

# Unit 3-Selective Color

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SUBJECT	TEACHER	GRADE	DATE
Intro to Animation and Film	Ms. Breese	7 <sup>th</sup> and 8 <sup>th</sup>	Weeks 13-15

## OVERVIEW

In this lesson will be learning some basic elements of color and how filmmakers use color to help tell the story. The students will be learning the context behind each color. We will look at the movies Pleasantville and Moonrise Kingdom, to see how filmmakers use color in a creative way. I will be covering basic color theory such as primary, complimentary, and color combinations. With this information the students will be making their own film using color to tell a story.

MATERIALS	Films, Videos, and PowerPoints
<ul style="list-style-type: none"><li>• Composition Notebook</li><li>• Color swatches</li><li>• Selective Color Guidelines</li><li>• Selective Color Rubric</li><li>• Selective Color Worksheet</li><li>• Script template</li><li>• Critique Sheet</li></ul>	<ul style="list-style-type: none"><li>• Day 16 Color on Color on Color</li><li>• <a href="https://www.youtube.com/watch?v=tILleNjbH1E&amp;t=141s">https://www.youtube.com/watch?v=tILleNjbH1E&amp;t=141s</a></li><li>• <a href="https://www.youtube.com/watch?v=aXgFcNUWqX0&amp;t=69s">https://www.youtube.com/watch?v=aXgFcNUWqX0&amp;t=69s</a></li><li>• <a href="https://www.youtube.com/watch?v=JAtWfrzHJpU">https://www.youtube.com/watch?v=JAtWfrzHJpU</a></li><li>• <i>Pleasantville</i></li><li>• Day 17 How to write a script</li></ul>

## STANDARDS:

<b>CTE-AATC.68.VISUAL.04.02</b> Describe a color wheel and its use in design.
<b>CTE-AATC.68.VISUAL.04.03</b> Recognize basic color schemes.
<b>CTE-AATC.68.VISUAL.04.04</b> Research the psychology of color.
<b>TH.68.O.1.2</b> Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

## Procedure:

Part 1: <ol style="list-style-type: none"><li>1. Have the students come into class and grab their composition notebooks.</li><li>2. Have the PowerPoint open and turn it to the slide title "Bell Ringer".</li></ol>
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3. The students will be answering the question:

**What is color?**

4. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
5. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
6. Go through the PowerPoint Labeled **“Day 16 Color on Color on Color”**
7. Color Theory
  - a. Ask the students to think about the color wheel
8. Move onto the **Complimentary Colors Slide**
  - a. What is the complimentary color to red
  - b. What is the complimentary color to blue
  - c. What is the complimentary color to purple
9. How do we create a mood with color
  - a. What is mood?
  - b. Play the movie of **“How do they create mood in movies”**
10. Pass out the color swatches to the students
  - a. They may pick their own color
  - b. Have the students glue the color swatch into their composition notebook
  - c. Brainstorm the meanings behind the color that they picked
11. How does film use color to tell a story?
  - a. Play the video that talks about how color is used in story telling
12. How to film with the best footage for color correcting
  - a. What is flat image profile
13. How to set up a camera to shoot in Flat profile
  - a. Play the video Labeled **“Why you need to adjust your camera to flat profile”**
  - b. Have the students grab a camera and put the camera’s settings to a **“Flat or Log”**
14. Introduce the students to their next project: Selective Color
  - a. Pass out their rubric and project guide
  - b. Show an example of what the end project should be

Part 2

1. Have the students come into class and grab their composition notebooks.
2. Turn it to the slide title “Bell Ringer”.
3. The students will be answering the question:

**What do you think the characteristics are of these characters, based off the colors of their clothes?**



4. Pleasantville

- a. Review the past material that was discussed in the last lesson.
- b. Have the students copy the symbols that they will see in the movie and have them write down what they think they represent
- c. Rain
- d. Makeup
- e. Pleasantville v. Real World
5. Once the movie is over...
  - a. Have the students compare what their answers with their table members
  - b. Go over what the students have for their answers
6. As a group discuss what the symbols of this movie represent

### Part 3

1. Have the students get into groups of 2 or 3 ( I selected the groups before hand)
2. Have the group choose a color and decide on the meaning they would like to turn a story into.
3. Their stories need to follow the theme of the color and be able to show that color through props or costumes in the film
4. They students need to individually fill out the selective color worksheet in order to receive a grade.
5. Once they have finished, they can begin to write the script

### **Selective Color Project Directions:**

1. Once your story has been approved, begin to write your script.
2. After that, you can create your shot list and story board.
  1. List the props and costumes that you will be needing
  2. List the locations that you will need to shoot at
3. Begin filming your scenes
  1. Make sure that you do not forget any props, costumes, clapperboard, or the script!
4. Now that you have finished filming you are ready to review the footage.
  1. Make sure that everything you recorded looks right
5. Capture the Foley sounds that correspond to your footage.
  1. Any footsteps, rattling of objects, any thing you hear in real life should be added as foley.
6. Start to edit your film
  1. First, put your clips in order
  2. Then add the Selective Color tool.
  3. Select the color that was chosen originally for the plot.
  4. Add audio
  5. Add titles
7. Export:
  1. Format: H.264

2. Preset: YouTube 1080p

#### Part 4

1. Open the PowerPoint Labeled "How to Write a Script"
2. Ask the students if they have ever seen a script
  - a. Some drama students will
3. Ask what elements does a script normal have?
4. Show the students an Excerpt for the screenplay "**Indiana Jones**"
  - a. Show the students the movie version of that excerpt
  - b. Ask them if they saw any differences
5. Show the students an Excerpt for the screenplay "**Narnia**"
  - a. Show the students the movie version of that excerpt
  - b. Ask them if they saw any differences from the previous screenplay and the current
6. Show the students an Excerpt for the screen play "**10 Things I Hate About You**"
  - a. Show the students the movie version of that excerpt
  - b. Ask them if they noticed all the similarities between all the scripts
7. Go over the template for writing a screen play
  - a. Hand this template out to the students to use as a reference
8. Show the Students the website "Celtix"
  - a. This is a free online script writing software that helps the students properly format their scripts
  - b. The students should make an account using their school email address
  - c. They can also add all group members to the script to collaborate
  - d. It is now time to write the script and figure all the details (props, characters, dialogue)
9. Getting approval
  - a. The students will submit their scripts for a grade

#### Part 5

1. This is when the students will be taking their ideas off the paper and getting onto film
2. Each day we will be going to various places to film
  - a. This will be a 3 week period
  - b. After the 3 weeks the students will be responsible for coming up with times to shoot (before or after school).
3. Once all the footage is captured it will be time to edit

#### Part 6

##### Editing and Exporting

1. Once the students have finished filming their projects, they will be uploading all their footage to the computers.
2. The students will make a new folder in their videos folder.
  - a. They will name the folder the title of their video
  - b. In this folder, they will make two folders. One folder will be named video and the other will be named audio.
  - c. The students will upload their files in the appropriate folders

3. I will have a video tutorial for the students, that will walk through all the editing steps if they extra support.
4. First, the students will create a new project in Premiere Pro named "Title of their Film".
5. They will import all the video footage and add the background footage onto the timeline.
6. The students will put the footage in sequential order.
7. The students will add the "Leave Color" to all the footage.
8. Next, the students will need to select the color that they selected for their stories.
9. The students should add music, foley sounds, and any other audio to their videos.
10. Once they have finished adding the effect to all the clips, they will add a title and credits.
11. The students should look over their video to make sure that there is nothing else to edit.
12. To export the video
  - a. Format: H.264
  - b. Preset: YouTube 1080p
  - c. Output Name: Title of your Film; save your video in your Video folder
13. After the footage has exported, the students will upload the video in canvas under the assignment "Selective Color Project".

#### Part 7

##### Self-Reflection and Critique

1. After all students have submitted their films, as a class we will critique each other's work and give feedback.
2. I will add up everyone's score and add that to the final grade.