

**Arts, A/V, Technology and Communications Career Cluster  
Film Production Applications  
Course Number 10.52210**

**Course Description:**

This course will serve as the third-level course in the AVTF Film Production career pathway. This course prepares students to participate in multiple class-created film production team simulations and film projects to develop a professional film portfolio. This portfolio may include documents, projects, documented work activities in various simulated film production departments and film clips and related projects showcasing student activities. Students may also enter a postsecondary education program in the audio and video technology career field after completing this course. Topics covered may include terminology, safety on a set, production teams, equipment, script writing, production, editing, post-production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate Career, Technical Student Organizations (CTSO) for providing leadership training and for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. The pre-requisite for this course is successful completion of Audio & Video Technology & Film I and Introduction to Film Production courses.

**Course Standard 1**

**AAVTC-FPA-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application

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Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

### 1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

## Georgia Department of Education

Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

### 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

### 1.6 Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

## Course Standard 2

### AAVTC-FPA-2

**Explain and simulate the processes needed to set up and manage each film production department to have a successful set experience.**

- 2.1 Identify and simulate a working model for establishing a successful production office operation.
- 2.2 Identify and simulate a working model for establishing a successful Script Writing and Location Scouts department operations.

- 2.3 Identify and simulate a working model for establishing a successful Casting and Wardrobe department operations.
- 2.4 Identify and simulate a working model for establishing a successful Grip, Electrical, and Sound operations.
- 2.5 Identify and simulate a working model for establishing a successful Hair and Makeup operations.
- 2.6 Identify and simulate a working model for establishing a successful Camera and Acting in front of camera operations.
- 2.7 Identify and simulate a working model for establishing a successful Special Effects or computer-generated imagery (CGI) in post-production operations.
- 2.8 Identify and simulate a working model for establishing a successful Production and Editing operations.

### Course Standard 3

#### AAVTC-FPA-3

##### **Model and simulate skills and technical elements used with departments on a production set.**

- 3.1 Simulate the department hierarchy within a working production set.
- 3.2 Apply etiquette and interpersonal skills when working on a simulated production set, production meetings, and production office.
- 3.3 Create and simulate the distribution of industry-standard paperwork including, insurance packages, correct paperwork, and legal responsibilities for a film production.

### Course Standard 4

#### AAVTC-FPA-4

##### **Simulate interactions including production set leadership within a short film and establish a functional set with appropriate departments, crew, and actors.**

- 4.1 Categorize members of production set identified as “Above the Line” and appropriate times, responses, and professional interactions.
- 4.2 Categorize members of production set identified as “Below the Line” and appropriate times, responses, and professional interactions within departments.
- 4.3 Create production checklists, procedures, requirements, and deadlines for departments from initiating a production location to shutdown of established set.
- 4.4 Diagram and allocate film production department spaces and document interdepartmental relationships, reports, and professional set expectations.

### Course Standard 5

#### AAVTC-FPA-5

##### **Collect and display a current list of local or regional film projects, upcoming film festivals and film-related projects to apply production skills.**

- 5.1 List and describe key film festivals and requirements for entry and production elements.
- 5.2 Identify key local and regional film companies and potential Above the Line film leaders for networking.
- 5.3 Create and submit an appropriate entry for film festivals.

### Course Standard 6

#### AAVTC-FPA-6

##### **Apply and implement technical skills for each department used in a production set.**

- 6.1 Simulate proper communications and follow appropriate departmental hierarchy.
- 6.2 Apply correct editing system terms, acronyms, and naming conventions.
- 6.3 Demonstrate related organizational structures within the production and editing systems.
- 6.4 Apply and use visual effects (VFX) and computer-generated imagery (CGI) for special effects features.
- 6.5 Implement general studio color coding, uses of colors, collate, and order of colors in a production set script edits and updates.

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- 6.6 Simulate production skills for each production department listed below for a production.
- a. Production office setup,
  - b. Accounting, Payables, Payroll,
  - c. Key creatives, (e.g., Producer, Writer, Lead Cast, Director),
  - d. Script writing and formatting,
  - e. Location scouts,
  - f. Casting,
  - g. Wardrobe,
  - h. Art, including construction, props, set dressing,
  - i. Grip and electrical,
  - j. Sound,
  - k. Hair and makeup,
  - l. Camera,
  - m. Visual effects (VFX) or computer-generated imagery (CGI) in post-production,
  - n. Production,
  - o. Editing,
  - p. Distribution and Marketing.

### Course Standard 7

#### AAVTC-IFP-7

**Explain and simulate proper safety procedures for all stages of film production within a set.**

- 7.1 Demonstrate the protocols and procedures the Head of Production is responsible for including overall management and administration of safety protocols on a film production set.
- 7.2 Perform the responsibilities of Safety Coordinators (Art Director in Pre-Production, First Assistant Director) including meetings covering safety protocols and required safety equipment use.
- 7.3 Create Codes of Safe Practices and inspection guidelines.
- 7.4 Create the necessary documents and safety-related correspondence and records to be maintained on a production.
- 7.5 Organize necessary documents, establish accident report and investigation procedures, and ensure regulatory agencies are notified.

### Course Standard 8

#### AAVTC-IFP-8

**Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects and competitive events.**

- 8.1 Explain the purpose, mission, objectives, motto, colors, official dress, and other distinguishing characteristics of SkillsUSA.
- 8.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth, and development.
- 8.3 Explore the impact and opportunities SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- 8.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.