



FILM & TV 1

HIGH SCHOOL PROFICIENT

ACADEMIC & PROFESSIONAL SKILLS STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
December 12, 2023

STANDARDS FOR FILM & TV

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HIGH SCHOOL PROFICIENT

Film & TV 1 provides students with the skills and knowledge to master lighting, camera operation, visual composition, storytelling, basic audio production and editing. The students produce specially designed video projects that apply technical knowledge and skills in production of television programs. Focused instruction in 21st century learning skills include leadership, productivity, teamwork, digital-age literacy, technology & tools, critical & creative thinking, and data analysis. Other important video production skills include interviewing, scripting, advertising techniques, studio operation, and audience analysis. Basics of copyright law and broadcast ethics are also included.

PRODUCTION SKILLS – EQUIPMENT, TOOLS AND TECHNOLOGIES

- FT1.1.1 Analyze equipment, tools, and technologies used in film and television productions.
 - Differentiate among types and uses of digital cameras, equipment, and accessories (e.g., tripod, monopod, DSLRs, smartphones, and studio vs. ENG).
 - Describe industry standard audio editing software to meet requirements of final product (i.e., Adobe Audition CC, Audacity, Avid Pro Tools, Apple Logic Pro X, GarageBand, etc.).
 - Describe industry standard video editing software to meet requirements of final product (i.e., AVID, Final Cut Pro X, Adobe Premiere Pro, MAGIX Video Pro X, Hitfilm Pro, etc.).

STORY DEVELOPMENT AND DELIVERY – STORY AND SCRIPT

- FT1.2.1 Develop a story and script.
 - Explain the main types of writing styles (e.g., expository, descriptive, persuasive, and narrative).
 - Differentiate among types of conflict (e.g., person vs. self; person vs. person; person vs. environment).
 - Develop a story idea (i.e., beginning, middle, and end; character development; story arc; etc.).
 - Describe different types of script formats (i.e., news rundown, screenplay, T-form, etc.).
 - Create a story using the screenplay format.
 - Translate a written story into a visual medium through composition and framing.
 - Create a storyboard that tells a story through single frames.

STORY DEVELOPMENT AND DELIVERY – CINEMATOGRAPHY TECHNIQUES

- FT1.2.2 Apply cinematography techniques.
 - Distinguish among primary and secondary visual sources (i.e., B-roll, lower thirds, character generators, etc.).
 - Apply compositional techniques with a camera (e.g., rule of thirds, leading lines, framing, balance, continuity, background, foreground, headroom, lead room, and depth of field).
 - Describe manual camera settings for creativity in photos (e.g., shutter speeds, ISO, aperture, color temperature, and frame rate).
 - Convey the language of film with industry-standard shot types and angles (e.g., establishing long, wide, full, medium, close-up, extreme close-up, three-quarter, over-the-shoulder, two-shot, three-shot, group, insert, master, cutaway, birds-eye, high angle, low angle, and Dutch angle).

STORY DEVELOPMENT AND DELIVERY – MARKETING AND DISTRIBUTION OF VIDEO

- FT1.2.3 Deliver, market, and distribute video.
 - Determine packaging and formatting for the product.
 - Describe potential marketing ideas and platforms (i.e., networking, conventional and unconventional media, etc.).
 - Evaluate effectiveness of products for multiple audiences and contexts.
 - Export film in line with project and marketing identify.

MEDIA INDUSTRY AND PROFESSIONALISM – COMMUNICATION MEDIA TECHNOLOGIES INDUSTRY, ITS BUSINESS PRACTICES, AND ROLE IN THE ECONOMY

- FT1.3.1 Analyze the film and television industry, its business practices, and role in the economy.
 - Investigate the history and evolution of film and television in the communication media technologies industry (i.e., emerging technologies, processes, production, etc.).
 - Research the role of film and television in the media industry and its impact on society and the economy (e.g., education, entertainment).
- FT1.3.2 Describe effective business practices in the film and television industry (i.e., marketing practices, diversity and inclusion in the workplace, cultural awareness, impartial and fair treatment of all employees, time management, customer service).
- FT1.3.3 Describe professions that comprise the film and television industry (i.e., animation, broadcasting, filmmaking, graphic design, illustration, music audio productions, photography, publishing, etc.).
 - Conduct research on the role of film and television in the communication media technologies industry.
 - Describe professions that comprise the film and television industry (i.e., animation, broadcasting, filmmaking, graphic design, illustration, music audio productions, photography, publishing, etc.).
 - Explain how the field of film and television impacts society and the economy in our community.
 - Create a historical timeline that shows the evolution of film and television.
 - Describe how social media is used in the field of film and television and its impact on the industry (e.g., YouTube, Twitter, Instagram, TikTok).
 - Describe the pros and cons of social media.
 - Describe effective business practices that contribute to the film and television profession.
 - Explain how varying professions play roles in the media industry and visual production.

MEDIA INDUSTRY AND PROFESSIONALISM – ETHICAL AND LEGAL ISSUES

- FT1.3.4 Analyze ethical and legal issues related to the communication media technologies (film and television) industry.
 - Differentiate between legal and ethical standards as they apply to decision-making in the film and television professions.
 - Explain current legal and ethical issues in the film and television professions and their personal and business implications.
 - Explain consequences in violating copyright, privacy, and data security laws (i.e., monetary penalties, prison, injunctions, financial restitution, etc.) on a business.
 - Explain libel, privacy, censorship, and first amendment rights.
 - Distinguish among copyright, intellectual property, proprietary rights, software licensure, and Creative Commons license.
 - Explain fair use (i.e., authorships, credit lines, parody, news reporting, criticism and commentary, etc.).
 - Explain legalities and ethical uses with drones and helicopters (i.e., safety, privacy, regulation, etc.).
 - Explain the role of unions (e.g., SAG, WGA, DGA) in the visual media (film and television) industry.

MEDIA INDUSTRY AND PROFESSIONALISM – FACTORS THAT CONTRIBUTE TO PERSONAL SUCCESS

- FT1.3.5 Analyze factors that contribute to personal success in the film and television industry.
 - Employ written, verbal, and non-verbal communications that are appropriate to the target audience and situation.
 - Apply formatting, editing, and proofreading skills to all forms of writing.
 - Use interpersonal skills when communicating with colleagues, clients, and vendors (i.e., active listening, empathy, body language, openness, negotiation, problem-solving, conflict resolution, assertiveness, positive attitude, etc.).
 - Describe professional “dress for success” standards and practices for the film and television industry (i.e., company dress code, business formal, business professional, business casual, casual).
 - Explain basic types of résumés and their use (e.g., chronological, functional, combination, targeted, and creative).
 - Explain considerations for résumé format (i.e., simple font; plenty of white space; personalize and customize to reflect your skills and abilities, etc.).

MEDIA INDUSTRY AND PROFESSIONALISM – ROLES AND RESPONSIBILITIES FOR CAST AND CREW

- FT1.3.6 Determine the roles and responsibilities for the cast and crew in film and television productions.
 - Describe the hierarchy of the production crew (e.g., Executive Producer, Producer, Director).
 - Explain the duties and tasks of the production crew.
 - Describe the cast, or talent, in production (i.e., actors, singers, dancers, musicians, models, etc.).
 - Describe the vision of the project (i.e., end state, personal and team benefits, goals, action plan, etc.) to the cast and crew.
 - Establish production protocols (i.e., on-set, off-set, on-location) for the cast and crew.

MEDIA INDUSTRY AND PROFESSIONALISM – INDUSTRY SAFETY PROCEDURES

- FT1.3.7 Comply with safety standards and regulations specific to OSHA in the classroom and on location for personal safety and the safety of others.
- FT1.3.8 Demonstrate proper use, maintenance, and care of all equipment and tools.
 - Follow safety standards in the classroom and on location.
 - Safely operate equipment and related accessories.
 - Properly care for and maintain equipment and related accessories.
 - Explain what consequences can occur if safety standards are not met.

MEDIA ARTS – CREATING (Conceive, Develop)

- FT1.4.1 Use multiple approaches to generate ideas, develop artistic goals, and problem solve in media arts creation processes (i.e., film and television).
- FT1.4.2 Use aesthetic criteria to research, plan, and create artistic work that considers original inspirations, goals, and presentation context.
- FT1.4.3 Perform pre-production tasks.
 - propose a project to include project needs, purpose, target audience, delivery method, logistics, budget and schedule.
 - present a proposal based on project scope (i.e., budget, schedule, logistical requirements, etc.).
 - Conduct formal and informal research to collect information about project needs.
 - Show multiple ideas for a project using planning tools.
 - Design and present a proposal that includes project needs and project scope.
 - Secure equipment based on project needs.

- Secure locations (i.e., reference photographs and video, lighting and sound, power requirements, etc.).
- Obtain required permissions and permits needed to film on private and public properties.
- Assemble cast and crew according to project needs.
- Write properly formatted script for a reliable schedule and budget (i.e., font and size, margins, spacing, CAPS vs. no CAPS, scene description, location headings, character headings, dialogue, etc.).
- Create properly formatted storyboard and shot list for each scene (i.e., determine aspect ratio, sketch subjects, draw background, arrows for motion, camera movement, shot numbers, etc.).
- Develop a logline to sell my project.

MEDIA ARTS – CREATING (Construct)

- FT1.5.1 Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in film and television productions, demonstrating understanding of associate principles, such as emphasis and tone (e.g., basic lighting techniques: three-point, natural, artificial, reflectors, etc., appropriate audio recording method).
- FT1.5.2 Refine and modify media (film and television) artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences (e.g., soundscape, color, composition, dialogue or silence, camera type: digital, film).
 - reflect on and refine pre-production decisions, as needed
 - Explain the reasoning behind each creative decision and how this works to serve the final vision of the project.
 - Determine the tone and genre of the project.
 - Demonstrate an intentional style and aesthetic qualities related to the goals of the project.
 - Describe how to work with talent (e.g., rehearsing, blocking, lighting, modifying, directing, shooting).
 - Perform the duties of Director (e.g., disseminate commands and information to cast and crew, and execute creative vision).
 - Perform the duties of each production role (i.e., camera operator, sound operator, grip, gaffer, on-air talent, etc.).
 - Make changes and/or adjustments to the project as part of the creative process.

MEDIA ARTS – PRODUCING (Integrate, Practice)

- FT1.6.1 Integrate various arts, media art forms, and content into unified productions, considering the reaction and interaction of the target audience (such as experiential design).
- FT1.6.2 Demonstrate progression in artistic, design, technical, and soft skills (for example: collaboration, planning, communication), as a result of selecting and fulfilling specified roles in the production of film and television projects.
- FT1.6.3 Demonstrate adaptation and innovation (such as design thinking and risk taking) through the combination of tools, techniques, and content to achieve specific expressive goals in the production of a variety of film and television artworks.
 - Combine various art forms and content in order to produce a product with a clear message.
 - Demonstrate how knowledge and skills have improved through various roles in film and television projects.
 - Produce a project, utilizing the skills of many individual roles, that considers the satisfaction of the target audience.
 - Evaluate effectiveness of product for multiple audiences.
 - Create new content and solutions in response to audience reactions.
 - Implement audience responses while still maintaining an expressive goal.
 - Select and use appropriate software and tools to achieve specific results.

MEDIA ARTS – PRODUCING (Present)

- FT1.7.1 Design the presentation and distribution of collections of film and television artworks, considering combinations of artworks, formats, and audiences.
- FT1.7.2 Perform post-production tasks.
- FT1.7.3 Evaluate and implement improvements in presenting artworks in film and television, considering personal and local impacts.
 - Curate collections of film and television artworks, tailoring choices to multiple formats, audience expectations, and contexts.
 - Import and organize media to create an efficient workflow (i.e., assemble, review, share, etc.).
 - Determine if footage meets pre-production storyline goals.
 - Create a cohesive rough cut.
 - Describe how to perform editing techniques using industry standard software (e.g., cuts, trims, color correction, cropping, audio leveling, key framing, chroma key, transitions, compositing, continuity, and fades).
 - Implement legal and appropriate audio into a project.
 - Determine effective titles, text, and graphics.
 - Render product for distribution.
 - Compare various ways of presenting video/film in order to choose an appropriate context.
 - Utilize proper safe zone area and aspect ratios for product delivery.
 - Create and present videos for review, critique, and presentation.
 - Utilize feedback to improve presentation methods.
 - Revise project based on feedback.

MEDIA ARTS – RESPONDING (Perceive, Interpret, Evaluate)

- FT1.8.1 Analyze the qualities of and relationships between the components, style, and preferences communicated by film and television artworks and artists.
- FT1.8.2 Analyze how a variety of film and television artworks manage audience experience and create intention through multimodal perception.
- FT1.8.3 Analyze the intent, meanings, and reception of a variety of film and television artworks, focusing on personal and cultural contexts.
- FT1.8.4 Evaluate film and television artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
 - Examine how filmmakers communicate specific ideas through the use of components, style, and preferences.
 - Examine how filmmakers create experience and intention through their work.
 - Describe relevant criteria for assessing a product at different design stages.
 - Critique products/designs for their intent and meaning using personal and cultural contexts.
 - Assess how a product met artistic goals at distinct phases of production using specific criteria.
 - Assess customer satisfaction of a finished product.

MEDIA ARTS – CONNECTING (Synthesize, Relate)

- FT1.9.1 Access, evaluate, and integrate personal and external resources to inform the creation of film and television artworks (such as experiences, interests, and cultural experiences).
- FT1.9.2 Explain and demonstrate how film and television artworks expand meaning and knowledge, and create cultural experiences (such as learning and sharing through online environments).

- FT1.9.3 Demonstrate and explain how film and television artworks and ideas relate to various contexts, purposes, values, and cultures (such as social trends, power, equality, and personal/cultural identity).
 - Create films and videos that draw from personal and cultural experiences and interests.
 - Explain how film and television expands knowledge and creates cultural experiences.
 - Develop ideas and create products based on interests and/or personal, community, and cultural experiences.
 - Determine the best venue or context to share a product.
 - Explain the impact of a product on the community.

PROFESSIONAL SKILLS: PROFESSIONALISM & ORGANIZATIONAL CULTURE

- FT1.10.1 Represent the school [organization] in a positive manner, demonstrating the school's [or organization's] mission and core values.
 - Communicate the mission and core values of the school [or organization].
 - Perform my work with a positive attitude.
- FT1.10.2 Demonstrate professionalism in the workplace (being on time, proper dress, courteousness).
 - Follow protocol(s) related to behavior, appearance, and other expectations.
 - Explain the importance of "dress for success."
- FT1.10.3 Demonstrate respect for personal and professional boundaries.
 - Distinguish between personal and work-related matters.
- FT1.10.4 Interact respectfully with others (cross-cultural, intergenerational, individuals with disabilities); act with integrity.
 - Address challenges with sensitivity.
- FT1.10.5 Produce high-quality work that reflects professional pride and organizational values, and contributes to organizational success.
 - Create work products in a timely manner that are high quality and positively represent the organization.
- FT1.10.6 Take initiative to develop skills and improve work performance.
 - Identify and apply strategies to improve my performance.

PROFESSIONAL SKILLS: LEGAL AND ETHICAL PRACTICES

- FT1.11.1 Describe current legal issues in the field of film and television.
 - Explain current legal issues in the field of film and television and their implications in the workplace.
- FT1.11.2 Observe laws, rules, and ethical practices in the workplace.
 - Comply with required laws and regulations in the workplace, including employment laws and policies.
 - Apply policies and procedures of the organization based on organizational training(s).
 - Manage and use organizational resources prudently and responsibly.
 - Protect the organization's intellectual and physical property.
- FT1.11.3 Follow industry safety standards in the classroom to maintain a safe work environment.
 - Demonstrate safety standards in the classroom.
 - Apply procedures for reporting unsafe and hazardous conditions in the workplace.

PROFESSIONAL SKILLS: COMPLEX COMMUNICATION (TRADITIONAL AND DIGITAL)

- FT1.12.1 Communicate effectively in a diverse work environment (i.e., style, format, and medium appropriate to audience/culture/generation, purpose and context; accuracy; use of appropriate technical/industry language; to resolve conflicts; address intergenerational differences/challenges; persuade others).
 - Use appropriate verbal and nonverbal modes of communication.
 - Address communications in a style that is appropriate to the audience and situation.
 - Respond in a timely manner to communications.
- FT1.12.2 Writes and speaks using language(s) required by the employer.
 - Present and deliver content accurately and confidently.
 - Proof and edit all communications based on [organizational] standards.
 - Use documentation (e.g., itineraries and schedules) to plan and meet client needs.
- FT1.12.3 Use appropriate technologies and social media to enhance or clarify communication.
 - Use professional etiquette and follow applicable laws and regulations for web-, email-, and social media-based communications.
 - Verify the accuracy of information and authority of sources.
- FT1.12.4 Use a variety of interpersonal skills, including tone of voice and appropriate physical gestures (e.g., eye contact, facing the speaker, active listening) during conversations and discussions to build positive rapport with others.
 - Demonstrate appropriate active listening skills.
- FT1.12.5 Pose and respond to questions, building upon others' ideas in order to enhance the discussion; clarify, verify, or challenge ideas and conclusions with diplomacy.
 - Ask questions to obtain accurate information.

PROFESSIONAL SKILLS: INITIATIVE AND SELF-DIRECTION

- FT1.13.1 Apply the skills and mindset of self-direction/self-regulation to accomplish a project.
 - Establish priorities and set challenging, achievable goals.
 - Create a plan with specific timelines for completion to achieve the goals.
 - Take initiative to select strategies, resources and/or learning opportunities to accomplish the task(s) in the plan.
 - Identify the success criteria/metrics to determine the effectiveness of the outcome for each goal.
- FT1.13.2 Adapt to organizational changes and expectations while maintaining productive and cooperative relationships with colleagues.
 - Monitor progress/productivity and self-correct during the learning process.
- FT1.13.3 Select and use appropriate technologies to increase productivity.
 - Use appropriate technology tools and resources to create and deliver a product.
- FT1.13.4 Employ leadership skills that build respectful relationships and advance the organization (e.g., recognize and engage individual strengths, plan for unanticipated changes, pursue solutions/improvements).
 - Reflect upon learning (strengths and weaknesses) and use feedback to modify work or improve performance.
 - Persist when faced with obstacles or challenges.
- FT1.13.5 Pursue career advancement opportunities.
 - Pursue formal learning opportunities.

PROFESSIONAL SKILLS: CRITICAL THINKING AND INNOVATION

- FT1.14.1 Identify problems and use strategies and resources to innovate and/or devise plausible solutions.
 - Use relevant criteria to eliminate ineffective solutions or approaches and select those that are plausible; put selected alternatives through trials to determine their helpfulness or benefit.
- FT1.14.2 Take action or make decisions supported by evidence and reasoning.
 - Evaluate sources of evidence, the accuracy and relevance of information, and the strengths of arguments.
 - Demonstrate ethical reasoning and judgment by clearly sharing multiple perspectives on why the proposed course of action is ethically the best decision.
 - Use inquiry and reflection to take action.
 - Explain why a proposed course of action is ethically the best decision.
- FT1.14.3 Transfer knowledge/skills from one situation/context to another.
 - Apply knowledge and skills in new contexts.

PROFESSIONAL SKILLS: COLLABORATION

- FT1.15.1 Take responsibility for any role on a team and accurately describe and perform the duties of each role, including leadership.
 - Assess project needs and work with a team in a positive manner to create a final project.
 - Build team relationships.
- FT1.15.2 Integrate diverse ideas, opinions, and perspectives of the team and negotiate to reach workable solutions.
 - Contribute personal strengths to a project.
 - Respect the contributions of others.
 - Utilize technologies that promote collaboration and productivity, as appropriate or needed.
- FT1.15.3 Prioritize and monitor individual and team progress toward goals, making sufficient corrections and adjustments when needed.
 - Proactively solicit feedback; accept and show appreciation for constructive feedback.
 - Act upon feedback to achieve team goals.
 - Develop a plan for improving individual participation and group productivity.
- FT1.15.4 Submit high-quality products that meet the specifications for the assigned task.
 - Critique and reflect on individual and collaborative strengths and weaknesses.