BTEC Level 3 National Diploma in Creative Digital Media Production

Kimberley College

Year 11 to 12 Bridging Project

Welcome prospective Media students! In preparation for the course in September, use this pack of activities to equip yourself with the knowledge to get a head start. There will be a mixture of reading, analysing and even a couple of practical tasks you can attempt while at home!

Mr Kirkwood

Units studied on the course:

Unit 10 Fiction Film Production
Unit 7 Media Enterprise
Unit 3 Digital Media Skills
Unit 8 Responding to a Commission
Unit 19 Scriptwriting
Unit 20 Single Camera Techniques
Unit 21 Film Editing
Unit 25 Sound Recording
Unit 35 Multi Camera Production
Unit 36 Lighting Techniques

BASIC CINEMATOGRAPHY

This is an article from Empire magazine and it has clips of the top 30 **camera shots** that you should know. As well as reading the article there are clips to demonstrate each shot. If you can, watch them and take some notes on each one.

https://www.empireonline.com/movies/features/film-studies-101-camera-shots-styles/
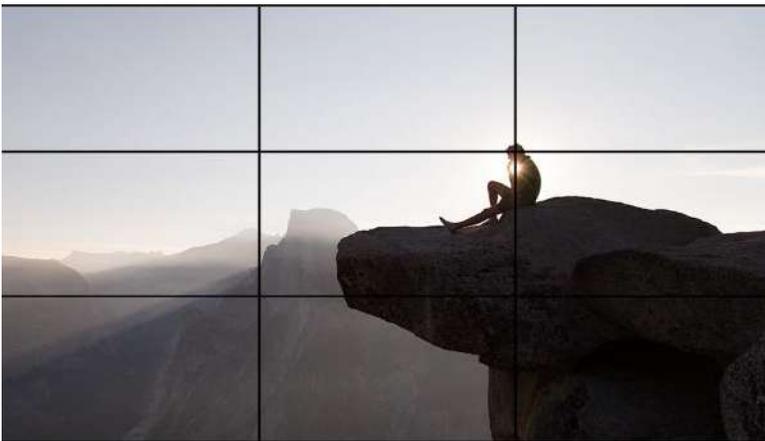
ACTIVITY:

Choose 3 of your favourite shot types and recreate them using your phone/tablet/camera. They can be still shots or moving if you are feeling creative!

BASIC CINEMATOGRAPHY

As well as camera shots, there are **shot composition** rules that you will need become aware of. One of these is the 'rule of thirds'. Watch the clip below to learn about it.

https://www.youtube.com/watch?time_continue=2&v=A7wnhDKyBuM&feature=emb_logo

ACTIVITY:

Can you take some pictures using this rule? Pick something in your house or garden and take some shots <u>using</u> the rule of thirds and some <u>not using</u> the rule of thirds.

TASK 3

VIDEO EDITING

Editing is the process of assembling shots into a coherent sequence. It is an art to put the layers of images and sound into sequence that often reimagines or crafts a whole narrative. Editing at its basic level is about pacing and sequencing.

Pacing

Pick 2 x 2-minute clips from your favorite movie. For the first 2-minute clip pick a sequence that is setting the scene, make a note of the length of time (how many seconds) for each shot in the scene. Now pick a 2-minute scene from an action sequence or the climax. Take note of how many seconds each shot is.

Activity

- **What do you notice about the amount of time a shot is on the scene?**

- **What is the average amount of time overall?**

- **What is the average amount of time for the setting of a scene versus the climax?**

TASK 4

VIDEO EDITING

There are two main ways of putting a sequence together. The first is called continuity editing and it is basically putting the shots together in chronological order so that time and space moves forward at the correct time. The other is referred to as non-continuity editing or montage.

Early cinema just used sequencing. The first ever movie made was called *Voyage dans la Lune.* Have a look at it and see how it is in a chronological sequence. WATCH - https://www.youtube.com/watch?v=BNLZntSdyKE

One of the most famous films of all time is called *Citizen Kane.* It starts with someone called Charles Kane dying and then it after about 5 minutes it moves back in time to when he was a little boy playing with a sledge. This is a non-chronological sequence called a flashback which at the time was groundbreaking. It also used other flashbacks throughout the movie as in this scene WATCH - https://www.youtube.com/watch?v=sTliqWSqj2o

ACTIVITY:

Think of three films/TV shows that you have watched that use flashbacks and explain in a paragraph how effective each flashback is at –

- ✓ **Telling the story**

- ✓ **Developing the characters**

- ✓ **Setting the scene**

TASK 5

VIDEO EDITING

A further type of nonlinear or non-sequential editing is called **cross cutting or parallel editing**. Have a look at this clip from **The Bourne Identity,** we have three perspectives all being cross-cut. **WATCH:** https://www.youtube.com/watch?v=DUd5RPVDjPY

Another famous film that uses **Parallel Editing or Cross Cutting** is *Inception.*

- ✓ Watch this clip and think about how the editing works with building the climax of the film.

- ✓ Would it have been as exciting if the scene was just edited from one perspective?

- ✓ How does adding another 1 or 2 perspectives improve the suspense and jeopardy in the scene?

 WATCH: https://www.youtube.com/watch?v=KmptU7vEkNU

Another type of **non-continuity editing** is called the **montage**, this is where a scene can happen over several weeks and it is often accompanied by music. Look at this from the movie well known film franchise 'Rocky'. **WATCH:** https://www.youtube.com/watch?v=_YYmfM2TfUA

Now Look at a sequence from the movie Creed (filmed 25 years after Rocky) **WATCH:** https://www.youtube.com/watch?v=Fp5A8CXyS_E

ACTIVITY:

- How does the use of montage add to the intensity and emotion of the sequence?

LIGHTING

Lighting is an integral part of the film making process and is often something that is overlooked. It is a key ingredient to successful film making – we will be starting with this in September.

ACTIVITY:

Watch this clip from 'The Dark Knight' and answer the following questions –
https://www.youtube.com/watch?v=RWgyKDfFC_U

1. In the first part of the scene 0-50 seconds the director is using <u>LOW KEY LIGHTING.</u> What is this? How is it used in the scene? What does it tell us about the environment or characters?

2. As Batman enters the scene the lighting changes, how does this change the feel of the scene? It is visually brighter in the room but does it feel safer?

EXTENSION – What editing technique is being used during the interrogation?
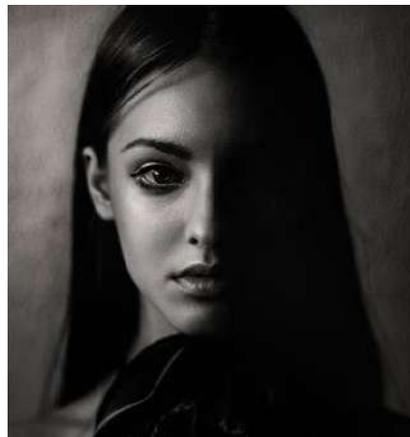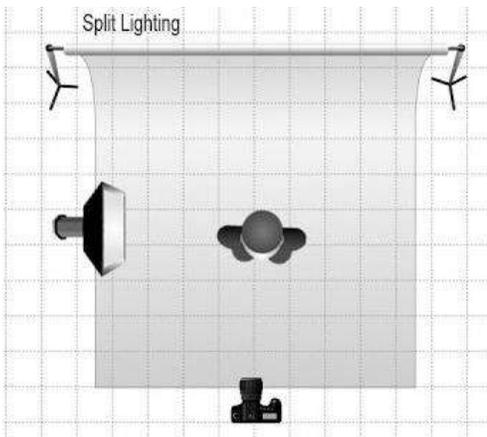
LIGHTING

ACTIVITY:

Research and draw out a birds eye view diagram of the following lighting set ups. Show where each light goes in the scene and what its function is. If you can, find some example images/screen grabs of where you have seen this lighting technique being used before.

- Three point lighting set up

- Low key lighting set up

EXAMPLE:

TASK 8

SOUND EDITING

One of the most famous quotes about sound it that it is *'the only Oscar you win if the audience does not notice you'*. Sound Editing in movies is by its very nature, supposed to enhance the action not distract from it.

One of the ways sound editors create sound is by creating Foley. Watch the two clips below to see the Foley artists in action.

 https://www.youtube.com/watch?v=5Hkz2TR199E

https://www.youtube.com/watch?v=OONaPcZ4EAs

He uses celery to create breaking bones and wind rustling. He also talks about how you can just record a flashlight to represent a flashlight.

ACTIVITY:

Create FIVE of your own Foleys. You can copy his idea for creating footsteps. Record them on your phone.

Some examples might be…

- **Glass breaking**

- **Footsteps**

- **Wind Rustling**

- **Rain falling**

- **Clock ticking**

SCRIPTWRITING

Another highly important part of film making that is often overlooked is **scriptwriting**. As a BTEC media student you will be learning about how scripts are commissioned and written but to start us off, have a go at this task.

http://downloads.bbc.co.uk/writersroom/scripts/Sherlock-A-Study-in-Pink-final-shooting-script.pdf

1. *Read through the first 2 and a half pages up to scene 4 – Who is John? What key pieces of information are planted about him in? What do we find out about his backstory?*

2. *Scenes 4 -12 is a montage of deaths for different unknown characters. How does the writer indicate unease and terror in these scenes? What type of words/phrases are used?*

3. *From scene 18 we are introduced to Sherlock Holmes. How does he come across to the audience from the dialogue and description in the script? What type of person is he? How does he relate to Miss Hooper?*

Now watch the episode – I would always suggesting watching the full episode but at minimum watch the first 15 minutes.

- *How does the script differ in first 15 minutes from the actual TV episode? Are there any scenes missing? Why?*

Sherlock episodes are available on NETFLIX or you can use this link.
https://www.youtube.com/watch?v=80gidiItm1k

PRACTICAL ACTIVITY

Use your phones to shoot a **12 shot** sequence entitled *'Making a cup of tea'*. Plan the sequence using a basic homemade storyboard. Go back to TASK 1 when we were thinking about shot types and try to incorporate as much variety as possible. Think creatively about how you frame your shots – can you use *rule of thirds*?

***If you **do not** have access to any editing software (iMovie, Moviemaker, Final Cut, Adobe Premiere or any other editing app) then just film the shots one after another. **You can use iMovie if you have an iPhone, Adobe Premiere clip is free on android and Animoto is free on the laptop.*

Optional - Put the sequence together paying attention to how long each shot is. The sequence should be using **continuity editing**. Try and vary your shot length between 1 second to 5 seconds with an average of 3 seconds. Try and add music/sound layers if you can.

"Film, Audience and Me"

Kimberley College Media Summer Project

1. Choose two film posters, one being your favourite film and the other a film not many people know.

2. Annotate the posters with reasons why you have chosen them. How do they appeal to their audience? Favourite part? Why is this film unknown?

You can create this on computer or A3 paper – make it creative!!

Prepare to present your posters to the class after summer break.
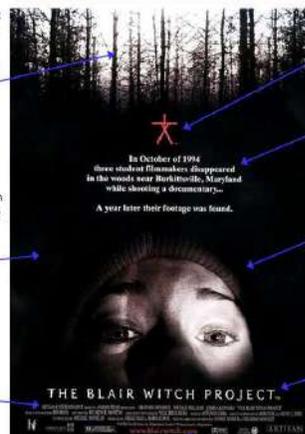Due first week back in September.
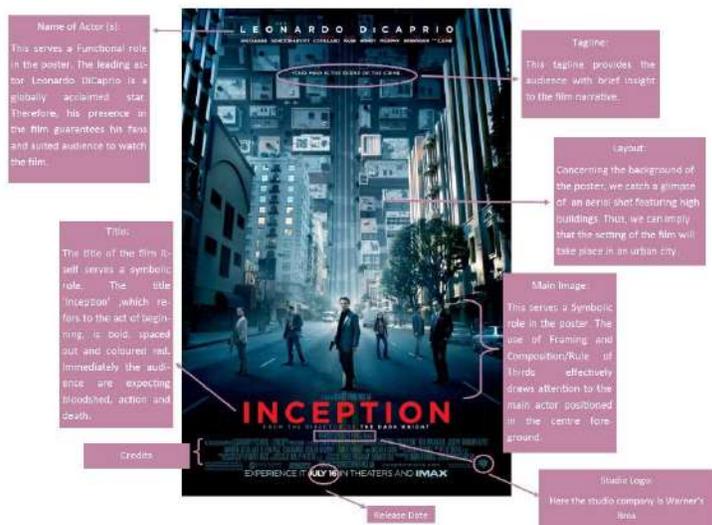
The image of the trees at the top of the page shows the film to be located in woods. By having the white at the top of trees and black at the bottom, it connotes that the terror resides in the woods and in order to survive, the students will have to find a way out of the woods (into the light- this also has religious connotations of goodness and light against badness and darkness).

The lack of colour on the poster confirms it as a horror. The excessive use of black is significant because darkness is particularly associated with the fear of the dark and not being able to see properly. This lack of lighting makes the audience feel vulnerable because they are unable to see potential danger. It also encourages them to empathise with the students who, unlike the audience, are in danger which enhances the terror factor of the film as it appeals to the audience on an emotional level.

The footer finishes off the poster, giving it something to 'sit on' and provides the credits- a convention of Film posters.

Use of black, white and red- traditional gothic/ horror

This simple stick figure image, which is a big feature in the film, has no significance yet. However, it is in red which connotes danger and it's simplicity makes it appear sinister.

Basic storyline is shown but is vague so the audience is keen to watch the film in order to find out what happened to the students. The summary about the film makes the storyline feel more realistic and therefore scarier.

The still shot of the up lighting of the face taken from the film prevents the audience being able to see the character's surroundings. This also entices the audience because they what to find out why she looks scared and where she is.

The title is, unconventionally, at the bottom of the page. The eye is drawn here by originally being drawn to the white focus point of the introduction to the film which is centrally placed, then following the white to the light in the picture, then finally comes to rest on the title.

A website address is shown in red at the bottom of the page, making it stand out from the credits. This allows potential audience members to visit the site and find out more about the film.

Name of Actor (s):
This serves a Functional role in the poster. The leading actor Leonardo DiCaprio is a globally acclaimed star. Therefore, his presence in the film guarantees his fans and suited audience to watch the film.

Tagline:
This tagline provides the audience with brief insight to the film narrative.

Layout:
Concerning the background of the poster, we catch a glimpse of an aerial shot featuring high buildings. Thus, we can imply that the setting of the film will take place in an urban city.

Title:
The title of the film itself serves a symbolic role. The title 'Inception' which refers to the act of beginning, is bold, spaced out and coloured red. Immediately the audience are expecting bloodshed, action and death.

Main Image:
This serves a Symbolic role in the poster. The use of Framing and Composition/Rule of Thirds effectively draws attention to the main actor positioned in the centre foreground.

Credits

Release Date

Studio Logo:
Here the studio company is Warner's Bros

Key Figures for Extended Learning

Filmmaking/Practical Production Work:

- **Every Frame a Painting** is a series of video essays on different aspects of film form and how they're used by filmmakers:
https://m.youtube.com/user/everyframeapainting/featured

- **Sundance Film Festival** have made many of their (usually very expensive) online filmmaking workshops available for free – give them a look, a great opportunity:

https://collab.sundance.org/master-classes?utm_source=fb&utm_medium=feed_org&utm_campaign=free_master_classes&fbclid=IwAR0KicsIR5Nchvmy3UW4fPlxnOclc1Jek83KS3CpnYEkOe4wCBUvOxbdXu0

- **Mark Cousins – 40 Days to Learn Film**
Mark Cousins is a renowned film historian, his two hour video lecture "40 Days to Learn Film" is accessible and does what it says on the tin:
https://vimeo.com/399407221

- **National Film and Television School – Explore Filmmaking: From Script to Screen:**
https://www.futurelearn.com/courses/explore-filmmaking

Scriptwriting:

- **The 22 Rules of Storytelling** from Pixar - should be of use for screenwriting:
https://nofilmschool.com/2013/12/pixars-22-rules-of-storytelling-free-ebook
- **Introduction to Screenwriting:**
https://www.futurelearn.com/courses/screenwriting

Media Analysis:

- **Gender Representation in the Media:**
https://www.futurelearn.com/courses/gender-and-the-media

- **Film Distribution – Connecting Films With Audiences:**
https://www.futurelearn.com/courses/film-distribution