, adherence to the supplied script and logical construction of the scenes make up the criteria for successful completion of this unit.*

Unit 4: Sound effects creation and editing Time: 5 hrs.

With the complete picture and dialogue edit in hand, the student teams will, using the supplied sound effects as well as those they have themselves created, prepare a sound effects track or tracks to fit the edited version prepared. Techniques for recording, transferring to computer and editing these elements will be demonstrated.

Curriculum Organizer

It is expected that students *will*: choose from available or self-generated sound effects those sound elements that most appropriately support the dramatic content of the script. Comparison with other groups and classroom discussion and deconstruction will aid in this process.

Unit 5: Foley and Foley Editing Time: 5 hrs.

Foley (the technique of re-creating the personal sound of actors such as footsteps and clothing sounds) will be demonstrated and each student will be given a short foley assignment utilizing a short scene from a film taken at random for this purpose. The technique of “spotting”, i.e., viewing a segment and analyzing its audio requirements for foley, will be demonstrated. The preparation of a spotting cue sheet will be part of the foley assignment.

Curriculum Organizer

It is expected that students *will*: take the knowledge gained in the introduction of Foley work and apply it as required to the “Creative Editing” project.

Unit 6: Music Editing and Copyright Law Time: 5 hrs.

Using brief examples, the techniques for recording and editing music will be demonstrated. Basic musical structure will be explained and the application of this knowledge to music editing will be demonstrated. In addition, the effect that differing musical selections have when put with the same sequence of film will be demonstrated in order to foster aesthetic discrimination in the choice of music for film and video.

Curriculum Organizer

It is expected that students *will*: use the knowledge gained in this area to choose from the provided musical selections in the “Creative Editing” training package to incorporate music appropriate to each of the edited sequences in the film.

Unit 7: Re-recording and Final Preparation of the Soundtrack Time: 10 hrs.

Multiple track audio sweetening and mixing, using the ProTools digital audio workstation, will be demonstrated. Techniques for transferring from the video workstation to the audio workstation will be demonstrated and each student group will be guided through this process for their version of the “Creative Editing” project.

Curriculum Organizer

It is expected that students *will*: successfully mix the final sound and picture track for the project, incorporating all of the prepared and assembled elements in to an integrated whole. At the conclusion of this unit, all of the student project versions will be compared, one to the other in class as the basis for discussion and debriefing. Finally, the BBC’s own version will be screened and students will then be assigned a final paper analyzing the entire experience.

Unit 8: Individual and Group Projects Time: 40 hrs.

From this point forward, students will form new teams to produce and edit their own projects and/or edit outside projects.

Curriculum Organizer

It is expected that students *will*: Put their knowledge and skills to use in an increasingly sophisticated manner that exhibits increasing mastery of the techniques and concepts learned.

Instructional Components:

1. Direct Instruction
2. Indirect Instruction
3. Interstudent Instruction
4. Group Work
5. Practical Demonstrations and Exercises

6. Independent Self-Initiated Projects

Assessment Components:

60% of the grade will be based on the written and practical work/tests/quizzes associated with units 1 through 7. 50% of this portion of the grade will be based on the successful completion of the “Creative Editing” project with the remainder based on the written work and quizzes.

40% of the grade will be based on the completion of at least two independent group projects that demonstrate increasing mastery of the subject matter. In addition, criteria specific to these projects will be assigned based on the individual natures of the projects themselves.

Assessment tools will therefore consist of tests, quizzes, class participation, both verbal and physical, written work and actual projects.

Learning Resources: All resources other than expendable materials (video tape, etc.) currently exist in the program