

I. COURSE DESCRIPTION:

This course builds on the knowledge and skills developed in Production I. Through project based assignments CICE students, with assistance from a learning specialist, can explore their creativity and apply visual communications skills. There will be an emphasis on capturing a moving image effectively and artistically through choice of lenses, lighting and grip equipment.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a learning specialist, will demonstrate the basic ability to:

1. Capture professional quality moving images using the appropriate lighting techniques and equipment.

Potential Elements of the Performance:

- understanding and use of the inverse square law
- metering
- use of 5 lighting positions
- Use of lighting modifiers
- use of continuous light sources
- use of reflectors and diffusers indoors and outdoors
- use of color gels for balancing and contrasting a scene
- lighting of various framings, tight to wide establishing shots.
- change lighting ratio and light quality(hard/soft) for mood
- use of gobos

Students will take part in workshops that will cover composition, camera work, lighting, shooting styles and techniques.

Students will demonstrate this knowledge by participating in hands on/lab demos, quizzes and submitted projects.

2. Communication

Potential Elements of the Performance:

Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience. Respond to written, spoken, or visual messages in a manner that ensures effective communication

Students will have to communicate effectively with their team, to efficiently light and shoot their scenes/assignments.

3. Numeracy

Potential Elements of the Performance:

Execute mathematical operations accurately with the assistance of a Learning Specialist

Students will learn lighting principles such as the Inverse Square Law and calculating Stops of Light.

4. Information Management

Potential Elements of the Performance:

Locate, select, organize and document information using appropriate technology and information systems and analyze, evaluate and apply relevant information from a variety of sources

Students will have to organize and plan for their productions and manage their digital files through post

5. Critical Thinking and Problem Solving

Potential Elements of the Performance:

Apply a systematic approach to solve problems use a variety of thinking skills to anticipate and solve problems

Students will complete post assessments of their productions to describe issues that presented themselves and how they solved them

6. Inter-Personal

Potential Elements of the Performance:

Show respect for the diverse opinions, values, belief systems, and contributions of others

Students will have to successfully complete short productions by working with a team

7. Personal

Potential Elements of the Performance:

Manage the use of time and other resources to complete projects
take responsibility for one's own actions, decisions and
consequences

Students will be expected to complete all projects and defend their
work

8. Capture professional quality footage using the appropriate camera
techniques and equipment

Potential Elements of the Performance:

- Proper understanding and use of steady cam
- Proper understanding and use of C100
- Proper understanding and use Dolly
- Proper understanding and use of aperture for DOF
- Proper understanding and choices of lens for different feels and
compositions.
- Good understanding of compositional guidelines demonstrated in the
assignments
- Proper understanding and use of camera settings such as ISO, WB,
Shutter speed, frame rate, focus, autofocus, exposure visualizers.
- Proper understanding and use of storyboards and visual references
- Proper understanding and use of B-roll footage and angles
- Proper understanding and use of movement in your frames.
- Proper demonstration of scouting for an appropriate location for a
scene.

Students will take part in workshops that will cover composition,
camera work, lighting, shooting styles and techniques.

Students will demonstrate this knowledge by participating in hands
on/lab demos, quizzes and submitted projects.

III. TOPICS:

1. Portrait lighting positions, Camera introduction, Wide vs. Long lens.
Metering

2. Lighting Ratios and Hard vs. Soft Light. Metering
3. Full Scene Lighting
4. Focus Techniques
5. Interaction scene (interview, conversation, interaction).
6. Mixing Ambient and Introduced Light (artificially lit space)
7. Mix Ambient and Window Light
8. Movement, Large Light Pocket
9. Movement, Dolly Camera, Lighting Transitions.
10. Creating Lighting Pockets For Movement
11. Sculpted Light/Film Noire
12. Outdoors: Find/make Shade, Add Reflector Key
13. Outdoors: Cross lighting, ND Filter, Movement outdoors.
14. Overcast, underexpose and add light. Subtractive lighting.
15. Night

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

**THE FILM MAKERS HANDBOOK 2013 Edition
Steven Ascher and Edward Pincus**

Handouts will be provided.

V. EVALUATION PROCESS/GRADING SYSTEM:

All assignments = 100% of the grade.

Students must complete all assignments to achieve credit for the course.

There will be 5 assignments worth 12% each. There will be in class assignments for the remainder of the mark in this class.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance & Lates

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

- Feature film and television series- Work placement opportunities during the school year are based on faculty approval/discretion.
- Students who miss regular classes for these opportunities are expected to complete all course assignments and tests, which are to be delivered at a time agreed upon with the instructor. It is the student's responsibility to ensure they are informed of the content for the classes they miss.
- Attendance will be taken 5 minutes after every class begins; students who are not present at this time will be considered late/absent for that class
- Any student(s) who leave while there is still 30 minutes or more left in the class will be considered late/absent for that class
- Any student(s) who return late from class breaks will be considered late/absent for that class. The typical duration for a class break will be 10 minutes, unless otherwise specified by the instructor.
- Absenteeism/tardiness will be considered of equal value when mark demerits are calculated
- All students will be given **TWO** "free" passes for absents or lates. After that, they will be deducted 1% from their class "Professionalism" grade, which is worth 10% of the final class mark.

Tests/Quizzes

- All tests/quizzes will be taken in class at a predetermined time
- There will be no retake opportunities for in class tests and quizzes
- The quiz with the lowest grade will be omitted from the final grade calculation

Assignments/Projects

- A project/assignment will be considered “submitted” only if it meets all the requirements specified in the project outline, which is to be made available to students when the project is assigned
- All class assignments/projects will be submitted through a pre-determined LMS dropbox, specific to the project and class in question. All submissions are thereby time-stamped by the school’s system clock upon upload
- Unless otherwise specified, all assignments/projects will be due at the end of the day (11:59pm) on the date they are due
- Zero-tolerance late policy for all written assignments: Any assignment handed in after the predetermined date and time will automatically receive a grade of 0%. The LMS dropbox time-stamp will be referred to determine the submission time
- Late policy for film productions: 25% deduction per day after due date

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.