1. **Title of the module**

DIGM5340 (EL543) Digital Filmmaking

1. **School or partner institution which will be responsible for management of the module**

Engineering and Digital Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

This is a wild module available to schools outside of EDA

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

1. Have an understanding of the general theoretical and historical principles of moving image.

2. Develop an appreciation of the aesthetic, conceptual and technical skills for making a short film.

3. Demonstrate a technically competent use of appropriate production and post-production techniques

4. Develop and create one or more short digital films, working within the practical constraints of environment, equipment, and technical ability

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

1. Use Information and Communications Technology

2. Improve personal and interpersonal skills, work as a member of a team

3. Communicate effectively (in writing, verbally and in a variety of media)

4. Learn effectively for the purpose of continuing professional development

5. work in flexible, creative and independent ways and think critically, reason and reflect

6. organise and manage time and resources within a group project

1. **A synopsis of the curriculum**

This module is an introduction to digital filmmaking. Students learn the creative and technical skills in making a short film, whilst working as a member of a production team.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Richard Harrington and Mark Weiser (2010), Professional Web Video: Plan, Produce, Distribute, Promote and Monetize Quality Video, Focal Press.

Dancyger, K. (2010). The Technique of Film & Video Editing: Theory and Practice. Focal Press.

Adobe Creative Team (2014), Adobe Premiere Pro CC: Classroom in a Book, Adobe Press.

1. **Learning and teaching methods**

Total contact hours: 49

Private study hours: 251

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Treatment – 20%

Blog – 20%

Peer assessment – 10%

Short film for the web – 50%

13.2 Reassessment methods

Reassessment instrument: 100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** |  |  |  |  |  | **x** | **x** |  |
| Seminars |  | **x** | **x** | **x** |  | **x** |  |  | **x** |  |
| Workshops |  | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |
| Screenings |  |  |  | **x** |  |  |  | **x** | **x** |  |
| Private study | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Treatment | **x** |  |  |  | **x** |  |  | **x** |  | **x** |
| Blog | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Peer assessment |  |  |  | **x** |  | **x** |  |  |  |  |
| Short film |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Communication of ideas and concepts using visual images is a form of communication with an international reach.

This module uses internationally recognised software and formats.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018