



Course Syllabus
Gyanmanjari Institute of Arts
Semester- 3 (BA)

Subject: Film Making (BATXX13208)

Type of course: Skill Enhancement Course

Prerequisite: NA

Rationale:

This course provides a comprehensive, hands-on introduction to the art and craft of filmmaking. Students will learn the essential principles and techniques of pre-production, production, and post-production, culminating in the creation of their own short films. The curriculum emphasizes practical application, collaborative teamwork, and creative problem-solving.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks				Total Marks
CI	T	P	C	SEE	CCE			
					LWA	V	ALA	
0	0	4	2	50	20	10	20	100

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

2 Credits * 25 Marks = 50 Marks (each credit carries 25 Marks)

SEE 50 Marks will be converted in to 25 Marks

CCE 50 Marks will be converted in to 25 Marks

It is compulsory to pass in each individual component.



Course Content:

Sr. No	Course content	Hrs.	Weightage
1	Foundation of Filmmaking From conceptualizing an idea to preparing for the shoot, Story Idea and Screenwriting, Script Breakdown and Shot Lists, Storyboarding and Visualizing the Scene, Casting, Location Scouting, and Production Logistics	07	25 %
2	The Art of the Shooting The practical aspects of filming, including camera operation, lighting, and sound recording, Introduction to Camera Operation and Cinematography, Lighting Techniques and Principles, On-set Sound Recording and Microphones, Directing Actors and Set Etiquette	08	25 %
3	Post-Production – Assembling the Story From organizing footage to adding final touches like color and sound, Non-Linear Editing (NLE) Software and Workflow, Sequencing, Pacing, and Visual Storytelling through Editing, Sound Design, Mixing, and Foley, Color Correction and Color Grading	07	25 %
4	Distribution and Beyond The final stages of a film's lifecycle and touches on fundamental film theory, Introduction to Film Festival Submissions and Distribution, Film Analysis: Semiotics, Narrative, and Genre, The Business of Independent Film, Final Project Presentation and Peer Review	08	25 %



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1.	The Script and Storyboard Students will write a 3-5 page script for a short film and create a detailed storyboard for a key scene, demonstrating their ability to plan and visualize a narrative.	10
2.	Film Analysis Paper Students will write a 500-word critical analysis of a short film, focusing on one specific technical element (e.g., cinematography, editing, sound design) and its impact on the narrative.	10
3.	Filmmaking Portfolio Students will compile a portfolio that includes their final short film story or script, a behind-the-scenes journal, and a short reflection on their learning journey throughout the course.	10
4.	The Short Film Project Working in small groups, students will produce a complete short film (3-5 minutes) that showcases their understanding of the entire filmmaking process, from pre-production to final edit.	
Total		40

Suggested Specification table with Marks (Practicle):40

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyse (N)	Evaluate (E)	Create (C)
Weightage	N/A	N/A	N/A	N/A	N/A	N/A

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

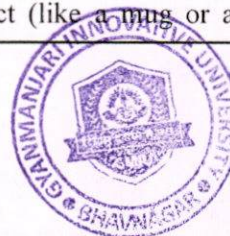


Course Outcome:

After learning the course, the students should be able to:	
CO1	Demonstrate a foundational understanding of the filmmaking process.
CO2	Develop and execute a film project from concept to final cut.
CO3	Operate essential filmmaking equipment, including cameras, lighting, and sound gear.
CO4	Apply principles of visual storytelling, sound design, and editing.

Practical List:

No.	Description	Unit	Hrs.
1	Scripting a Micro-Story: In a small group, write a very short script (1-3 paragraphs) that tells a complete story with a clear beginning, middle, and end.	1	2
2	Shot List and Planning: Based on your micro-story, create a detailed shot list that describes every single shot you would need to film. This can be done with simple descriptions (e.g., "close-up of hand opening a box").	1	2
3	Storyboarding a Key Scene: Draw a simple storyboard for one key moment from your script. Use stick figures or basic shapes to show the camera angle, character placement, and action.	1	2
4	Finding a Filming Location: Look around the classroom or campus and choose a location. Take photos with your phone to show its potential and describe why it would be a good place to shoot your scene.	1	2
5	Creating a Simple Schedule: Create a simple day-by-day or hour-by-hour schedule for your shoot. What do you need to do, and when?	1	2
6	Pitching Your Idea: Give a 30-second verbal pitch of your micro-story to a classmate. Practice using compelling language to sell your idea.	1	2
7	Understanding Your Camera: Spend time exploring the settings on your smartphone or digital camera. Learn how to adjust focus, brightness, and resolution.	1	2
8	Framing the Subject: Take five photos of an object (like a mug or a	1	2



	plant) using five different camera shots: a wide shot, a medium shot, a close-up, a low-angle shot, and a high-angle shot.		
9	Composing a Scene: Take five photos that demonstrate the Rule of Thirds. Place the subject of your photo off-center to create a more dynamic image.	1	2
10	DIY Lighting: Using a phone flashlight and a sheet of paper or notebook, practice creating soft light and harsh shadows on an object.	2	2
11	Natural Lighting Practice: Film a short clip of a person or object in three different types of natural light available in the classroom or campus: near a window, under an awning, and in a hallway.	2	2
12	Recording Clean Audio: Film a short scene and use a separate phone as a microphone, placing it close to the person speaking. Compare this audio to the camera's built-in audio.	2	4
13	Finding Ambient Sound: Record 30 seconds of quiet, ambient sound from three different locations on campus (e.g., a quiet classroom, a busy hallway, the library).	2	2
14	Directing a Simple Action: Direct a friend or classmate to perform a simple action, like walking across a room or opening a door, in a specific way.	2	2
15	Matching Action (Continuity): Film a person picking up a cup. Shoot the scene from two different angles, ensuring the action matches exactly to create a smooth transition when edited together.	2	2
16	Capturing B-Roll: Film one minute of miscellaneous shots related to a subject within the classroom (e.g., close-ups of books, hands writing, a person's bag).	2	2
17	Conducting a One-Shot Interview: Conduct a short interview with a classmate, keeping the camera static and the focus entirely on the subject.	3	2
18	Working with Props: Practice filming a scene that involves a simple prop (e.g., a pen, a notebook, a backpack).	3	4
19	Shooting a Montage: Film a series of quick, related shots (5-10 seconds each) that tell a story without any dialogue (e.g., studying for an exam, finding a book in the library). Character Sketch: Build a character profile including name, background, personality traits, and goals.	3	4
20	Organizing Your Footage: Import a few short clips into a free editing app (like iMovie or DaVinci Resolve) and organize them into folders or bins.	3	2



21	Assembling the Rough Cut: Create a rough cut of a simple scene by just putting your clips in the right order. Don't worry about music or effects yet.	3	2
22	Editing with Pacing: Take your rough cut and experiment with the pacing by trimming shots and adding pauses to change the feeling of the scene.	3	2
23	Adding a Music Track: Find a piece of royalty-free music and add it to a simple video clip. Adjust the volume so the music is not too loud.	4	4
24	Sound Effects (Foley): Film a short clip of an action (like walking across a room or closing a door) and then use items in the classroom (e.g., books, chairs, a backpack) to re-create the sound effects separately.	4	4
25	Adjusting Color and Look: Use your editing software to try a few simple color grading techniques, like increasing contrast, adjusting saturation, or adding a filter to a shot.	4	4

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

Reference book

- [1] Ascher, Steven, and Edward Pincus. The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age. Plume, 2018.
- [2] McKee, Robert. Story: Substance, Structure, Style, and the Principles of Screenwriting. HarperCollins, 1997.
- [3] Mamet, David. On Directing Film. Viking Penguin, 1991.
- [4] Murch, Walter. In the Blink of an Eye. Silman-James Press, 2001.
- [5] Rodriguez, Robert. Rebel Without a Crew. Plume, 1996.

