Course Description:
This course will serve as the second level course in the AVTF Film Production career pathway. The course prepares students by teaching introductory technical skills and employment needs for an entry level film production worker or to enter a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to terminology, safety, equipment, script writing, production teams, 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 course.

Course Standard 1

AAVTC-IFP-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.

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

Nonverbal Communication

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
</tr>
</tbody>
</table>

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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**

- Thinking Creatively
- Taking Risks
- Building Team Communication

**Meeting Etiquette**

- Preparation and Participation in Meetings
- 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.

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

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

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
</tr>
<tr>
<td>Using Ethical Language</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with Conflict</td>
</tr>
</tbody>
</table>
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.

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

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

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

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-IFP-2
Identify and summarize key elements to follow set hierarchy, professional performance expectations, and abide with above and below the line aspects on a film production location.

2.1 Interpret and demonstrate key skills of production set hierarchy (e.g., above the line, below the line), teachability, taking initiative.

2.2 List and demonstrate steps involved in production behaviors targeting listening, teamwork, communication, practicing strong work ethic, punctuality, good interpersonal skills, and demonstrate a growth mindset.
2.3 Demonstrate the roles and responsibilities of a professional film production (e.g., pre-production, principal of photography, post-production).

2.4 Apply and explain how logic, problem solving, growing to learn, and being aware of the production set surroundings impacts your working experiences.

2.5 Practice networking and provide ways to anticipate set needs with the goal to maintain efficiency.

2.6 Recognize and simulate professionally the need to develop an understanding of working in a stressful environment and sticking to the set schedule for a production.

2.7 Practice and explain how production set safety is followed and practiced within each department.

Course Standard 3

AAVTC-IFP-3
Describe and model skills and technical elements used and expectations for individuals working on a production set.

3.1 Diagram and explain the departmental hierarchy within a professional film production.

3.2 Observe and summarize etiquette and interpersonal interactions when working on a production set, production meetings, and in a production office.

3.3 Collect and display roles and responsibilities of freelance work (gig employment) within film production and ways to establish financial stability regarding employment paperwork, completing and filing taxes accordingly, and reading contracts.

3.4 Identify and compare different types of production set insurance, and various film-related union requirements and benefits for each production department.

3.5 Describe the elements within a Non-Disclosure Agreement (NDA) and what is appropriate to share without violating.

3.6 Explain copyright issues, use of social media on set, cameras and cell phones, location pinging, and related items to a film production and what is appropriate to share without violating.

Course Standard 4

AAVTC-IFP-4
Explain and compare the types and interactions of production leadership, types of film sets, and essential steps to establish a functional film production.

4.1 Compare and contrast members of production set identified as “Above the Line” and appropriate times, responses, and professional interaction expectations.

4.2 Compare and contrast members of production set identified as “Below the Line” and appropriate times, responses, and professional interaction expectations within departments.

4.3 Organize and create a checklist of production steps, procedures, requirements to establish a set with departments listed below, operate working set departments, and close a production location.

4.3.1 Creative Department
- Secure screenwriter, cast, and director.

4.3.2 Business Development
- Secure attorney and set up business entity (e.g., S-Corp, LLC, LP).
- Set up federal and state taxes and reporting.
- Secure film financing.

4.3.3 Pre-Production
- Hire cast and crew.
- Secure locations, set designs, production equipment, and all physical elements necessary to shoot the project.
- Initiate tracking and recording budget expenses, and payroll.

4.3.4 Principal Photography (Production)
- Film the project with cast and shooting crew.
- Create and film marketing materials (e.g., Electronic Press Kit (EPK)).
• Secure ongoing releases (e.g., clearances, deal memos, union paperwork).
• Track and record ongoing payroll and expenses, including petty cash.

4.3.5 Production wrap
• Return all film items used during production.
• Restore film locations to original conditions.
• File insurance claims for lost and damaged items.
• Finalize all receipts, complete film accounting.

4.3.6 Post-Production
• Complete editing, sound design, coloring, music.
• Complete paper deliverables (all documentation, clearances, union paperwork).
• Finalize payroll and expenses, including petty cash.

4.3.7 Distribution
• Pitch completed film to distributors, markets, and film festivals.
• Negotiate distribution deal(s).
• Deliver tech and paper deliverables per distributor.
• Deliver marketing materials (e.g., stills, EPK, one-sheet, marketing blurbs).

4.4 Diagram and explain the film production departments, such as construction, wardrobe, electrical, art, sound, camera, assistant directors, and office to document interdepartmental relationships for working seamlessly.

4.5 Describe the broad-base concepts for each department on set and within production office.

4.6 Identify similarities and differences between types of film productions (e.g., independently financed films, studio productions, network programming, short films, web series, podcasts).

Course Standard 5

AAVTC-IFP-5
Distinguish relevant information regarding equipment, tools, software, safety, and procedures of work on a set.

5.1 List and describe key concepts for each large department with essential terminology, responsibilities, and appropriate procedures related to safety and set protocols.

5.2 Identify proper uses and handling of key equipment and software within each film production department.

5.3 Identify and simulate set up, maintenance, and proper storage of key equipment (audio and video) within each film production department.

5.4 Summarize how departments report to other departments and work together on a regular basis to simulate full scope of jobs, tasks, and responsibilities across the entire production set.

Course Standard 6

AAVTC-IFP-6
Understand and apply technical skills used within a production set.

6.1 Simulate how to communicate with producer(s) when working closely with them on specific jobs and appropriate communication following departmental hierarchy.

6.2 Demonstrate understanding of how creative and technical elements translate from principal photography to post-production.

6.3 Explain and demonstrate naming conventions, and related organizational structures within the production and editing systems.

6.4 Identify and recall general studio script and schedule color coding for professional film production.

6.5 Describe and simulate production skills for each production department listed below.
   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**

Identify and simulate the procedures and processes involved in the Distribution, Marketing, and Promotion for a new film production.

7.1 Identify the procedures in Distribution, Marketing, and Promotion for a new film.

7.2 Explain the purpose and procedures for sales agents in Distribution, Marketing, and Promotion for a new film.

7.3 Understand and identify the related careers in Distribution, Marketing, and Promotion for a film.

7.4 Research and develop through use of appropriate software the trailers, movie posters, and marketing materials for a new film.

7.5 Compare and contrast the related marketing procedures for a film when using web and social media resources.

7.6 Understand and create a checklist for finding film investors and support for film projects by using visual presentations (e.g., look books, sizzle reels), promotional materials, or related film resources.

7.7 Understand the best practices of distribution and marketing.

7.8 Identify concepts and ways to distribute, market, and promote collaboratively.

## Course Standard 8

**AAVTC-IFP-8**

Explain and simulate proper safety procedures for every filmmaker and a safe workplace within a film production set.

8.1 Explain the protocols and procedures the Head of Production is responsible for including overall management and administration of safety protocols on a film production set.

8.2 Identify Safety Coordinators (Art Director in Pre-Production, First Assistant Director) and responsibilities, including meetings covering safety protocols and required safety equipment use.

8.3 Create Codes of Safe Practices and inspection guidelines.

8.4 Identify and distinguish the necessary documents and safety-related correspondence and records to be maintained on a production.

8.5 Organize necessary documents, establish accident report and investigation procedures, and ensure regulatory agencies are notified.

## Course Standard 9

**AAVTC-IFP-9**

Analyze and simulate an application of terminology and processes within film production departments.

9.1 Development Phase

a. Describe and apply the terminology and processes for Script Writing.

b. Describe and apply the terminology and processes for Casting.

c. Describe and apply the terminology and processes for Business and financing structures.
9.2 Pre-Production Phase
   a. Describe and apply the terminology and processes for Location Scouts.
   b. Describe and apply the terminology and processes for Art, including Construction, Props, and Set Dressing.
   c. Describe and apply the terminology and processes for Costumes,
   d. Describe and apply the terminology and processes for Hair and Makeup.

9.3 Principal Photography Phase
   a. Describe and apply the terminology and processes for Grip, Electrical, and Sound.
   b. Describe and apply the terminology and processes for Special Effects, Sounds Effects, Music Supervision, Mixing, or CGI in post-production.
   c. Describe and apply the terminology and processes for Camera and Acting in front of camera.
   d. Describe and apply the terminology and processes for On-set Production.

9.4 Post-Production Phase
   a. Describe and apply the terminology and processes for picture edit.
   b. Describe and apply the terminology and processes for sound edit.
   c. Describe and apply the terminology and processes for final product export.

9.5 Distribution/ Marketing Phase
   a. Describe and apply the terminology and processes for distributors, film markets, and festivals.
   b. Describe and apply the terminology and processes for marketing materials.
   c. Describe and apply the terminology and processes for Return on Investment (ROI).

Course Standard 10
AAVTC-IFP-10
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.

10.1 Explain the purpose, mission, objectives, motto, colors, official dress, and other distinguishing characteristics of SkillsUSA.

10.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth, and development.

10.3 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.

10.4 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.