



ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# **FILM SYLLABUS**

**FORMS 5 - 6**

**2015 - 2022**

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- 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 brain storming
- 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

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• History of film making in Zimbabwe</li> <li>• History of film making in Africa</li> </ul>	<ul style="list-style-type: none"> <li>• History of film making in the world                             <ul style="list-style-type: none"> <li>- Hollywood</li> <li>- Bollywood</li> <li>- Nollywood</li> </ul> </li> </ul>

### TOPIC: 2 SCRIPT WRITING

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Introduction to narrative</li> <li>• Narrative structures and genres</li> <li>• Concepts creation and development</li> <li>• The art of storytelling</li> <li>• Setting, characters and storyline development</li> <li>• Step outline</li> <li>• Sequences and scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Script development                             <ul style="list-style-type: none"> <li>- Approaches to script writing and adaptations</li> <li>- Script formatting and Software</li> <li>- Treatment writing</li> <li>- Screen play and dialogue writing</li> <li>- Screen play critiquing</li> <li>- Pitching</li> </ul> </li> <li>• Copyright and Intellectual property rights</li> </ul>

**TOPIC: 3 PRODUCING**

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Script identification and research</li> <li>• Casting and crewing up</li> <li>• Budgeting</li> <li>• Scheduling</li> <li>• Production management</li> <li>• Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Film Financing</li> <li>• Marketing and distribution</li> <li>• Project portfolio</li> <li>• Marketing (Pitching)</li> </ul>

**TOPIC: 4 DIRECTING**

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Introduction to film directing</li> <li>• Directing performance</li> <li>• Script interpretation and translation</li> <li>• Technical directing</li> <li>• Casting actors (auditioning)</li> <li>• Conducting rehearsals</li> <li>• Directing fundamentals</li> <li>• Directing in post-production</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of film directing</li> <li>• Directing performance</li> <li>• Technical directing</li> <li>• Conducting rehearsals</li> <li>• Directing fundamentals</li> <li>• Directing in post-production</li> </ul>



**TOPIC: 5 PRODUCTION DESIGN**

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Art design</li> <li>• African aesthetics and symbolism</li> <li>• Script breakdown</li> <li>• Hair styling</li> <li>• Set designing</li> <li>• Prop management</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of colour</li> <li>• Meaning of colours and textiles</li> <li>• Colour pallets</li> <li>• Wardrobe design</li> <li>• Make up</li> </ul>

**TOPIC: 6 CINEMATOGRAPHY**

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Photography</li> <li>• Video cameras and technology</li> <li>• Principles of photography</li> <li>• Principles of video lighting</li> <li>• Types of video formats</li> <li>• Video cameras technology and development</li> <li>• Principles of cinematography</li> </ul>	<ul style="list-style-type: none"> <li>• Video camera techniques</li> <li>• Shot composition and framing</li> <li>• Camera angles and meaning</li> <li>• Lighting a scene</li> <li>• Recording a scene</li> </ul>

**TOPIC: 7 SOUND**

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Sound in film</li> <li>• Film sound technology and development</li> <li>• Sound output formats</li> <li>• Principles of sound recording</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of creating sound effects</li> <li>• Foley sounds</li> <li>• Role of music in film</li> <li>• Sound editing software</li> </ul>

**TOPIC: 8 EDITING**

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Introduction to editing</li> <li>• Editing technology and software developments</li> <li>• Principles of film editing</li> <li>• Video output formats</li> <li>• Methods of editing</li> <li>• Video and sound editing</li> <li>• Footage capturing</li> <li>• Footage sequencing</li> <li>• Scene transitions</li> <li>• Video rendering and exporting</li> </ul>	<ul style="list-style-type: none"> <li>• On-line editing</li> <li>• Off-line editing</li> <li>• Adding effects</li> <li>• Final mixing</li> <li>• Sound editing with effect</li> <li>• Video editing with effects</li> </ul>

**TOPIC: 9 ANIMATION**

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• History of Animation</li> <li>• Animation processes</li> <li>• Principles of Animation</li> <li>• Principles of graphic design</li> <li>• Building blocks of graphic design</li> <li>• Elements of graphic design</li> <li>• Animation scripting</li> <li>• Story board development</li> <li>• Equipment and tools</li> <li>• Software and technology development</li> </ul>	<ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Animation characters</li> <li>• Storyboard development</li> <li>• Computer generated imagery (CGI)</li> <li>• Character rigging</li> <li>• Creating action for character</li> <li>• Creating backgrounds</li> <li>• Creating scenes for animation</li> <li>• Audio recording and Lip Syncing</li> <li>• Editing</li> <li>• Final output</li> <li>• Using different Software</li> </ul>

## 8.0 FORM 5 SYLLABUS

### COMPETENCY MATRIX

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

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<p><b>History of Film making in Zimbabwe</b></p>	<ul style="list-style-type: none"> <li>• identify films produced in Zimbabwe:                             <ul style="list-style-type: none"> <li>- pre-independence</li> <li>- post- independence</li> <li>- current</li> </ul> </li> <li>• state roles played by Zimbabweans in films made during -pre-independence                             <ul style="list-style-type: none"> <li>- post-independence</li> <li>- current</li> </ul> </li> <li>• examine the impact of films made in Zimbabwe                             <ul style="list-style-type: none"> <li>- pre-independence</li> <li>- post-independence</li> <li>- current</li> </ul> </li> <li>• analyse gender roles in films made during                             <ul style="list-style-type: none"> <li>- pre- independence</li> <li>- post-independence</li> <li>- current</li> </ul> </li> <li>• trace technological developments used in films                             <ul style="list-style-type: none"> <li>- pre- independence</li> <li>- post-independence</li> <li>- current</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• History of film making in Zimbabwe: - pre-independence                             <ul style="list-style-type: none"> <li>- post independence</li> <li>- current</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Researching on films produced in Zimbabwe                             <ul style="list-style-type: none"> <li>- pre-independence</li> <li>- post-independence</li> <li>- current</li> <li>- Analysing roles played by Zimbabweans in films made during                                     <ul style="list-style-type: none"> <li>- pre-independence</li> <li>- post-independence</li> <li>- current</li> </ul> </li> <li>• Discussing the impact of films made in Zimbabwe                             <ul style="list-style-type: none"> <li>- pre- independence</li> <li>- post-independence</li> <li>- current</li> </ul> </li> <li>• Critiquing gender roles in films made during                             <ul style="list-style-type: none"> <li>- pre- independence</li> <li>- post-independence</li> <li>- current</li> </ul> </li> <li>• Identifying technological developments used in films during                             <ul style="list-style-type: none"> <li>- pre-independence</li> <li>- post-independence</li> <li>- current</li> </ul> </li> <li>• Comparing technological developments used in films during                             <ul style="list-style-type: none"> <li>- pre-independence</li> <li>- post-independence</li> <li>- current</li> </ul> </li> </ul> </li></ul>	<ul style="list-style-type: none"> <li>• Films</li> <li>• VHS players</li> <li>• VHS tapes</li> <li>• Beta cam player</li> <li>• Beta tapes</li> <li>• Tele cine</li> <li>• Cameras</li> <li>• 16 mm projectors</li> <li>• Slide projectors</li> <li>• Reel to reel</li> <li>• DVD player</li> <li>• DVDs</li> <li>• Computer hardware and software</li> <li>• Internet connection</li> <li>• USB</li> <li>• Monitors</li> </ul>

	<p><b>History of film making in Africa</b></p> <ul style="list-style-type: none"> <li>• identify earliest films made in Africa</li> <li>• identify trends and patterns in the history of film making in Africa</li> <li>• state roles played by Africans in the earliest movies</li> <li>• examine the impact of films made in Africa</li> <li>• analyse the change in gender roles as film production progressed in Africa</li> <li>• analyse the role played by films made in Africa on decolonisation</li> </ul>	
	<ul style="list-style-type: none"> <li>• History of film making in Africa <ul style="list-style-type: none"> <li>- social</li> <li>- political</li> <li>- economic</li> </ul> </li> <li>• Gender roles in African films</li> <li>• Nationalistic movement and neo colonialism</li> <li>• Trends and patterns</li> </ul>	
<ul style="list-style-type: none"> <li>• Watching films</li> <li>• Transcribing films from old to new technology</li> <li>• Archiving old films in original state</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on early films produced in Africa</li> <li>• Analysing roles played by Africans in the earliest movies produced in Africa</li> <li>• Discussing the impact of films made in Africa on the <ul style="list-style-type: none"> <li>- Social</li> <li>- Political</li> <li>- Economic development on the African Society</li> </ul> </li> <li>• Identifying the changes in gender roles as film making progressed in Africa</li> <li>• Explaining the role played by films made in Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Researching the trends and patterns in film making in Africa</li> </ul>

**TOPIC: 2 SCRIPT WRITING**

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Introduction to Film Narrative</b>	<ul style="list-style-type: none"> <li>define narrative story telling</li> <li>identify indigenous story telling mediums</li> <li>identify different genres of story telling</li> <li>analyse film text as a story telling art</li> </ul>	<ul style="list-style-type: none"> <li>Film narrative story telling</li> </ul>	<ul style="list-style-type: none"> <li>Discussing film narrative structure</li> <li>Explaining film texts</li> <li>Listing the aspects of a narrative story</li> <li>Presenting Zimbabwean folk story</li> <li>Presenting the aspects of storytelling which are peculiar to Zimbabwean context</li> <li>Watching films</li> <li>Writing a film concept</li> </ul>	<ul style="list-style-type: none"> <li>Films</li> <li>Computers</li> <li>Textbooks</li> <li>Internet</li> <li>Novels</li> <li>Resource person</li> </ul>
<b>Narrative Structures And Genres</b>	<ul style="list-style-type: none"> <li>identify the various narrative structures</li> <li>define a particular genre with an example from Zimbabwe</li> <li>outline the relevance of a genre in storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Narrative structures and genres</li> </ul>	<ul style="list-style-type: none"> <li>Attaching examples to the narrative structures</li> <li>Watching films</li> <li>Specifying the genre of selected films</li> <li>Presenting a story within the genre</li> </ul>	<ul style="list-style-type: none"> <li>Films</li> <li>Computer</li> <li>TV</li> <li>Text Books</li> <li>Magazines</li> <li>Novels</li> <li>Newspapers</li> </ul>
<b>Concept creation and development</b>	<ul style="list-style-type: none"> <li>create a concept</li> <li>develop a full concept that can be translated into a script</li> <li>identify sources which stimulates a concept</li> <li>identify local context</li> </ul>	<ul style="list-style-type: none"> <li>Conceptualisation</li> <li>Story concept presentation</li> </ul>	<ul style="list-style-type: none"> <li>Researching for themes</li> <li>Developing a concept</li> <li>Justifying the relevancy of the concept</li> </ul>	<ul style="list-style-type: none"> <li>Archives</li> <li>Internet</li> <li>Novels</li> <li>Magazines</li> <li>Newspapers</li> </ul>

	<p>and characters to develop concept that uphold Zimbabwean ideology</p> <ul style="list-style-type: none"> <li>• identify a typical Zimbabwean context for concept development</li> </ul>			
<p><b>The Art of story telling</b></p>	<ul style="list-style-type: none"> <li>• identify the different forms of storytelling</li> <li>• identify different approaches to storytelling</li> <li>• formulate stories using different approaches</li> <li>• draw inspiration from Zimbabwean indigenous storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• The art of storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Describing with examples the different approaches to storytelling</li> <li>• Applying different forms of storytelling</li> <li>• Presenting stories using a particular approach</li> <li>• Presenting a story with a Zimbabwean backdrop</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Archives information</li> <li>• Projector</li> <li>• ICT tools</li> </ul>

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Setting, Character and Storyline Development</b>	<ul style="list-style-type: none"> <li>define universe and its characteristics</li> <li>create a story based on an identified setting</li> <li>identify a particular Zimbabwean setting for the development of a story</li> <li>outline aspects of character profiling</li> <li>state the importance of character profiling in storytelling.</li> <li>identify a character that suits a storyline.</li> <li>outline features of a storyline</li> <li>identify the technical requirements of storyline development.</li> <li>establish the relationship between storyline, character and setting</li> </ul>	<ul style="list-style-type: none"> <li>Story setting</li> <li>Character development</li>   <li>Storyline development</li> </ul>	<ul style="list-style-type: none"> <li>Describing the setting of choice.</li> <li>Writing a story based on a chosen setting</li>   <li>Developing a story based on a given Zimbabwean society</li> <li>Profiling characters which drives the story forward.</li> <li>Developing a story about a Zimbabwean character</li> <li>Writing a story within specified boundaries of storyline development.</li> <li>Identifying the three aspects of a story in script.</li> </ul>	<ul style="list-style-type: none"> <li>Computers</li> <li>Books</li> <li>Internet</li> <li>Films</li> </ul>
<b>Step outline</b>	<ul style="list-style-type: none"> <li>develop a step outline from a storyline</li> <li>use a step outline to determine the length of a story</li> </ul>	<ul style="list-style-type: none"> <li>Step outline</li> </ul>	<ul style="list-style-type: none"> <li>Applying a step outline to a story.</li> <li>Determining the length of a story from a step outline.</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Films</li> <li>ICT tools</li> </ul>
<b>Sequence and scenes</b>	<ul style="list-style-type: none"> <li>outline the features of sequence and scenes.</li> <li>create a coherent sequence of scenes out of a storyline</li> <li>examine sequences and scenes in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence and scenes</li> </ul>	<ul style="list-style-type: none"> <li>Applying sequences and scenes in a story</li> <li>Presenting a sequence of scenes from a storyline</li> </ul>	<ul style="list-style-type: none"> <li>Films</li> <li>ICT tools</li> </ul>



**TOPIC: 3 PRODUCING**

<b>SUB-TOPIC</b>	<b>LEARNING OBJECTIVES: learner should be able to:</b>	<b>CONTENT</b>	<b>NOTES AND SUGGESTED ACTIVITIES</b>	<b>RESOURCES</b>
<b>Script identification</b>	<ul style="list-style-type: none"> <li>identify relevant scripts which uphold the national beliefs and integrity.</li> </ul>	<ul style="list-style-type: none"> <li>Script identification</li> <li>Identifying story relevance</li> <li>Identifying target audience of the scripts</li> </ul>	<ul style="list-style-type: none"> <li>Reading and analysing scripts</li> <li>Identifying relevant scripts that uphold Zimbabwean ideologies.</li> <li>Selecting a marketable script</li> <li>Researching on selected script</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Scripts</li> </ul>
<b>Casting and crewing up</b>	<ul style="list-style-type: none"> <li>identify the relevant cast and crew for a particular script.</li> <li>select a compatible cast and crew within budget.</li> </ul>	<ul style="list-style-type: none"> <li>Casting auditions</li> <li>Assemble key crew</li> </ul>	<ul style="list-style-type: none"> <li>Outlining the process of casting and crewing up.</li> <li>Selecting the cast and crew</li> <li>Balancing cast and crew with the allocated budget</li> <li>Preparing contracts</li> </ul>	<ul style="list-style-type: none"> <li>Cast</li> <li>Crew</li> <li>Camera</li> <li>Monitors</li> </ul>
<b>Budgeting</b>	<ul style="list-style-type: none"> <li>prepare a feasible and realistic budget according to the script</li> </ul>	<ul style="list-style-type: none"> <li>Budgeting</li> <li>Quotations</li> </ul>	<ul style="list-style-type: none"> <li>Researching on budget requirements</li> <li>Drafting a budget</li> <li>Presenting a screenplay budget</li> </ul>	<ul style="list-style-type: none"> <li>Shooting screenplay</li> <li>ICT tools</li> </ul>
<b>Scheduling</b>	<ul style="list-style-type: none"> <li>identify ideal locations as per script requirement.</li> <li>prepare a practical and realistic production schedule in line with the script.</li> </ul>	<ul style="list-style-type: none"> <li>Scheduling                             <ul style="list-style-type: none"> <li>- selecting scenes</li> <li>- cast</li> <li>- crew</li> <li>- time</li> <li>- location</li> <li>- equipment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Preparing a working schedule.</li> <li>Visiting and evaluating locations.</li> <li>Creating a production schedule</li> </ul>	<ul style="list-style-type: none"> <li>Shooting script</li> <li>Transport</li> <li>Crew</li> <li>Camera</li> </ul>

<p><b>Production management</b></p>	<ul style="list-style-type: none"> <li>• outline activities of a production schedule</li> <li>• supervise a production</li> </ul>	<ul style="list-style-type: none"> <li>• Production management               <ul style="list-style-type: none"> <li>- pre-production</li> <li>- production</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling such as auditions and shooting</li> <li>• Communicating with cast and crew</li> <li>• Tracking production progress.</li> <li>• Scouting for locations</li> <li>• Securing equipment</li> <li>• Managing resources</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Cast and crew</li> </ul>
<p><b>Enterprise and Business Ethics</b></p>	<ul style="list-style-type: none"> <li>• Establish a film production business</li> <li>• Manage a film production business</li> <li>• Design marketing and advertising strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Business set up</li> <li>• Project management</li> <li>• Marketing and advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out a feasibility study</li> <li>• Establishing a business</li> <li>• Managing a film production business</li> <li>• Applying proper marketing and advertising skills</li> </ul>	

## TOPIC: 4 DIRECTING

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Introduction to film directing</b>	<ul style="list-style-type: none"> <li>• identify directing roles, skills and approaches</li> <li>• apply correct film vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Directing:               <ul style="list-style-type: none"> <li>- roles</li> <li>- skills</li> <li>- approaches</li> <li>- film language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the roles, skills and approaches</li> <li>• Demonstrating directing roles</li> </ul>	<ul style="list-style-type: none"> <li>• Script</li> <li>• ICT tools</li> </ul>
<b>Directing performances</b>	<ul style="list-style-type: none"> <li>• carry out auditions</li> <li>• explain dramatization</li> <li>• apply staging and blocking</li> <li>• direct a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Performances               <ul style="list-style-type: none"> <li>- character development</li> <li>- dramatisation</li> <li>- blocking</li> <li>- staging</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assigning roles to cast</li> <li>• Carrying out rehearsals</li> <li>• Blocking a scene</li> <li>• Staging a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Script</li> <li>• Cast</li> <li>• Crew</li> <li>• location</li> </ul>

## TOPIC: 5 PRODUCTION DESIGN

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Art Design</b>	<ul style="list-style-type: none"> <li>explain Art Design factors</li> <li>analyse Art elements</li> </ul>	<ul style="list-style-type: none"> <li>Art Design factors</li> <li>Functional design</li> <li>Form</li> <li>Symbolic value</li> <li>Context</li> </ul>	<ul style="list-style-type: none"> <li>Discussing Art Design elements</li> <li>Illustrating Art Design factors</li> </ul>	<ul style="list-style-type: none"> <li>ICT</li> <li>Transport</li> <li>Carpentry tools</li> <li>National monuments</li> <li>access and other land marks</li> <li>Relevant props</li> </ul>
<b>Zimbabwean Aesthetics and Symbolism in film</b>	<ul style="list-style-type: none"> <li>state meanings of Zimbabwean cultural values in film</li> <li>explain Zimbabwean cultural values in film</li> <li>justify relevance of Zimbabwean cultural values in film</li> </ul>	<ul style="list-style-type: none"> <li>Symbolism in film:                             <ul style="list-style-type: none"> <li>shapes and patterns</li> <li>colour</li> <li>dressing ceremonies</li> <li>National monuments</li> <li>Hair style</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applying the Zimbabwean Cultural values in Art Design</li> <li>Evaluating Zimbabwean Cultural values in modern day film production</li> <li>Conducting Educational tours</li> </ul>	
<b>Set Designing</b>	<ul style="list-style-type: none"> <li>explain importance of set design in film</li> <li>design set models</li> </ul>	<ul style="list-style-type: none"> <li>Set construction</li> <li>Set dressing</li> <li>Prop management</li> </ul>	<ul style="list-style-type: none"> <li>Discussing set design and film</li> <li>Constructing set models</li> </ul>	<ul style="list-style-type: none"> <li>Relevant building tools</li> <li>Transport</li> </ul>

**TOPIC: 6 CINEMATOGRAPHY**

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Photography</b>	<ul style="list-style-type: none"> <li>• identify different types of camera techniques</li> <li>• trace the development of photography</li> <li>• analyse principles of photography</li> <li>• design shot compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of photography</li> <li>• Camera techniques</li> <li>• Shot composition</li> </ul>	<ul style="list-style-type: none"> <li>• Chronicing the history of photography</li> <li>• Illustrating the different camera techniques</li> <li>• Composing different types of shots</li> </ul>	<ul style="list-style-type: none"> <li>• Camera and accessories</li> <li>• ICT tools</li> <li>• Lighting equipment</li> </ul>
<b>Cinematography</b>	<ul style="list-style-type: none"> <li>• trace the development of video cameras</li> <li>• examine principles of cinematography</li> <li>• analyse the different types of video cameras technology</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Cinematography</li> <li>• Video cameras and technology</li> <li>• Equipment handling</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining the history of video cameras</li> <li>• Applying principles of Cinematography</li> <li>• Operating different types of video cameras</li> </ul>	
<b>Lighting</b>	<ul style="list-style-type: none"> <li>• explore principles of lighting</li> <li>• identify types of lights and their use</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of lighting</li> <li>• Types of lighting and technology development</li> <li>• Safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing principles of lighting</li> <li>• Operating lighting technology</li> </ul>	

**TOPIC: 7 SOUND**

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Principles of sound</b>	<ul style="list-style-type: none"> <li>• trace the origins of sound recording</li> <li>• explain the use, types sources and role of sound in film</li> <li>• record various sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and it's science</li> <li>• Sound recording</li> <li>• Use of sound</li> <li>• Types of sound</li> <li>• Sources of sound</li> <li>• Role of sound</li> <li>• Role of dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Watching films</li> <li>• Listening to film sounds</li> <li>• Discussing impact of sound in films</li> <li>• Sound recording</li> </ul>	<ul style="list-style-type: none"> <li>• Films and sound recording equipment</li> </ul>
<b>Film sound technology and development</b>	<ul style="list-style-type: none"> <li>• identify different types of film sound equipment</li> <li>• trace the development of sound equipment</li> <li>• explain different sound output formats</li> </ul>	<ul style="list-style-type: none"> <li>• Sound equipment developments</li> <li>• Sound output formats</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrating use of different types of sound equipment</li> <li>• Discussing the development of sound equipment</li> <li>• Recording sound formats required</li> </ul>	

**TOPIC: 8 EDITING**

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Introduction to editing</b>	<ul style="list-style-type: none"> <li>• define film editing</li> <li>• trace the history of film editing</li> <li>• analyse principles of editing</li> <li>• explain associative arrangement</li> <li>• explore timing</li> </ul>	<ul style="list-style-type: none"> <li>• Roles and elements of Editing</li> <li>• Principles of film editing</li> <li>• Associative arrangement</li> </ul>	<ul style="list-style-type: none"> <li>• Watching films</li> <li>• Discussing history of film editing</li> <li>• Examining principles of editing</li> <li>• Illustrating associative arrangement</li> <li>• Breakdown timing</li> </ul>	<ul style="list-style-type: none"> <li>• Editing suite</li> <li>• Editing software</li> <li>• Films</li> <li>• Footage</li> </ul>
<b>Editing Technology and techniques</b>	<ul style="list-style-type: none"> <li>• identify different types of editing Softwares</li> <li>• explore editing technology</li> <li>• explore different types of video formats</li> <li>• describe the process of footage capturing and sequencing</li> <li>• explain shot and scene transitions</li> <li>• describe cutting rate and rhythm</li> <li>• explore use of sound</li> </ul>	<ul style="list-style-type: none"> <li>• Editing tools and equipment</li> <li>• Editing Software</li> <li>• Video formats</li> <li>• Footage capturing</li> <li>• Footage sequencing</li> <li>• Shot transition</li> <li>• Scene transition</li> <li>• Cutting rate</li> <li>• Cutting rhythm</li> <li>• Use of sound</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing editing equipment development</li> <li>• Operating editing equipment</li> <li>• Using editing software</li> <li>• Exporting video in required formats</li> <li>• Carrying out footage capturing and sequencing</li> <li>• Applying scene transition</li> <li>• Illustrating cutting rate and rhythm</li> <li>• Applying use of sound</li> </ul>	
<b>Types of editing</b>	<ul style="list-style-type: none"> <li>• explain online editing</li> <li>• analyse offline editing</li> <li>• explore effecting</li> <li>• analyse final mix</li> <li>• explain video rendering and exporting process</li> </ul>	<ul style="list-style-type: none"> <li>• On-line editing</li> <li>• Off-line editing</li> <li>• Adding effects</li> <li>• Final mixing</li> <li>• Rendering and exporting</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out online editing</li> <li>• Applying offline editing</li> <li>• Applying effects</li> <li>• Carrying out final mix</li> <li>• Carrying out video rendering and exporting</li> </ul>	

**TOPIC: 9 ANIMATION**

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>History of animation</b>	<ul style="list-style-type: none"> <li>• define animation</li> <li>• identify historical and current techniques used in animation</li> <li>• explore animation forms</li> </ul>	<ul style="list-style-type: none"> <li>• Different forms of animation:               <ul style="list-style-type: none"> <li>- claymation</li> <li>- stop motion</li> <li>- pixilation</li> <li>- flipbook</li> </ul> </li> <li>• Techniques:               <ul style="list-style-type: none"> <li>- zoetrope</li> <li>- kinescope</li> </ul> </li> <li>• Flip book</li> <li>• Stop motion</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on different forms of animation</li> <li>• Describing historical and current techniques used in animation</li> <li>• Demonstrating animation forms</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• ICT tools</li> <li>• Software</li> <li>• Camera</li> <li>• Computer</li> <li>• Camera</li> <li>• Flip books</li> <li>• Computer</li> <li>• Animated movies projector</li> <li>• Animated films projector</li> <li>• internet</li> </ul>
<b>Principles of Animation</b>	<ul style="list-style-type: none"> <li>• identify principles of animation</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of animation such as - arcs               <ul style="list-style-type: none"> <li>- staging</li> <li>- appeal</li> <li>- squash and stretch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing principles of animation</li> <li>• Watching and analysing animated films</li> </ul>	
<b>Elements of graphic design</b>	<ul style="list-style-type: none"> <li>• identify elements of graphic designs</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic design elements such as               <ul style="list-style-type: none"> <li>- colour</li> <li>- texture</li> <li>- dot</li> <li>- line</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• analysing elements of graphic design</li> <li>• Critiquing created designs</li> </ul>	<p>ICT tools</p>
<b>Building blocks of design</b>	<ul style="list-style-type: none"> <li>• examine building blocks of design</li> </ul>	<ul style="list-style-type: none"> <li>• Building blocks such as -               <ul style="list-style-type: none"> <li>type</li> <li>shape</li> <li>balance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing building blocks of graphic design</li> <li>• Using building blocks to create designs</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• ICT tools</li> <li>• software</li> </ul>



		<ul style="list-style-type: none"> <li>- space</li> <li>- dimension</li> <li>- direction</li> <li>- movement</li> <li>- scale</li> </ul>		
<b>Principles of graphic design</b>	<ul style="list-style-type: none"> <li>- define principles of graphic design</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of graphic design                             <ul style="list-style-type: none"> <li>- Proportion</li> <li>- Balance</li> <li>- Emphasis</li> <li>- rhythm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying graphic designs from designed materials</li> </ul>	
<b>Animation process</b>	<ul style="list-style-type: none"> <li>• conceive an idea of animation</li> <li>• produce an animation script</li> <li>• design an animation story board</li> <li>• sequence images on the timeline</li> <li>• trace the animation process</li> </ul>	<ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Script</li> <li>• Character                             <ul style="list-style-type: none"> <li>- colour</li> <li>- background</li> <li>- texture</li> </ul> </li> <li>• Story board                             <ul style="list-style-type: none"> <li>- colour</li> <li>- camera angles</li> <li>- lighting</li> </ul> </li> <li>• Animatics</li> <li>• Animation</li> </ul>	<ul style="list-style-type: none"> <li>• Conceiving a story line</li> <li>• Producing a script</li> <li>• Design a character</li> <li>• Creating a story board</li> <li>• Producing an animatic</li> <li>• producing an animation</li> </ul>	
<b>Software technology development</b>	<ul style="list-style-type: none"> <li>• produce an animation</li> </ul>	<ul style="list-style-type: none"> <li>• Animation softwares such as                             <ul style="list-style-type: none"> <li>- adobe premier</li> <li>- adobePhotoshop</li> <li>- anime studio pro</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scanning images</li> <li>• Importing images.</li> <li>• Sequencing images</li> <li>• Synchronising sequenced images with effects                             <ul style="list-style-type: none"> <li>- sound</li> <li>- music</li> <li>- audio</li> <li>- text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• ICT tools</li> <li>• Software</li> </ul>
<b>Mastering/ Rendering</b>	<ul style="list-style-type: none"> <li>• render to produce animation</li> </ul>	<ul style="list-style-type: none"> <li>• Softwares such as -adobe premier pro                             <ul style="list-style-type: none"> <li>- anime studio pro</li> </ul> </li> <li>• Animation product</li> </ul>	<ul style="list-style-type: none"> <li>• Using software to render an animation</li> </ul>	
<b>Archiving</b>	<ul style="list-style-type: none"> <li>• archive an animation product</li> </ul>		<ul style="list-style-type: none"> <li>• Using computer compact disc to archive the hard drives finished product</li> </ul>	

## FORM 6

### COMPETENCY MATRIX

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

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<p><b>History of film Making in the world</b></p>	<ul style="list-style-type: none"> <li>• identify the first steps in film making that distinguished cinema from photography</li> <li>• identify the first ever motion picture made</li> <li>• identify the first collaborations between Africa and the West in film making</li> <li>• analyse the influence of the introduction of sound to motion picture</li> <li>• evaluate the political monopolisation of the film industry in the first and second world war</li> <li>• analyse the impact of film making towards globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• History of film making in the world                             <ul style="list-style-type: none"> <li>- Afro American</li> <li>- Asia</li> <li>- Caribbean</li> <li>- South America</li> <li>- Europe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Researching on first films made in the world</li> <li>• Watching films</li> <li>• Analysing the roles played by the first film makers</li> <li>• deducing the political manipulation behind the movie</li> <li>• Analysing early collaborations between Africa and the West on Social, political and economic point of view.</li> <li>• Identifying the contribution made by film making towards globalisation</li> <li>• Illustrating the economic gains from film making of a country of your choice</li> </ul>	<ul style="list-style-type: none"> <li>• Films</li> <li>• Literature</li> <li>• projectors</li> <li>• TV</li> <li>• Sound equipment</li> <li>• VHS player</li> <li>• Internet</li> </ul>

## TOPIC: 2 SCRIPT WRITING

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Script development</b>	<ul style="list-style-type: none"> <li>• apply principles of script writing to a script</li> <li>• prepare a full-fledged script in the correct format</li> </ul>	<ul style="list-style-type: none"> <li>• Script development and formatting</li> <li>• Adaptations</li> <li>• Script formatting</li> <li>• Treatment writing</li> <li>• Screenplay and dialogue writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a script in the correct format</li> <li>• Adapting a story into a film script</li> <li>• Writing a treatment</li> <li>• Screenplay and dialogue writing</li> <li>• Critiquing screenplay</li> <li>• Pitching the script</li> </ul>	<ul style="list-style-type: none"> <li>• Hardware and software</li> <li>• Films</li> <li>• Internet</li> <li>• Books</li> </ul>
<b>Intellectual Property laws and copyrights</b>	<ul style="list-style-type: none"> <li>• compare local, regional and international Intellectual Property laws</li> <li>• compare local, regional and international copyright laws</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Property laws</li> <li>• Copyright laws</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing local, regional and International Intellectual Property laws</li> <li>• Analysing local, regional and international copyright laws</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• IP acts</li> <li>• Copyright acts</li> <li>• ICT tools</li> </ul>

**TOPIC: 3 PRODUCING**

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Film Financing</b>	<ul style="list-style-type: none"> <li>• identify prospective investors for a production.</li> <li>• prepare a comprehensive budget.</li> <li>• Prepare financing plan</li> </ul>	<ul style="list-style-type: none"> <li>• Pitching</li> <li>• Financing</li> <li>• Source of finance (fundraising strategy)</li> </ul>	<ul style="list-style-type: none"> <li>• Listing potential funding sources</li> <li>• Presenting a budget to a potential investor</li> <li>• Preparing a budget</li> <li>• Presenting a fundraising strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Screenplay</li> <li>• ICT tools</li> </ul>
<b>Marketing and distribution</b>	<ul style="list-style-type: none"> <li>• identify possible markets for a production</li> <li>• identify possible marketing partners.</li> <li>• formulate a marketing strategy</li> <li>• Design a publicity strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing and distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Listing possible markets for a production.</li> <li>• Preparing a marketing strategy</li> <li>• Preparing a publicity strategy</li> <li>• Preparing a distribution strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Screenplay</li> <li>• ICT tools</li> </ul>
<b>Project portfolio contents</b>	<ul style="list-style-type: none"> <li>• create a project portfolio</li> <li>• prepare a press kit</li> </ul>	<ul style="list-style-type: none"> <li>• Project portfolio contents: <ul style="list-style-type: none"> <li>- script</li> <li>- schedules</li> <li>- daily reports</li> <li>- minutes of meetings</li> <li>- film</li> <li>- sketch designs</li> </ul> </li> <li>• Press kit <ul style="list-style-type: none"> <li>- Picture for publicity and promotional materials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Creating a project portfolio</li> <li>• Creating a press kit</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• ICT tools</li> <li>• Projects</li> <li>• Files</li> </ul>
<b>Film markets</b>	<ul style="list-style-type: none"> <li>• respond to broadcast brief</li> <li>• explore film festivals</li> <li>• examine cinema and broadcasting trends</li> <li>• explore new media trends</li> </ul>	<ul style="list-style-type: none"> <li>• Broadcasting</li> <li>• Film festivals</li> <li>• Cinema</li> <li>• New media</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a proposal according to the broadcasting brief</li> <li>• Attending film festivals</li> <li>• Touring cinemas and broadcasting houses</li> <li>• Researching new media trends</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> </ul>

**TOPIC: 4 DIRECTING**

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Principles of directing</b>	<ul style="list-style-type: none"> <li>• apply the principles of directing</li> <li>• apply communication skills and composition techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Principles</li> <li>• Trouble shooting</li> <li>• Visualisation</li> <li>• Communication</li> <li>• Scene composition</li> </ul>	<ul style="list-style-type: none"> <li>• Creating scene composition</li> <li>• Writing director's treatment</li> <li>• Conducting production meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Stationery</li> <li>• Actors</li> <li>• Crew</li> </ul>
<b>Directing performances</b>	<ul style="list-style-type: none"> <li>• design directing performance</li> <li>• evaluate dramatization</li> <li>• apply blocking</li> </ul>	<ul style="list-style-type: none"> <li>• Performances:               <ul style="list-style-type: none"> <li>- character development</li> <li>- dramatisation</li> <li>- blocking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out auditions</li> <li>• Conducting rehearsals</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Stationery</li> <li>• Actors</li> <li>• Crew</li> </ul>
<b>Technical Directing</b>	<ul style="list-style-type: none"> <li>• demonstrate staging techniques</li> <li>• explore props needs</li> <li>• apply symbolism</li> </ul>	<ul style="list-style-type: none"> <li>• Technical blocking</li> <li>• Technical recognisance</li> </ul>	<ul style="list-style-type: none"> <li>• Blocking for technical crew</li> </ul>	<ul style="list-style-type: none"> <li>• Actors</li> <li>• Stationery</li> <li>• Crew</li> </ul>
<b>Directing fundamentals</b>	<ul style="list-style-type: none"> <li>• explain character engagement</li> <li>• discuss emotional, cultural, relevance and human psychology</li> <li>• explore different directing approaches</li> </ul>	<ul style="list-style-type: none"> <li>• directing approaches</li> <li>• directing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Researching different techniques and genres</li> <li>• Analysing character engagement</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Books</li> <li>• journals</li> </ul>
<b>Directing in Post Production</b>	<ul style="list-style-type: none"> <li>• prepare an editing script</li> <li>• supervision of the editing process</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of editing process</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising editing process</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Books</li> <li>• journals</li> </ul>

**TOPIC: 5 PRODUCTION DESIGN**

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<p><b>Principles of colour in film</b></p>	<ul style="list-style-type: none"> <li>• identify different types of colours in production design</li> <li>• explain the meaning of colour production design</li> <li>• illustrate the different use of colour in production design</li> </ul>	<ul style="list-style-type: none"> <li>• Colour in production design</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing types of colour and meaning in cultural contexts</li> <li>• Design different colour pallets</li> <li>• Comparing different meanings and effects of colour</li> <li>• Analysing physiological and psychological effects of colour</li> <li>• Apply colour in production design</li> </ul>	<ul style="list-style-type: none"> <li>• Colour pallets</li> <li>• Books</li> <li>• ICT tools</li> </ul>
<p><b>Wardrobe design and make up</b></p>	<ul style="list-style-type: none"> <li>• identify appropriate costumes</li> <li>• design appropriate costumes</li> <li>• manage wardrobe</li> <li>• identify appropriate cosmetics</li> <li>• explain special make up</li> </ul>	<ul style="list-style-type: none"> <li>• Costume design</li> <li>• Wardrobe management</li> <li>• Cosmetics</li> <li>• Special make up</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing costume design</li> <li>• Illustrating costume design</li> <li>• Supervising wardrobe use</li> <li>• Discussing cosmetics</li> <li>• Demonstrating cosmetics application</li> <li>• Applying special make up</li> </ul>	<ul style="list-style-type: none"> <li>• Cosmetics</li> <li>• costumes</li> </ul>

**TOPIC: 6 CINEMATOGRAPHY**

SUB-TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Cinematography</b>	<ul style="list-style-type: none"> <li>• identify different types of video formats</li> <li>• prepare a cinematographer's treatment</li> <li>• explore camera, angles, moves, lenses, focus and view points</li> <li>• explain shot, size, framing and composition</li> </ul>	<ul style="list-style-type: none"> <li>• Video formats</li> <li>• Camera                             <ul style="list-style-type: none"> <li>- Angles</li> <li>- Movement</li> <li>- Lenses</li> <li>- Focus</li> <li>- View point</li> <li>- Size</li> <li>- Framing</li> <li>- Composition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different video formats</li> <li>• Applying camera techniques</li> <li>• Illustrating shot composition</li> <li>• Writing a treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Video camera and accessories</li> <li>• Lighting equipment and accessories</li> <li>• Video camera consumables</li> <li>• Lighting consumables</li> </ul>
<b>Video Lighting</b>	<ul style="list-style-type: none"> <li>• break down different types of lighting</li> <li>• analyse lighting motivations</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of lighting</li> <li>• Lighting motivations</li> </ul>	<ul style="list-style-type: none"> <li>• Applying different types of lighting</li> <li>• Demonstrating lighting motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Video camera and accessories</li> <li>• Lighting equipment and accessories</li> <li>• Video camera consumables</li> <li>• Lighting consumables</li> </ul>

## TOPIC: 7 SOUND

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Sound editing</b>	<ul style="list-style-type: none"> <li>• identify different types of sound effects</li> <li>• identify type of music in film</li> <li>• explain function of sound effect</li> <li>• analyse use of Foley sounds</li> <li>• analyse function of music in film</li> <li>• examine the impact of music in film</li> <li>• explain audio synchronisation</li> <li>• analyse types of rhythms and levels</li> </ul>	<ul style="list-style-type: none"> <li>• Sound editing</li> <li>• Types of sound effects</li> <li>• Foley sound</li> <li>• Music in film</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing sound effects</li> <li>• Demonstrating functions of sound effects</li> <li>• Discussing types of music</li> <li>• Illustrating creation of Foley sound</li> <li>• Demonstrating the function of music</li> <li>• Applying music in film</li> <li>• Analysing impact of music in film</li> <li>• Carrying out audio synchronisations</li> <li>• Demonstration audio rhythms</li> <li>• Applying required levels</li> </ul>	<ul style="list-style-type: none"> <li>• Sound recording equipment</li> <li>• ICT tools</li> <li>• Sound editing software</li> </ul>



## TOPIC: 8 EDITING

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Editing Techniques</b>	<ul style="list-style-type: none"> <li>examine shot and scene transmission</li> <li>analyse the process of footage capturing and sequencing</li> <li>analyse cutting rate and rhythm</li> <li>analyse use of sound</li> </ul>	<ul style="list-style-type: none"> <li>Footage capturing and sequencing</li> <li>Shot and scene transition</li> <li>Cutting rate and rhythm</li> <li>Use of sound</li> </ul>	<ul style="list-style-type: none"> <li>Carrying out footage capturing and sequencing</li> <li>Applying shot and scene transition</li> <li>Applying cutting rate and rhythm</li> <li>Applying sound editing</li> </ul>	<ul style="list-style-type: none"> <li>Editing suite</li> <li>ICT tools</li> </ul>
<b>Types of Editing</b>	<ul style="list-style-type: none"> <li>explore online editing</li> <li>examine offline editing</li> <li>design effects</li> <li>examine final mix</li> <li>analyse video rendering and exporting</li> </ul>	<ul style="list-style-type: none"> <li>Online editing</li> <li>Offline editing</li> <li>Adding effects</li> <li>Final mixing</li> <li>Rendering and exporting</li> </ul>	<ul style="list-style-type: none"> <li>Carrying out online editing</li> <li>Carrying out offline editing</li> <li>Applying effects</li> <li>Carrying out final mix</li> <li>Carrying out rendering and exporting</li> </ul>	

**TOPIC: 9 ANIMATION**

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
<b>Visualisation</b>	<ul style="list-style-type: none"> <li>generate new ideas</li> <li>conceptualise animation story</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling Style</li> <li>Animation Genres:                             <ul style="list-style-type: none"> <li>- Fantasy</li> <li>- Horror</li> <li>- comedy</li> </ul> </li> <li>Animation script</li> </ul>	<ul style="list-style-type: none"> <li>Researching on animation Genres</li> <li>Sketching animation concept</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Animation software</li> <li>Microphone</li> <li>Editing software</li> </ul>
<b>Animation Script</b>	<ul style="list-style-type: none"> <li>write animation script</li> </ul>	<ul style="list-style-type: none"> <li>Animation script</li> </ul>	<ul style="list-style-type: none"> <li>Producing a script</li> <li>Presenting a script</li> </ul>	
<b>Animation character</b>	<ul style="list-style-type: none"> <li>develop an animation character</li> </ul>	<ul style="list-style-type: none"> <li>Character development</li> </ul>	<ul style="list-style-type: none"> <li>Creating an animation character e.g                             <ul style="list-style-type: none"> <li>- Appeal</li> <li>- Cartoonic</li> <li>- realistic</li> </ul> </li> </ul>	
<b>Storyboard Development</b>	<ul style="list-style-type: none"> <li>produce a storyboard</li> </ul>	<ul style="list-style-type: none"> <li>Storyboard</li> </ul>	<ul style="list-style-type: none"> <li>Drawing a storyboard</li> </ul>	
<b>Computer generated imagery (CGI)</b>	<ul style="list-style-type: none"> <li>create a character using animation software</li> </ul>	<ul style="list-style-type: none"> <li>Digital character</li> </ul>	<ul style="list-style-type: none"> <li>Producing animation character digitally</li> </ul>	
<b>Character rigging</b>	<ul style="list-style-type: none"> <li>add bones to an animation character</li> <li>create actions for a character</li> <li>create backgrounds for a character</li> <li>create scenes for animation</li> </ul>	<ul style="list-style-type: none"> <li>Bone structure</li> <li>Character actions</li> <li>Animation background</li> <li>Animation scenes</li> </ul>	<ul style="list-style-type: none"> <li>Rigging animation character to facilitate bone manipulation</li> <li>Creating actions e.g.                             <ul style="list-style-type: none"> <li>- walking</li> <li>- running</li> </ul> </li> <li>Producing animation backgrounds</li> <li>Producing animation scenes</li> </ul>	
<b>Audio recording and Lip syncing</b>	<ul style="list-style-type: none"> <li>record audio</li> <li>synchronise mouth movements with audio</li> </ul>	<ul style="list-style-type: none"> <li>Sound</li> <li>Lip syncing</li> </ul>	<ul style="list-style-type: none"> <li>Capturing Audio</li> <li>Manipulating mouth movement with audio</li> </ul>	
<b>Rendering</b>	<ul style="list-style-type: none"> <li>render scenes in preparation for editing</li> </ul>	<ul style="list-style-type: none"> <li>Rendering</li> </ul>	<ul style="list-style-type: none"> <li>Mastering scenes</li> </ul>	

<b>Editing</b>		<ul style="list-style-type: none"> <li>combine all scenes to produce animation</li> </ul>		<ul style="list-style-type: none"> <li>Editing</li> </ul>		<ul style="list-style-type: none"> <li>Editing an animated film</li> <li>Adding effects and background music</li> </ul>	
<b>Final output</b>		<ul style="list-style-type: none"> <li>export the final animation in different video formats</li> </ul>		<ul style="list-style-type: none"> <li>Exporting video</li> </ul>		<ul style="list-style-type: none"> <li>Rendering and exporting animation in different video formats</li> </ul>	

## **9.0 ASSESSMENT**

### **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;
- 9.1.4 demonstrate competencies in script interpretation and translation
- 9.1.5 create and design the visual look of a film
- 9.1.6 apply camera, lighting, and sound techniques
- 9.1.7 carry out editing
- 9.1.8 create and produce an animated film
- 9.1.9 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**

### 9.2.3 EXAMINATIONS

Title	Duration	Marks	Weighting (%)
<b>Paper 1: Structured paper</b> <b>Section A: Structured questions</b> <b>Section B: Essays questions</b>	3 hours	100	30%
<b>Paper 2: Practical Demonstration</b>	10- 15 minutes	70	40%
<b>Continuous assessment</b>		30	30%
<b>Total for paper 1 and 2</b>		200	100%

### 9.2.4 SPECIFICATION GRID

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

ASSESSMENT OBJECTIVES									
Components	History of Zimbabwean film and cultural Dynamics	Script writing	Producing	Directing	Production design	Cinematography	Sound	Editing	Animation
A.	10%	15%	10%	15%	10%	10%	10%	10%	10%
B.	10%	15%	10%	15%	10%	10%	10%	10%	10%
C.	10%	15%	10%	15%	10%	10%	10%	10%	10%

#### Paper Description

#### Paper 1

This component has two sections.

- Section A-Structured (40marks) 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**

<b>Skill</b>	<b>Paper 1</b>	<b>Paper 2</b>
<b>Knowledge and understanding</b>	30	15
<b>Comprehension</b>	30	15
<b>Application and analysis</b>	20	20
<b>Synthesis and evaluation</b>	20	30
<b>Practical skills</b>	-	30
<b>Total</b>	100	100