ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education would like to acknowledge the following:

- The National Film Production Syllabus Panel
- Zimbabwe School Examinations Council (ZIMSEC)
- Zimbabwe Film and Television School of Southern Africa (ZIFTESSA)
- Creaters Media
- Umkhathi Productions
- Independent Filmmakers
- Communication for Development (Zimbabwe Chapter)
- University representatives
- United Nations Educational Scientific and Cultural Organisation (UNESCO)
- United Nations Children’s Fund (UNICEF)
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1.0 PREAMBLE

1.1 INTRODUCTION

The film production syllabus for forms 5 to 6 is designed to equip learners with the opportunity to express themselves through motion pictures. This syllabus promotes the preservation of Zimbabwean and African culture and open doors to the wider community by making Film Production accessible to everyone. It fosters conceptualisation, creativity, imagination, innovation and critical thinking. The syllabus develops artistic and technical skills and provides form and meaning to ideas, thoughts and feelings of learners by widening cultural horizons, cherishing diversity, celebrating differences while encouraging enterprising skills.

1.2 RATIONALE

The knowledge and practice of Film Production is fundamental to the holistic development of learners. It is one of the most effective forms of communication which contributes to economic, religious, political, social and cultural development of the learner and society at large. Film Production education provides an opportunity for learners to explore and express their feelings, stimulate creative imagination and develop competencies essential for nation building, employment creation, enterprise, problem solving, critical thinking, design and self-discipline. Acquiring the tools and knowledge to conceive and create films is essential to developing lifelong skills that inculcate individual historical and cultural identity, values and attitudes. Film production embraces inclusivity as learners are encouraged to appreciate their uniqueness and that of their film products.

1.3 SUMMARY OF CONTENT

The content of film production syllabus is designed to introduce the learners to the process and tools associated with film making in Zimbabwean, African and World societies. Film production involves producing, screen play writing, directing, cinematography, art direction, sound and editing. This enables the learner to be exposed to three production stages: pre-production, production and post-production.

1.4 ASSUMPTIONS

The syllabus assumes that learners have gone through infant and junior education and have practical abilities to:
• observe and record visual elements using a capturing device
• conceptualise and communicate artistic ideas
• explore the foundational elements and principles of film
• apply principles of photography
• manipulate available resources in the environment
• solve practical spatial problems
• appreciate aesthetic values in artworks
• appreciate history of Film in Zimbabwe
• appreciate film roles

1.5 CROSS CUTTING THEMES

The Film Production learning area will encompass the following cross cutting themes:

• Children’s rights
• Disaster risk management
• Financial literacy
• Sexuality, HIV and AIDS
• Child protection
• Heritage studies
• Human Rights
• Gender
• Collaboration
• Environmental issues
• Enterprise Skill
• ICTs
• Intellectual property rights / ownership

2.0 PRESENTATION OF SYLLABUS

The syllabus is presented as a single document catering for Form 5 – 6 Secondary Level.

3.0 AIMS
The syllabus aims to enable learners to:

3.1 develop understanding and appreciation of the history of Zimbabwean film and cultural dynamics
3.2 develop a range of competencies, knowledge and understanding in pre-production, production and post-production
3.3 foster historical, cultural, aesthetic, creative, interpretative, and analytical aspects of audio-visual story telling.
3.4 cultivate capacity to set up and run a business in the film industry.
3.5 cultivate a culture of putting Zimbabwean films on the global map
3.6 provide opportunities for learners to be aware that film is a process, product and a form of employment
3.7 develop animation film skills

4.0 SYLLABUS OBJECTIVES
By the end of the course, learners should be able to:

4.1 chronicle the History of Zimbabwean films from pre-independence, post-independence and current
4.2 appreciate the value of art as a historical, socio-economic, political and cultural reflection of indigenous identity nation building and national pride
4.3 mark mile-stones in the development of Zimbabwean film
4.4 promote the use of indigenous languages in local films
4.5 develop competencies in film technology
4.6 develop the skills to create films using available resources
4.7 demonstrate an ability to work independently and collaboratively in research and film production;
4.8 acquire management skills in film enterprise;
4.9 use film vocabulary to evaluate works of film

4.10 develop competencies and creative skills in problem solving, critical thinking, communication and time management that contribute to lifelong learning through Film

4.11 appreciate the aesthetic and therapeutic value of Film

4.12 appreciate the relationship between Film and other fields of knowledge

5.0 METHODOLOGY AND TIME ALLOCATION

In this syllabus, some of the Learner centered and multi-sensory methods and approaches that can be used to learn Film Production at Form 5 – 6 Secondary Level are suggested below. Principles of individualization, concreteness, unification and stimulation should enhance implementation of these methods.

5.1 METHODOLOGY

• Research
• Discussions
• Conceptual brainstorming
• Presentations
• Rehearsals
• Attachments
• Group work
• Demonstration
• Observation
• Field work
• Case study
• Research
• Survey
• Exhibitions and Gallery visits
• Educational tours
• Critique sessions
• Peer learning
• Experimentation
• Integrated learning
• Resource method
• Problem solving
• Interactive Workshops

5.2 TIME ALLOCATION

In order to cover the content adequately Form 5 to 6 Film Production should be allocated 8 forty minute lessons per week distributed as follows:
- double lessons for theory per week
  - block lessons per week practical
- learners film Festival at each school per year, district film festival, provisional film festival and awards

N.B It must be noted that this learning area requires schools to set aside time for production processes and festivals,

6.0 TOPICS

The syllabus topics are as follows:

5.1 History of Zimbabwean Film and Cultural Dynamics
5.2 Script writing
5.3 Producing
5.4 Directing
5.5 Production design
5.6 Cinematography
5.7 Sound
5.8 Editing
5.9 Animation
7.0 Scope and Sequence

7.1 Topic: 1 History of Zimbabwean Film Production and Cultural Dynamics

<table>
<thead>
<tr>
<th>FORM 5</th>
<th>FORM 6</th>
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</thead>
<tbody>
<tr>
<td>• History of film making in Zimbabwe</td>
<td>• History of film making in the world</td>
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<tr>
<td>• History of film making in Africa</td>
<td>- Hollywood</td>
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<td>- Bollywood</td>
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<td>- Nollywood</td>
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Topic: 2 Script Writing

<table>
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<th>FORM 5</th>
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<tbody>
<tr>
<td>• Introduction to narrative</td>
<td>• Script development</td>
</tr>
<tr>
<td>• Narrative structures and genres</td>
<td>- Approaches to script writing and adaptations</td>
</tr>
<tr>
<td>• Concepts creation and development</td>
<td>- Script formatting and Software</td>
</tr>
<tr>
<td>• The art of storytelling</td>
<td>- Treatment writing</td>
</tr>
<tr>
<td>• Setting, characters and storyline development</td>
<td>- Screen play and dialogue writing</td>
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<tr>
<td>• Step outline</td>
<td>- Screen play critiquing</td>
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<tr>
<td>• Sequences and scenes</td>
<td>- Pitching</td>
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<td></td>
<td>• Copyright and Intellectual property rights</td>
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</tbody>
</table>
### TOPIC: 3  PRODUCING

<table>
<thead>
<tr>
<th>FORM 5</th>
<th>FORM 6</th>
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</thead>
<tbody>
<tr>
<td>• Script identification and research</td>
<td>• Film Financing</td>
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<tr>
<td>• Casting and crewing up</td>
<td>• Marketing and distribution</td>
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<tr>
<td>• Budgeting</td>
<td>• Project portfolio</td>
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<tr>
<td>• Scheduling</td>
<td>• Marketing (Pitching)</td>
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<tr>
<td>• Production management</td>
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<td>• Enterprise</td>
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### TOPIC: 4  DIRECTING

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<tr>
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<tbody>
<tr>
<td>• Introduction to film directing</td>
<td>• Principles of film directing</td>
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<tr>
<td>• Directing performance</td>
<td>• Directing performance</td>
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<td>• Script interpretation and translation</td>
<td>• Technical directing</td>
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<td>• Technical directing</td>
<td>• Conducting rehearsals</td>
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<tr>
<td>• Casting actors (auditioning)</td>
<td>• Directing fundamentals</td>
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<tr>
<td>• Conducting rehearsals</td>
<td>• Directing in post-production</td>
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<td>• Directing fundamentals</td>
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<tr>
<td>• Directing in post-production</td>
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</table>
### TOPIC: 5  PRODUCTION DESIGN

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<tbody>
<tr>
<td>• Art design</td>
<td>• Principles of colour</td>
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<tr>
<td>• African aesthetics and symbolism</td>
<td>• Meaning of colours and textiles</td>
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<tr>
<td>• Script breakdown</td>
<td>• Colour pallets</td>
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<td>• Hair styling</td>
<td>• Wardrobe design</td>
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<td>• Set designing</td>
<td>• Make up</td>
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<td>• Prop management</td>
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</table>

### TOPIC: 6  CINEMATOGRAPHY

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<tbody>
<tr>
<td>• Photography</td>
<td>• Video camera techniques</td>
</tr>
<tr>
<td>• Video cameras and technology</td>
<td>• Shot composition and framing</td>
</tr>
<tr>
<td>• Principles of photography</td>
<td>• Camera angles and meaning</td>
</tr>
<tr>
<td>• Principles of video lighting</td>
<td>• Lighting a scene</td>
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<tr>
<td>• Types of video formats</td>
<td>• Recording a scene</td>
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<tr>
<td>• Video cameras technology and development</td>
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<tr>
<td>• Principles of cinematography</td>
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</tbody>
</table>

### TOPIC: 7  SOUND

<table>
<thead>
<tr>
<th>FORM 5</th>
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<tbody>
<tr>
<td>• Sound in film</td>
<td>• Principles of creating sound effects</td>
</tr>
<tr>
<td>• Film sound technology and development</td>
<td>• Foley sounds</td>
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<tr>
<td>TOPIC: 8   EDITING</td>
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<tr>
<td><strong>FORM 5</strong></td>
<td><strong>FORM 6</strong></td>
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<tr>
<td>• Introduction to editing</td>
<td>• On-line editing</td>
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<tr>
<td>• Editing technology and software developments</td>
<td>• Off-line editing</td>
</tr>
<tr>
<td>• Principles of film editing</td>
<td>• Adding effects</td>
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<tr>
<td>• Video output formats</td>
<td>• Final mixing</td>
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<tr>
<td>• Methods of editing</td>
<td>• Sound editing with effect</td>
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<tr>
<td>• Video and sound editing</td>
<td>• Video editing with effects</td>
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<td>• Footage capturing</td>
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<td>• Footage sequencing</td>
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<td>• Scene transitions</td>
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<td>• Video rendering and exporting</td>
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<thead>
<tr>
<th>TOPIC: 9   ANIMATION</th>
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<tbody>
<tr>
<td><strong>FORM 5</strong></td>
</tr>
<tr>
<td>• History of Animation</td>
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<tr>
<td>• Animation processes</td>
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<tr>
<td>• Principles of Animation</td>
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<tr>
<td>• Principles of graphic design</td>
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<td>• Building blocks of graphic design</td>
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<td>• Elements of graphic design</td>
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<td>• Animation scripting</td>
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<td>• Story board development</td>
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<td>• Equipment and tools</td>
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<td>• Software and technology development</td>
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</table>
**8.0 FORM 5 SYLLABUS**

**COMPETENCY MATRIX**

**8.1 TOPIC:1 HISTORY OF FILM PRODUCTION AND CULTURAL DYNAMICS**

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>History of Film making in Zimbabwe</td>
<td>- identify films produced in Zimbabwe: - pre-independence - post-independence - current&lt;br&gt;- state roles played by Zimbabweans in films made during -pre-independence - post-independence - current&lt;br&gt;- examine the impact of films made in Zimbabwe - pre-independence</td>
<td>History of film making in Zimbabwe: - pre-independence - post independence - current</td>
<td>- Researching on films produced in Zimbabwe&lt;br&gt;- post-independence&lt;br&gt;- current&lt;br&gt;- Analysing roles played by Zimbabweans in films made during&lt;br&gt;- pre-independence&lt;br&gt;- post-independence&lt;br&gt;- current&lt;br&gt;- Discussing the impact of films made in Zimbabwe&lt;br&gt;- pre-independence&lt;br&gt;- post-independence&lt;br&gt;- current</td>
<td>- Films&lt;br&gt;- VHS players&lt;br&gt;- VHS tapes&lt;br&gt;- Beta cam player&lt;br&gt;- Beta tapes&lt;br&gt;- Tele cine&lt;br&gt;- Cameras&lt;br&gt;- 16 mm projectors&lt;br&gt;- Slide projectors&lt;br&gt;- Reel to reel&lt;br&gt;- DVD player&lt;br&gt;- DVDs&lt;br&gt;- Computer hardware and software</td>
</tr>
</tbody>
</table>
| **History of film making in Africa** | • identify earliest films made in Africa  
• identify trends and patterns in the history of film making in Africa  
• state roles played by Africans in the earliest movies  
• examine the impact of films made in Africa  
• analyse the change in gender roles as film | • History of film making in Africa  
- social  
- political  
- economic  
• Gender roles in African films  
• Nationalistic movement and neo colonialism  
• Trends and patterns | • Researching on early films produced in Africa  
• Analysing roles played by Africans in the earliest movies produced in Africa  
• Discussing the impact of films made in Africa on the  
- Social  
- Political  
- Economic development on the African Society | • Internet connection  
• USB  
• Monitors |
production progressed in Africa
• analyse the role played by films made in Africa on decolonisation

• Identifying the changes in gender roles as film making progressed in Africa
• Explaining the role played by films made in Africa
• Researching the trends and patterns in film making in Africa

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**TOPIC: 2  SCRIPT WRITING**

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<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
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<tbody>
<tr>
<td>Introduction to Film Narrative</td>
<td>• define narrative story telling</td>
<td>• Film narrative story telling</td>
<td>• discussing film narrative structure • explaining film texts • Listing the aspects of a narrative story • Presenting Zimbabwean folk story • Presenting the aspects of story telling which are peculiar to Zimbabwean context • Watching films • Writing a film concept</td>
<td>• Films • Computers • Textbooks • Internet • Novels • Resource person</td>
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<td>• identify indigenous story telling mediums</td>
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<td>• identify different genres of story telling</td>
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<td>• analyse film text as a story telling art</td>
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<td>• defining narrative story telling</td>
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<td>• analyse film text as a story telling art</td>
<td>• Film narrative story telling</td>
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<tr>
<td>Narrative Structures</td>
<td>• identify the various</td>
<td>• Narrative structures</td>
<td>• Attaching examples to the</td>
<td>• Films</td>
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<td>• identify the various</td>
<td>• Narrative structures</td>
<td>• Attaching examples to the</td>
<td>• Films</td>
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<td>And Genres</td>
<td>narrative structures</td>
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<td>• define a particular genre with an example from Zimbabwe</td>
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<td>• outline the relevance of a genre in storytelling</td>
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<td>and genres</td>
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<tr>
<td>narrative structures</td>
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<tr>
<td>• Watching films</td>
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<tr>
<td>• Specifying the genre of selected films</td>
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<tr>
<td>• Presenting a story within the genre</td>
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<tr>
<td>Concepts and development</td>
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</tr>
<tr>
<td>• create a concept</td>
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<td>• develop a full concept that can be translated into a script</td>
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<td>• identify sources which stimulates a concept</td>
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<td>• identify local context and characters to develop concept that uphold Zimbabwean ideology</td>
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<td>• identify a typical Zimbabwean context for concept development</td>
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<td>Conceptualisation</td>
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<td>• Conceptualisation</td>
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<tr>
<td>• Story concept presentation</td>
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<tr>
<td>Researching for themes</td>
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<tr>
<td>• Reseaching for themes</td>
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<tr>
<td>• Developing a concept</td>
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<tr>
<td>• Justifying the relevancy of the concept</td>
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<tr>
<td>The Art of Storytelling</td>
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<tr>
<td>• identify the different forms of storytelling</td>
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<td>• identify different approaches to storytelling</td>
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<td>• formulate stories using different approaches</td>
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<tr>
<td>The art of storytelling</td>
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<tr>
<td>• The art of storytelling</td>
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<tr>
<td>• Describing with examples the different approaches to storytelling</td>
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<tr>
<td>• Applying different forms of storytelling</td>
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<tr>
<td>• Presenting stories using a particular approach</td>
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</tbody>
</table>
| • Presenting a story with a...
<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Setting, Character and Storyline Development | • define universe and its characteristics  
• create a story based on an identified setting  
• identify a particular Zimbabwean setting for the development of a story  
• outline aspects of character profiling  
• state the importance of character profiling in storytelling. | Story setting  
Character development  
Storyline development | • Describing the setting of choice.  
• Writing a story based on a chosen setting.  
• Developing a story based on a given Zimbabwean society.  
• Profiling characters which drives the story forward.  
• Developing a story about a Zimbabwean backdrop | • Computers  
• Books  
• Internet  
• Films |
<table>
<thead>
<tr>
<th>Step outline</th>
<th></th>
<th>Step outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• develop a step outline from a storyline</td>
<td>• Applying a step outline to a story.</td>
<td>• Books</td>
</tr>
<tr>
<td>• use a step outline to determine the length of a story</td>
<td>• Determining the length of a story from a step outline.</td>
<td>• Films</td>
</tr>
<tr>
<td>• outline the features of sequence and scenes.</td>
<td>• Applying sequences and scenes in a story</td>
<td>• ICT tools</td>
</tr>
<tr>
<td>• create a coherent sequence of scenes out of a storyline</td>
<td>• Presenting a sequence of scenes from a storyline</td>
<td></td>
</tr>
<tr>
<td>• examine sequences and scenes in a story.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence and scenes</th>
<th></th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>• outline a character that suits a storyline.</td>
<td>• Identifying the three aspects of a story in script.</td>
<td></td>
</tr>
<tr>
<td>• outline features of a storyline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identify the technical requirements of storyline development.</td>
<td></td>
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<tr>
<td>• establish the relationship between storyline, character and setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Books</th>
<th>Films</th>
<th>ICT tools</th>
<th>Films</th>
<th>ICT tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### TOPIC: 3 PRODUCING

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Script identification     | • Identify relevant scripts which uphold the national beliefs and integrity. | • Script identification  
• Identifying story relevance  
• Identifying target audience of the scripts | • Reading and analysing scripts  
• Identifying relevant scripts that uphold Zimbabwean ideologies.  
• Selecting a marketable script  
• Researching on selected script | • ICT tools  
• Scripts |
| Casting and crewing up    | • identify the relevant cast and crew for a particular script.  
• select a compatible cast and crew within budget. | • Casting auditions  
• Assemble key crew | • Outlining the process of casting and crewing up.  
• Selecting the cast and crew  
• Balancing cast and crew with the allocated budget  
• Preparing contracts | • Cast  
• Crew  
• Camera  
• Monitors |
| Budgeting                 | • prepare a feasible and realistic budget according to the script | • Budgeting  
• Quotations | • Researching on budget requirements  
• Drafting a budget | • Shooting screenplay  
• ICT tools |
<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Scheduling                        | • identify ideal locations as per script requirement.  
• prepare a practical and realistic production schedule in line with the script. | • Scheduling  
- selecting scenes  
- cast  
- crew  
- time  
- location  
- equipment | • Preparing a working schedule.  
• Visiting and evaluating locations.  
• Creating a production schedule | • Shooting script  
• Transport  
• Crew  
• Camera |
| Production management             | • outline activities of a production schedule  
• supervise a production | • Production management  
- pre-production  
- production | | • ICT tools  
• Cast and crew |
| Enterprise and Business Ethics     | • Establish a film production business  
• Manage a film production business  
• Design marketing and advertising | • Business set up  
• Project management  
• Marketing and advertising | • Carrying out a feasibility study  
• Establishing a business  
• Managing a film production business  
• Applying proper marketing and advertising skills | |

- Presenting a screenplay budget
### TOPIC: 4  DIRECTING

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Introduction to film directing | • identify directing roles, skills and approaches  
 • apply correct film vocabulary | • Directing:  
 - roles  
 - skills  
 - approaches  
 - film language | • Discussing the roles, skills and approaches  
 • Demonstrating directing roles | • Script  
 • ICT tools |
| Directing performances | • carry out auditions  
 • explain dramatization  
 • apply staging and blocking  
 • direct a scene | • Performances  
 - character development  
 - dramatisation  
 - blocking  
 - staging | • Assigning roles to cast  
 • Carrying out rehearsals  
 • Blocking a scene  
 • Staging a scene | • Script  
 • Cast  
 • Crew  
 • location |

### TOPIC: 5  PRODUCTION DESIGN

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Art Design | • explain Art Design factors  
 • Functional design | • Art Design factors  
 • Functional design | • Discussing Art Design elements | • ICT  
 • Transport |
### Zambian Aesthetics and Symbolism in film
- State meanings of Zambian cultural values in film
- Explain Zambian cultural values in film
- Justify relevance of Zambian cultural values in film

- Symbolism in film:
  - Shapes and patterns
  - Colour
  - Dressing
  - Ceremonies
  - National monuments
  - Hair style

- Applying the Zambian cultural values in Art Design
- Evaluating Zambian cultural values in modern day film production
- Conducting Educational tours

### Set Designing
- Explain importance of set design in film
- Design set models

- Set construction
- Set dressing
- Prop management

- Discussing set design and film
- Constructing set models

- Relevant building tools
- Transport

---

### TOPIC: 6  CINEMATOGRAPHY

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Photography | • Identify different types of camera techniques  
• Trace the development of photography  
• Analyse principles of photography  
• Design shot | • Principles of photography  
• Camera techniques  
• Shot composition | • Chronicling the history of photography  
• Illustrating the different camera techniques  
• Composing different types of shots | • Camera and accessories  
• ICT tools  
• Lighting equipment |
<table>
<thead>
<tr>
<th>TOPIC: 7      SOUND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUB TOPIC</strong></td>
</tr>
</tbody>
</table>
| Principles of sound | • trace the origins of sound recording  
• explain the use, types sources and role of sound in film  
• record various sounds | • Sound and it’s science  
• Sound recording  
• Use of sound  
• Types of sound  
• Sources of sound  
• Role of sound  
• Role of dialogue | • Watching films  
• Listening to film sounds  
• Discussing impact of sound in films  
• Sound recording | • Films and sound recording equipment |
| Film sound technology | • identify different | • Sound equipment | • Illustrating use of different |
### TOPIC: 8 EDITING

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Introduction to editing | • define film editing  
• trace the history of film editing  
• analyse principles of editing  
• explain associative arrangement  
• explore timing | • Roles and elements of Editing  
• Principles of film editing  
• Associative arrangement | • Watching films  
• Discussing history of film editing  
• Examining principles of editing  
• Illustrating associative arrangement  
• Breakdown timing | • Editing suite  
• Editing software  
• Films  
• Footage |
<p>| • Editing Technology | • identify different | • Editing tools and | • Discussing editing | |</p>
<table>
<thead>
<tr>
<th>and techniques</th>
<th>types of editing Softwares</th>
<th>equipment</th>
<th>equipment development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• explore editing technology</td>
<td>• Editing Software</td>
<td>• Operating editing equipment</td>
</tr>
<tr>
<td></td>
<td>• explore different types of video formats</td>
<td>• Video formats</td>
<td>• Using editing software</td>
</tr>
<tr>
<td></td>
<td>• describe the process of footage capturing and sequencing</td>
<td>• Footage capturing</td>
<td>• Exporting video in required formats</td>
</tr>
<tr>
<td></td>
<td>• explain shot and scene transitions</td>
<td>• Footage sequencing</td>
<td>• Carrying out footage capturing and sequencing</td>
</tr>
<tr>
<td></td>
<td>• describe cutting rate and rhythm</td>
<td>• Shot transition</td>
<td>• applying scene transition</td>
</tr>
<tr>
<td></td>
<td>• explore use of sound</td>
<td>• Scene transition</td>
<td>• Illustrating cutting rate and rhythm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of editing</th>
<th>explain online editing</th>
<th>On-line editing</th>
<th>Carrying out online editing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• analyse offline editing</td>
<td>• Off-line editing</td>
<td>• Applying offline editing</td>
</tr>
<tr>
<td></td>
<td>• explore effecting</td>
<td>• Adding effects</td>
<td>• Applying effects</td>
</tr>
<tr>
<td></td>
<td>• analyse final mix</td>
<td>• Final mixing</td>
<td>• Carrying out final mix</td>
</tr>
<tr>
<td></td>
<td>• explain video rendering and exporting process</td>
<td>• Rendering and exporting</td>
<td>• Carrying out video rendering and exporting</td>
</tr>
</tbody>
</table>

**TOPIC: 9 ANIMATION**

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
| History of animation | • define animation  
• identify historical and current techniques used in animation  
• explore animation forms | • Different forms of animation:  
- claymation  
- stop motion  
- pixilation  
- flipbook  
• Techniques:  
- zoetrope  
- kinescope  
• Flip book  
• Stop motion | • Researching on different forms of animation  
• Describing historical and current techniques used in animation  
• Demonstrating animation forms | • Internet  
• ICT tools  
• Software  
• Camera  
• Computer  
• Camera  
• Flip books  
• Computer  
• Animated movies projector  
• Animated films projector  
• internet |
| Principles of Animation | • identify principles of animation | • Principles of animation such as - arcs  
- staging  
- appeal  
- squash and stretch | • Describing principles of animation  
• Watching and analysing animated films | • Internet  
• ICT tools  
• Software  
• Camera  
• Computer  
• Animated movies projector  
• Animated films projector  
• internet |
| Elements of graphic design | • identify elements of graphic designs | • Graphic design elements such as - colour  
- texture  
- dot  
- line | • analysing elements of graphic design  
• Critiquing created designs | • Internet  
• ICT tools  
• Software  
• Camera  
• Computer  
• Animated movies projector  
• Animated films projector  
• internet |
| Building blocks of design | • examine building blocks of design | • Building blocks such as - type  
- Shape | • Describing building blocks of graphic design | • Internet  
• ICT tools  
• Software  
• Camera  
• Computer  
• Animated movies projector  
• Animated films projector  
• internet |
| Principles of graphic design | • define principles of graphic design | • Principles of graphic design  
- Proportion  
- Balance  
- Emphasis  
- rhythm | • Identifying graphic designs from designed materials |
|---|---|---|
| Animation process | • conceive an idea of animation  
• produce an animation script  
• design an animation storyboard  
• sequence images on the timeline  
• trace the animation process | • Visualisation  
• Script  
• Character  
  - colour  
  - background  
  - texture  
• Storyboard  
  - colour  
  - camera angles  
  - lighting  
• Animatics  
• Animation | • Conceiving a story line  
• Producing a script  
• Design a character  
• Creating a story board  
• Producing an animatic  
• producing an animation |
<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software technology development</td>
<td>• produce an animation</td>
<td>• Animation softwares such as</td>
<td>• Scanning images</td>
<td>• Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- adobe premier</td>
<td>• importing images.</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- adobe</td>
<td>• Sequencing images.</td>
<td>• Software</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photoshop</td>
<td>• Synchronising sequenced images with</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>anime studio pro</td>
<td>- effects</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- sound</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- music</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- audio</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>- text</td>
<td></td>
</tr>
<tr>
<td>Mastering/Rendering</td>
<td>• render to produce animation</td>
<td>• Softwares such as</td>
<td>• Using software to render an animation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- adobe premier pro</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- anime studio pro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archiving</td>
<td>• archive an animation product</td>
<td>• Animation product</td>
<td>• Using computer compact disc to archive the hard drives finished product</td>
<td></td>
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</tbody>
</table>
# FORM 6

## COMPETENCY MATRIX

### TOPIC: 1  HISTORY OF FILM PRODUCTION AND CULTURE DYNAMIC

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>LEARNING OBJECTIVES</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| History of film Making in the world | • identify the first steps in film making that distinguished cinema from photography  
• identify the first ever motion picture made  
• identify the first collaborations between Africa and the West in film making  
• analyse the influence of the introduction of sound to motion picture  
• evaluate the political monopolisation of the film industry in the first and second world war  
• analyse the impact of | • History of film making in the world  
- Afro American  
- Asia  
- Caribbean  
- South America  
- Europe | • Researching on first films made in the world  
• Watching films  
• Analysing the roles played by the first film makers  
• deducing the political manipulation behind the movie  
• Analysing early collaborations between Africa and the West on Social, political and economic point of view.  
• Identifying the contribution made by film making towards globalisation  
• Illustrating the economic gains from film making of a country of your choice | • Films  
• Literature  
• projectors  
• TV  
• Sound equipment  
• VHS player  
• Internet |
TOPIC: 2 SCRIPT WRITING

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES Learners should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script development</td>
<td>• apply principles of script writing to a script&lt;br&gt;• prepare a full-fledged script in the correct format</td>
<td>• Script development and formatting&lt;br&gt;• Adaptations&lt;br&gt;• Script formatting&lt;br&gt;• Treatment writing&lt;br&gt;• Screenplay and dialogue writing</td>
<td>• Writing a script in the correct format&lt;br&gt;• Adapting a story into a film script&lt;br&gt;• Writing a treatment&lt;br&gt;• Screenplay and dialogue writing&lt;br&gt;• Critiquing screenplay&lt;br&gt;• Pitching the script</td>
<td>• Hardware and software&lt;br&gt;• Films&lt;br&gt;• Internet&lt;br&gt;• Books</td>
</tr>
<tr>
<td>Intellectual Property laws and copyrights</td>
<td>• compare local, regional and international Intellectual Property&lt;br&gt;• Copyright laws</td>
<td>• Intellectual Property laws&lt;br&gt;• Copyright laws</td>
<td>• Analysing local, regional and International Intellectual Property laws</td>
<td>• Books&lt;br&gt;• IP acts&lt;br&gt;• Copyright acts&lt;br&gt;• ICT tools</td>
</tr>
</tbody>
</table>
### TOPIC: 3 PRODUCING

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES Learners should be able to:</th>
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<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Film Financing             | • identify prospective investors for a production.  
• prepare a comprehensive budget.  
• Prepare financing plan | • Pitching  
• Financing  
• Source of finance (fundraising strategy) | • Listing potential funding sources  
• Presenting a budget to a potential investor  
• Preparing a budget  
• Presenting a fundraising strategy | • Screenplay  
• ICT tools |
| Marketing and distribution | • identify possible markets for a production  
• identify possible marketing partners.  
• formulate a marketing strategy  
• Design a publicity | • Marketing and distribution | • Listing possible markets for a production.  
• Preparing a marketing strategy  
• Preparing a publicity strategy  
• Preparing a | • Screenplay  
• ICT tools |
<table>
<thead>
<tr>
<th></th>
<th>strategy</th>
<th>distribution strategy</th>
</tr>
</thead>
</table>
| **Project portfolio contents** | • create a project portfolio  
  • prepare a press kit | • Project portfolio contents:  
  - script  
  - schedules  
  - daily reports  
  - minutes of meetings  
  - film  
  - sketch designs  
  • Press kit  
  • Picture for publicity and promotional materials | • Creating a project portfolio  
  • Creating a press kit |

| **Film markets** | • respond to broadcast brief  
  • explore film festivals  
  • examine cinema and broadcasting trends  
  • explore new media trends | • Broadcasting  
  • Film festivals  
  • Cinema  
  • New media | • Writing a proposal according to the broadcasting brief  
  • Attending film festivals  
  • Touring cinemas and broadcasting houses  
  • Researching new media trends | • Assignments  
  • ICT tools  
  • Projects  
  • Files  
  • ICT tools  
  • Resource person |
### TOPIC: 4 DIRECTING

<table>
<thead>
<tr>
<th>SUB-TOpic</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Principles of directing | • apply the principles of directing  
• apply communication skills and composition techniques | • Principles  
• Trouble shooting  
• Visualisation  
• Communication  
• Scene composition | • Creating scene composition  
• Writing director’s treatment  
• Conducting production meetings | • Computer  
• Stationery  
• Actors  
• Crew |
| Directing performances  | • design directing performance  
• evaluate dramatization  
• apply blocking | • Performances:  
  - character development  
  - dramatisation  
  - blocking | • carrying out auditions  
• conducting rehearsals | • Computer  
• Stationery  
• Actors  
• Crew |
| Technical Directing     | • demonstrate staging techniques  
• explore props needs  
• apply symbolism | • Technical blocking  
• Technical recognisable | • Blocking for technical crew | • Actors  
• Stationery  
• Crew |
### DIRECTING CONTINUED

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Directing fundamentals       | • explain character engagement  
• discuss emotional, cultural, relevance and human psychology  
• explore different directing approaches                          | • directing approaches  
• directing techniques                                          | • Researching different techniques and genres  
• Analysing character engagement                                   | • ICT tools  
• Books  
• journals                                                       |
| Directing in Post Production  | • prepare an editing script  
• supervision of the editing process                                | • Supervision of editing process | • Supervising editing process                                                                    | • ICT tools  
• Books  
• journals                                                       |

### TOPIC: 5 PRODUCTION DESIGN

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Principles of colour in film  | • identify different types of colours in production design  
• explain the meaning of colour production design  
• illustrate the different                                        | • Colour in production design   | • Discussing types of colour and meaning in cultural contexts  
• Design different colour pallets  
• Comparing different meanings and effects of                       | • Colour pallets  
• Books  
• ICT tools                                                        |
### TOPIC: 6  CINEMATOGRAPHY

<table>
<thead>
<tr>
<th>SUB-TOPIC</th>
<th>LEARNING OBJECTIVES: learner should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinematography</td>
<td>• identify different types of video formats &lt;br&gt;• prepare a cinematographer’s treatment &lt;br&gt;• explore camera, angles, moves, lenses,</td>
<td>• Video formats  &lt;br&gt;• Camera &lt;br&gt; - Angles &lt;br&gt; - Movement &lt;br&gt; - Lenses &lt;br&gt; - Focus &lt;br&gt; - View point &lt;br&gt; - Size</td>
<td>• Discussing different video formats &lt;br&gt;• Applying camera techniques &lt;br&gt;• Illustrating shot composition &lt;br&gt;• Writing a treatment</td>
<td>• Video camera and accessories &lt;br&gt;• Lighting equipment and accessories &lt;br&gt;• Video camera consumables</td>
</tr>
</tbody>
</table>
focus and view points
• explain shot, size, framing and composition

- Framing
- Composition

• Lighting consumables

Video Lighting
• break down different types of lighting
• analyse lighting motivations

• Principles of lighting
• Lighting motivations

• Applying different types of lighting
• Demonstrating lighting motivation

• Video camera and accessories
• Lighting equipment and accessories
• Video camera consumables
• Lighting consumables

### TOPIC: 7  SOUND

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>LEARNING OBJECTIVES Learners should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Sound editing  | • identify different types of sound effects  
• identify type of music in film  
• explain function of sound effect  
• analyse use of Foley sounds  | • Sound editing  
• Types of sound effects  
• Foley sound  
• Music in film  | • Discussing sound effects  
• Demonstrating functions of sound effects  
• Illustrating creation of Foley sound  
• Discussing types of  | • Sound recording equipment  
• ICT tools  
• Sound editing software  |
### TOPIC: 8 EDITING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>LEARNING OBJECTIVES Learners should be able to:</th>
<th>CONTENT</th>
<th>NOTES AND SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Editing Techniques</strong></td>
<td>• Examine shot and scene transmission</td>
<td>• Footage capturing and sequencing</td>
<td>• Carrying out footage capturing and sequencing</td>
<td>• Editing suite</td>
</tr>
<tr>
<td></td>
<td>• Analyse the process of footage capturing and sequencing</td>
<td>• Shot and scene transition</td>
<td>• Applying shot and scene transition</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• Analyse cutting rate and rhythm</td>
<td>• Cutting rate and rhythm</td>
<td>• Applying cutting rate and rhythm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyse use of sound</td>
<td>• Use of sound</td>
<td>• Applying sound editing</td>
<td></td>
</tr>
<tr>
<td><strong>Types of Editing</strong></td>
<td>• Explore online editing</td>
<td>• Online editing</td>
<td>• Carrying out online editing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examine offline editing</td>
<td>• Offline editing</td>
<td>• Carrying out offline editing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adding effects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOPIC</td>
<td>LEARNING OBJECTIVES</td>
<td>CONTENT</td>
<td>NOTES AND SUGGESTED ACTIVITIES</td>
<td>RESOURCES</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Visualisation</td>
<td>• generate new ideas • conceptualise animation story</td>
<td>• Storytelling Style • Animation Genres: -Fantasy -Horror -comedy</td>
<td>• Reseaching on animation Genres • Sketching animation concept</td>
<td>• Internet • Animation software • Microphone • Editing software</td>
</tr>
<tr>
<td>Animation Script</td>
<td>• write animation script</td>
<td>• Animation script</td>
<td>• Producing a script • Presenting a script</td>
<td></td>
</tr>
<tr>
<td>Animation character</td>
<td>• develop an animation character</td>
<td>• Character development</td>
<td>• creating an animation character e.g - Appeal - Cartoonic - realistic</td>
<td></td>
</tr>
<tr>
<td>Storyboard Development</td>
<td>• produce a storyboard</td>
<td>• storyboard</td>
<td>• Drawing a storyboard</td>
<td></td>
</tr>
<tr>
<td>Computer generated imagery (CGI)</td>
<td>• create a character using animation software</td>
<td>• Digital character</td>
<td>• Producing animation character digitally</td>
<td></td>
</tr>
</tbody>
</table>
| Character rigging | • add bones to an animation character  
|                  | • create actions for a character  
|                  | • create backgrounds for a character  
|                  | • create scenes for animation  | • Bone structure  
|                  | • Character actions  
|                  | • Animation background  
|                  | • Animation scenes  | • Rigging animation character to facilitate bone manipulation  
|                  | • Creating actions e.g. -walking -running  
|                  | • Producing animation backgrounds  
|                  | • Producing animation scenes  |
| Audio recording and Lip syncing | • record audio  
|                             | • synchronise mouth movements with audio  | • Sound  
|                             | • Lip syncing  | • Capturing Audio  
|                             |                       | • Manipulating mouth movement with audio  |
| Rendering | • render scenes in preparation for editing  | • Rendering  | • Mastering scenes  |
| Editing | • combine all scenes to produce animation  | • Editing  | • Editing an animated film  
|          |                       |               | • Adding effects and background music  |
| Final output | • export the final animation in different video formats  | • Exporting video  | • Rendering and exporting animation in different video formats  |

9.0 ASSESSMENT

ASSESSMENT MODEL

9.1 a) ASSESSMENT OBJECTIVES
By the end of the Form 5 - 6 Secondary Level, learners should be able to:

9.1.1 demonstrate understanding of Film Production within the context of history and culture in Zimbabwe and the World;
9.1.2 discuss the role of Film Production and Animation as a vehicle for human expression, experiences and interaction;
9.1.3 demonstrate ability to create a story and produce a film script
9.1.4 adapt different forms of literature into film scripts
9.1.5 apply knowledge of producing and production management;
9.1.6 demonstrate competencies in script interpretation and translation
9.1.7 create and design the visual look of a film
9.1.8 apply camera, lighting, and sound techniques
9.1.9 carry out editing
9.1.10 create and produce an animated film
9.1.11 compile a film/animation production portfolio
9.1.10 identify career roles in film and animation production;

9.2 SCHEME OF ASSESSMENT
Film Production will be assessed continuously from Form 5 - 6 through coursework and examination. Learners will be assessed in the following areas:

9.2 Course work

9.2.1 Practical

9.2.1.1 Writing a concept, synopsis, step outline, treatment and Script
9.2.1.2 Script identification, production treatment, resource mobilisation, crewing, draft schedules, resource management, negotiations skills, evaluation skills, leadership, communication skills, marketing, originality, creativity and enterprise skills
9.2.1.3 Pitching a script, director’s treatment, directing performance piece
9.2.1.4 Script breakdown for production elements, costume illustration, draw floorplans, creativity
9.2.1.5 Short list, storyboard, camera operations and lighting
9.2.1.6 Record sound, create sound effects, edit sound
9.2.1.7 Footage capturing, sequencing, scene transition, offline and online editing, rendering and exporting.
9.2.1.8 Animation script, storyboard, sequencing, create graphic design, develop animation character, synchronizing.
9.2.1.9 Film and animation criticism

9.2.2 Theory

9.2.2.1 Writing assignments
9.2.2.2 Writing tests

8.2.3 EXAMINATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Duration</th>
<th>Marks</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Structured paper</td>
<td>3 hours</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Section A: Structured questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section B: Essays questions</td>
<td>3 hours</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Paper 2: Practical Demonstration</td>
<td>10-15 minutes</td>
<td>70</td>
<td>40%</td>
</tr>
<tr>
<td>Continuous assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8.2.4 SPECIFICATION GRID

The guide below illustrates the relationship between the assessment objectives and components of the scheme of assessment.

<table>
<thead>
<tr>
<th>ASSESSMENT OBJECTIVES</th>
<th>History of Zimbabwean film and cultural</th>
<th>Script writing</th>
<th>Producing</th>
<th>Directing</th>
<th>Production design</th>
<th>Cinematography</th>
<th>Sound</th>
<th>Editing</th>
<th>Animation</th>
</tr>
</thead>
</table>

Total for paper 1 and 2 | 200 | 100% |
Paper Description

Paper 1

This component has two sections.

• Section A-Structured (40 marks) consists of five structured questions. Each question carries 8 marks. Candidates are expected to answer all questions in this section writing their responses on the question paper.

• Section B- Essays questions (60 marks). This paper consists of 5 essay questions. Candidates are expected to choose any 3 questions. Each question in this section carries 20 marks. Candidates are expected to write their responses on separate paper provided.

Paper 2

• Practical Paper-(100 marks). This component consists of 3 practical tasks which are based on the 3 production stages (pre-production, production and post-production) of film or animation. Candidates are expected to choose any 1 task which they are expected to practically demonstrate within 10-15 minutes. Examiners are expected to assess the candidate using a check list.

Specific Grid
<table>
<thead>
<tr>
<th>Skill</th>
<th>Paper 1</th>
<th>Paper 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Comprehension</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Application and analysis</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Synthesis and evaluation</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Practical skills</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>