Goethe film festival

Thema: JugendCoolTour



In groups of 3-4, you are required to create a short film, no

longer than 4 minutes. It is to be based on the topic of

“Jugend Kultur”

You could choose one of the following formats for your film:

* Self directed film (acting)
* Animation
* Plasticine (like in Wallace and Gromit)
* Puppets

Here is a list of things that you and your group need to complete (in that sequence), in order for you to create your short film.
Tick these off once they are completed (fertig):

* 1. Form your group (choose people with different talents/abilities – not always your friends!) **Fertig □**
	2. Brainstorm possible ideas for the film. You can be creative with the topic, think outside the square. **Fertig □**
	3. Complete the film proposal sheet and after completed, show your teacher for approval/changes. **Fertig □**
	4. Complete the script template for each scene (in English). Show your teacher for approval/changes. Keep it simple! **Fertig □**
	5. Translate your script into German using the template. Get this checked with your teacher. **Fertig □**
	6. Complete your film’s storyboard using the “storyboard template”. Show your teacher for approval/changes. **Fertig □**
	7. Begin rehearsing your film script and get your teacher to check your pronunciation. **Fertig □**
	8. Start filming – scene by scene. **Fertig □**
	9. Edit your film **Fertig □**
	10. Finish off (titles, music, credits). Please note, the music has to be original or over 200 years old (due to copyright). **Fertig □**
	11. Burn your film on a DVD. Make 2 copies. **Fertig □**

Deutsche Filmprojekt

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| --- |
| Group members and their crew roles: |

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| --- |
| Our film title: |
| Setting:WHEN | Setting:WHERE |
| Characters: |
| Brief plot outline (3 to 4 scenes only): |
| Your detailed screenplay and script must also be completed and submitted |

THINGS TO CONSIDER:

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**WHO WILL HAVE WHAT ROLE? MEMBERS IN YOUR GROUP WILL HAVE MULTIPLE ROLES!**

**STORYBOARD ARTIST**

An essential part of the pre-production process is sketching the storyboards. Ensure the student allocated to this task enjoys drawing. There are lots of books and internet sites with examples of storyboards from well know films. Each shot does not have to be extremely detailed, but it should clearly indicate if it is a wide shot, mid shot or close up, and what is in the background.. The student should have a clear understanding of the script, and be able to interpret it visually.

**PRODUCER der Aufnahmeleiter(in)**

Essentially the producer is the boss, checking up on all crew members. The entire crew reports to the producer, not the director. The producer should have a clear understanding of the crews' roles and be confident to give instructions and orders. The producer has to remind the crew of their deadlines and ensure the film goes to plan.

**DIRECTOR der Regessieur (in)**

The director is responsible for giving guidance to the actors. Choose someone who your actors will respect, not necessarily the person with the loudest voice!

**DIRECTOR'S ASSISTANT der Regieassistent (in)**

As the director will be busy giving the actors guidance, the directors assistant will be busy ensuring the camera operator is following the storyboards and script directions.

**CAMERA OPERATOR/AUDIO OPERATOR der Kamerramann**

Choose the student who can respond well to direction. The director’s assistant will be giving instructions to the camera operator, and will need to remain silent. The camera operator should be agile and have steady hands, and be confident with the camera. They need to be aware that the camera microphones will not pick up decent audio from distances of more than two meters, and ensure they are close enough to the actors for any dialogue.

**ACTORS (OR VOICES IF AN ANIMATION) der Schauspieler (in)**

You should have no trouble finding students who want to act, but if you do, consider an animation where only students’ voices are heard. Actors should not only be confident, they should have good spoken German, clear diction and good projection. Students who whisper will not be heard on a video, and students who feel uncomfortable being filmed will look it in the finished product.

**LOGGER**

While filming is taking place, a student should make a written note of what is being recorded. This will make the editor’s job a lot easier. If you do multiple takes of a scene, get the student who does the logging to write down which tale was best so the editor does not have to watch every take again. If the film is being shot out of sequence and edited into sequence later, this student can write the scene number and take number on a piece of paper and put it in front of the camera before each scene. This will assist the editors ensure it is in order when compiling it.

**PRODUCTION ASSISTANTS**

The roles for production assistants vary depending on the type of film you are making. Jobs they undertake may include making props, storing props, ensuring props are on location when needed, prompting actors with dialogue they have forgotten, and ensuring the lighting operators have power boards and extension cords. The production assistants can vary in number so if you have a few more students who need a role, this could be stretched to five production assistants.

**COSTUME DESIGNERS AND DRESSERS**

In addition to deciding what each actor should wear, these students should find the costumes needed. Your actors may end up wearing their own clothes, but the students responsible for costume need to liaise directly with the actors and ensure they know what to wear. They should also seek out any costumes the actors do not have. Don’t take your drama departments costumes without asking the drama coordinator! If your school does not have any costumes, there are many options to find them. Op shops usually have what you are looking for, but if you don’t have a budget; you can put a list of what the students need in the school bulletin. Ensure these tasks are done by the students responsible, not yourself. The teachers role in this process is to remind the students what they have to do, not to do it for them. The teacher cannot possibly take on every task and continue teaching – you will collapse!

**LOCATION SUPERVISORS**

You may shoot your film in the German classroom as there are no other options available to you, but it is a worthwhile process allocating two students the job of doing ‘recees’, the film term for checking a location before shooting there. The location supervisors need to make a note of everything that is in the room before shooting and ensure it is all exactly in the same space when shooting is complete. There may be a great garden area you can use, but you find that there are automatic sprinklers that go off during German class when you plan to film. It is your location supervisors job to investigate everything about the location. Are there background sounds that cannot be avoided, for example is the room you plan to shoot in next to the photocopier room and therefore very noisy? Is there a table in the room that is too heavy to move out of the way, therefore making the room unsuitable for your needs? The two students who take care of location should not only choose the locations, but ensure they are safe. They should write a location report before any shooting commences, listing everything they can about the property. This report should be referred to after completing the filming to ensure everything is as it was prior to shooting.

**LIGHTING OPERATORS**

Ensure responsible, coordinated students are allocated to this role, as it must be performed with care. Cheap lights can be obtained from Hardware stores like Bunnings for under $20. The difference a three point lighting set up makes is immense, it really transforms a shot. If you get hold of some lights, use them, as it will make a huge difference. Ask the students to research film and TV lighting. There are plenty of books about this topic and there are usually a few technically minded students in the class that enjoy this role.

**FOLEY ARTISTS**

Students usually love this job, making sound effects to be used in the film. This can be done very simply by recording sounds (high heels walking on wood, police sirens, wind whistling, etc) directly into the camera, or by using sounds that can be found on sound effect websites. Resourceful students will find loads of info on how to make good sound effects on the internet. Sounds effects CD’s are readily available from most music shops and probably libraries. If you are not editing your film, the foley artists can pre-record the sound effects onto a tape deck and then play the tape during the recording of the scene that requires the sound effect. This requires perfect timing, but can work! Editing gives a slicker result but doesn’t necessarily result in a more creative piece.

**EDITORS**

If your school has access to any editing facilities, it would be fantastic to use them. Don’t take on the task of editing the video yourself, this is definitely a job for students. You will be amazed how easily students will pick up editing videos on a computer. I have seen primary school students learn it in an hour. There are a range of video editing programs on both PCs and Macs, and it is likely your school will have one. You may not know about it, but many computers come with such software these days. If your school doesn’t have any software, they can download Windows Movie Maker for free. Ask your school IT staff member what facilities are available. The most important thing with editing is ensuring the students know the time limit for the film is. You don’t want students making what should be a five minute film a ten minute film. Most films can do with a good cut – don’t let the film drag on! Remind your editors to back up their work – many tears have been shed over unsaved work that has been lost due to the computer crashing! If your school does not have access to editing facilities, it is likely that one of your students will. Many students have computers at home and many of them will be familiar with video editing software