

Applied Learning (Senior Secondary Level)

2016-18 Cohort

Learning and Teaching

Subject Title : **Film and Video**
Area of Studies : **Media and Communication**
Course Provider : **Vocational Training Council**

In Film and Video, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in the film and video industry.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures on the overview of the film and video industry in Hong Kong) and eye-opening opportunities to experience the complexity of the context (e.g. industry visits to film shooting locations, TV stations, news TV channels, post-production companies, etc., and experience-sharing by industry professionals to widen exposure and to develop appreciation of the film and video industry).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. film appreciation and critique on given video clips to discuss and analyse the narrative format and the application of knowledge and skills in film language and storytelling, and hands-on activities in shooting and editing to build up students' fundamental knowledge and skills in moving images).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate innovation and entrepreneurship (e.g. film appreciation and critique activities to evaluate the relationship between film, culture and society, and cultivate students' values and attitudes through emphasising the importance of media ethics to facilitate the creation and production of a short film in the film and video production project). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. in the film and video production project, students integrate and apply the knowledge and skills of film-making process, such as scriptwriting to express interesting ideas; project organisation to develop management and communication skills; and shooting and editing to produce a short film with appreciation value, as well as to demonstrate analytical and critical thinking skills in self and peer evaluation; and exhibit and learn from peers on learning experiences, creativity and achievements of this subject, Film and Video, in the annual screening).

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Curriculum Pillars of Applied Learning in Context – Film and Video

Upon completion of the subject, students should be able to:

- demonstrate a basic understanding of the film and video industry and professional ethics required of a practitioner;
- apply basic theories and skills in film language including cinematography, editing, sound and scene design;
- express the visual literacy ideas through storyboarding and scriptwriting;
- recognise the film production workflow at different stages and demonstrate project management skills in a short film production project;
- demonstrate a basic understanding of different cultural characteristics and styles of moving images as well as develop critical thinking skills through film appreciation;
- integrate teamwork and problem-solving skills in the production projects; and
- develop self-understanding for further studies and career development in the related fields.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

1. Career-related Competencies

- understand the ethical issues in the film and video industries;
- demonstrate a basic understanding of the development and culture of global and local film and video industries and the impact on society;
- demonstrate the ability to use both film languages and techniques to communicate a creative idea;
- apply video production techniques and communication skills to produce short films in a team after taking professional ethics into consideration;
- convey a message in moving images with positive values and attitudes; and
- explore the aptitudes and abilities required in the related career clusters in the film and video industries, and develop a personal learning profile for further study and career development.

2. Foundation Skills

- demonstrate communication skills in verbal, audio and visual forms during group discussion, written and verbal presentation, film critique, production of the film and video project; and
- apply information technology skills related to the course (e.g. video editing software, motion graphic software).

3. Thinking Skills

- apply problem-solving skills, decision-making skills, creative thinking skills in a short film production project (including planning, creating, choosing, illustrating and producing); and
- upon appreciating and criticising films of different genres, develop an understanding of cultural differences, interdependency and relationships among different societies and civilisations; analyse the impact of social, economic and technological changes from regional and global perspectives.

4. People Skills

- illustrate self-reflection skills after receiving feedback from tutors and classmates to improve the performance during various learning activities, such as group discussion, short film production, presentation and film critique;
- demonstrate self-management skills in project presentation, pre-production planning and assessment tasks; and
- apply interpersonal, collaborative and team building skills through active interaction with tutors and classmates during lectures, brainstorming, group discussion, presentation and project work in a production team.

5. Values & Attitudes

- recognise the need for honesty and integrity, as well as respect for others, society and law by considering the importance of originality, copyright and intellectual property rights issues especially in the planning, design and production of the project work;
- nurture the necessary work attitude in becoming a media personnel after participating in individual and group assignments and experiencing every step of the film production process, including idea generation, pre-production planning (e.g. scriptwriting, storyboarding, scheduling, location survey) as well as shooting and editing; and
- demonstrate positive attitudes (e.g. enthusiasm and willingness to learn) through experiencing the evolvement from ideas to finished work of the film project in the hands-on applications and various learning activities.