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Erasmus+ Programme
of the European Union



Women in the Media (WOMED)

Filmmaking Training Programme

Teachers Guide

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January 2021

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INTRODUCTION

Off-line teaching of the training programme comprises a four-stage approach that teachers should adhere to when teaching the programme.

1. STAGE ONE: The first part of the training should be spent in the classroom. Students should have the opportunity to learn the fundamentals of visual storytelling, screenwriting, digital cinematography, editing and directing.
2. STAGE TWO: The second stage of the training should take students out of the classroom and into a practical setting, where they will have the chance to take responsibility for leading each other and managing a film shoot.
3. STAGE THREE: At the third stage, students should be able to edit their films and receive a DVD of their work. This should be interspersed with shadowing and 'live' opportunities to engage within the workplace environment of operational TV and media businesses.
4. STAGE FOUR: Students should also be given instruction in a range of transferrable skills such as project management, raising finance, marketing, budgeting, interviewing, evaluation, ICT and digital skills and the use of social media.

The teacher needs to understand the film and television industry to be able to open the student's eyes to the possibilities and why it's important for them to be in the industry, to encourage them to be a part of it.

Before starting the training programme Teachers should have a general discussion with students to:

- Discuss what the potential roles are that women could do;
- Determine what is it that interests them about documentary film;
- Determine what they know about documentaries;
- Determine what type of films would they like to make; and
- Determine who inspires them.

As a general rule throughout the training programme Teachers should:

- Invite someone from an organisation in their country who is committed to getting more women into the Film & Television industry by engaging with broadcasters to redress the balance and encourage more women into the industry. (For example, in UK organisations such as Women in Film & TV, Skillset);
- Invite somebody inspirational - a woman filmmaker to tell their personal journey;
- Invite guests from the local TV industry to talk about the types of jobs available; and
- Invite a broadcaster, commissioning editor or funders who already run a programme/scheme/bursary/fund to increase representation of women in film & TV.

MODULE 1 - WHO'S WHO – WHO DOES WHAT

Open out for discussion with the participants:

- General Discussion about what it takes to make a film. How many people do they think it takes to make a film. What roles do they already know of?;
- Which aspects of documentary making are they interested in?;
- What do they think may be the challenges or obstacles standing in their way?;
- Do they think there are gender specific roles or can women do it all?; and
- Watch various credit lists from small budget to big crew films. Difference between a TV doc, Feature doc, Current Affairs, Formatted reality TV docs. Discuss the different roles.

Invite guest professionals to inspire and give the participants an understanding of how the film industry works in reality as a job.

- Someone starting out in industry to speak of their experience, how they got started and what their job entails - eg a Runner/Researcher/Assistant Producer;
- Someone who makes films - A Producer or a Self shooting Director;
- A technical position like a camera or sound operator, or a Film Editor; and
- All sessions with invited guests to be followed by a Q&A and discussion

MODULE 2 – THE DOCUMENTARY

Open out for discussion with the participants:

- What docs have they seen and liked, what made an impact on them, inspired them to have an interest in this industry etc.; and
- Before this module, the teacher should assign homework. The teacher assigns a doc to each of them individually or in pairs to watch - This could be done by assigning different genres or film styles of film. Each participant/pair is assigned to prepare a presentation to the rest of the group of the doc they have watched. Explain why they think it is a good doc. What do they like about it, what was it about, what worked, what impact it had, what was the overall theme/issue/message, what approach did they use.

MODULE 3 – PRE-PRODUCTION

Participants to work in pairs or groups:

- Write a proposal for a documentary they want to make, group comes up with an idea;
- They need to come up with a good title;
- Do online research about the story. For example they could make a film about the gentrification of their local area, what are the facts and stats, who is impacted, why is it important;
- Think through what the doc is about, who are the potential characters, what is the narrative, the issue etc.; and
- Pick a few students to pitch their ideas at the end and get feedback from other students as to whether they would watch such a documentary or what would make it more interesting.

MODULE 4 – PRODUCTION

Participants work in pairs or small groups to practice interviewing techniques.

- To develop their doc ideas from the previous session, the students take turns to be one of the potential characters in their film. Using their phones the students interview each other;
- They will need to think through what role this character plays in the film, what they want to get out of them, what issues they will highlight and what kind of questions will help draw all these ideas out. They need to do prep for the interview;
- By doing this they will get an understanding of what it takes to be a good interviewer but also what it feels like to be interviewed; and
- Participants to watch some of the short interviews as a group to discuss.

MODULE 5 – CASE STUDIES OF DIFFERENT FILM GENRES

Watch and discuss each clip from each case study.

Ask the questions included in the module and let the students answer them i.e.. clip 2:

- How does the presenter immerse himself in the scene?;
- What does he experience?;
- How does he conduct an interview?;
- What does he learn?;
- What extra information does he give us in the PTC?;
- What does the commentary add to our understanding of the film?; and
- Having assigned the students to watch some of the documentaries mentioned in the authored section before-hand, get them to discuss what they think about each documentary and what kind of impact it had on them.

MODULE 6 – EDITING

- Using smartphones the students use the indoors or outdoors environment they are in to shoot a short film sequence. This should include an Interview, establisher shots, C/A shots. Anything that they think would help them tell a short story with their shots; and
- Get them to edit it on their phone, write a voice over and present a 1-3 min clip.