DIGITAL CINEMA PRODUCTION

SkillsUSA Championships Technical Standards

PURPOSE

To evaluate each competitor's preparation for employment and to recognize outstanding students for excellence and professionalism in the development, pre-production, production, and post-production of a short film.

ELIGIBILITY (TEAM OF TWO)

Open to a team of two active SkillsUSA members enrolled in a program with filmmaking/video production as an occupational objective serving as director and producer/editor. Up to two additional students from the same school and program may assist the team with the pre-conference short film submission. The two additional students may fill the roles of writer and cinematographer. Each state may send one high school and one college/postsecondary entry.

CLOTHING REQUIREMENTS

Class E: Competition Specific — Business Casual

- Official SkillsUSA white polo shirt
- Black dress slacks or black dress skirt (knee-length minimum)
- Black closed-toe dress shoes

Note: Wearing socks or hose is no longer required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

1. Supplied by the technical committee:
   a. Access to power
   b. Onsite editing skill performance project
   c. SneakOnTheLot.com is the platform for the national competition. The state competitions may use a similar platform, however check the state competitions updates page for information closer to competition.
      i. Free access will be provided to all competing schools during the national competition. All the resources on the site's rights-free music library, sound effects library, curriculum and tutorials will be made available to competitors.
         1). These same resources may be available for state competitions. See state updates page closer to competition.
   d. There will be required briefings prior to the national conference that will cover the prompt, timeline, and other details about submitting the pre-conference short film. Updates will be posted on the Competition Updates page of the SkillsUSA website.
2. Supplied by competitor:
   a. A loose-leaf affidavit signed by all team members on 8.5"x11" paper, countersigned by their school's administrator and instructor or SkillsUSA advisor, stating the team's submission is original work created by the team members during the school year immediately preceding the National Leadership and Skills Conference. Credits for any students assisting in the project should be listed along with details of the work they performed.
   b. USB thumb drive (optional self-addressed envelope for returning USB thumb drive)
   c. Up to two computers to be used for editing and music composition
   d. Film footage (raw unedited material used to create pre-conference submission)
      1). Film footage will be needed for completing the onsite competition activity
   e. Two 6' multiple-outlet surge protectors
   f. Copyright-free music or licensed music (must bring proof of license for each song or sound effect used)
   g. All competitors must create a one-page resume. See "Resume Requirement" below for guidelines.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of "Last Name_First Name." For example, "Amanda Smith" would save her resume as Smith_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition's national technical committee are *NOT* allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

ONLINE SUBMISSION REQUIREMENTS

SkillsUSA national competitors should submit electronic documents based on instructions and deadlines published on the state competition updates web page.Failure to submit any of the required documents will result in a penalty.

1. Short Film (Updates will provide instructions for completing pre-conference requirements in the www.sneakonthelot.com platform or other chosen platform provided prior to competition.)
2. Resume

SCOPE OF THE COMPETITION

The competition is defined by the current industry technical standards. The competition will culminate in a film festival. The pre-conference short film will be developed, shot, edited and uploaded prior to the national conference. During the national conference, an additional activity that requires an editor and director will be assigned. While at the conference, each of the team's short films will be screened, followed by a short Q&A with the filmmakers. Filmmakers will be able to view the work of their fellow competitors.

The details of the competition are as follows:

THE PROMPT

The prompt will be designed to challenge competitors to emulate the best filmmakers in the world. In the pre-conference submission prompt, there will be a specific genre or style assigned (e.g., drama, comedy, thriller, romance, film noir, spaghetti western, etc.) and a filmmaker to emulate, which could be a renowned director, cinematographer, screenwriter, production designer, editor, or others.

THE JUDGING

The pre-conference submission films will be judged for competencies that include directing, writing, editing, and cinematography.

THE COMPETITION

To increase the focus on the core filmmaking competencies, the competition will be divided into the following components: development, pre-production, production, post-production, and a written exam that will assess knowledge from the standards and competencies. The pre-conference deliverable is a short film (up to five (5) minutes including the credits). The short film will be developed, filmed, and edited during the predetermined timeline of the competition. The required pre-conference briefings, timeline, and submission link for the online short film will be published on the state competition updates page. State competitors will receive specific instructions as to the details and duration that will be allowed for the completion of the short film during the required pre-conference briefings. All screenwriting and footage must be written or filmed after the competition has begun unless otherwise specified in the prompt.

THE ADDITIONAL INDUSTRY TRAINING

Adding to the experience at nationals, there will be industry standard workshops wherein professional filmmaking techniques and best practices will be taught for both students and instructors.

KNOWLEDGE PERFORMANCE

The competition will include a written exam covering basic cinema knowledge. The team members will complete the test individually.

COMPETITION SCHEDULE

1. Pre-conference Online Submission: Teams will submit a short film up to five (5) minutes including the credits.
2. Onsite Competition Activities:
   a. Written knowledge test
   b. An additional film editing activity will be assigned and completed during the state conference.

SKILL PERFORMANCE

1. The competitors will submit a short film up to five (5) minutes in duration (including credits), which will be created during the predetermined time of the competition. Additional students may be used as crew members and cast, but they cannot fill the roles of the director or the producer/editor.
2. All footage must be shot within the timeframe of the competition unless the prompt or the focus of the competition dictates otherwise.

3. The teams may be asked to study certain filmmaking artisans (directors, writers, cinematographers, editors or other roles or styles of filmmaking) prior to the competition, wherein they will be asked to reflect the studied styles in their short videos.
4. Participants must turn in the finished video via digital upload in the required format. Instructions for the pre-conference submission will be published on the state competitions updates page. The upload must be submitted to the judges by the time specified on the updates webpage.
5. The submission is to be a creative narrative piece. It is not in the form of a PSA, documentary, news story, or promotional video.
6. Onsite, there will be an additional film editing activity. Teams will need to bring their short film footage (raw unedited material used to create pre-conference submission) to use for this portion of the competition.
7. The scoring rubric will include (but is not limited to and will be adjusted according to the available competition time) the following criteria:
   a. Written knowledge exam.
   b. Writing: beat sheet, log-line, synopsis, screenplay, narrative story structure.
   c. Directing: blocking, shot list and schematics, storyboards, production design, overall creativity and execution.
   d. Cinematography: composition, depth of field, exposure, camera movement, coverage, lighting (set lighting & practicals), use of color and leading lines.
   e. Editing: cutting for emotion, pacing, structure, advancing the story through cutting, titles, graphics, execution of visual effects if applied, and use of score to advance the story.
   f. Producing: Adherence to the prompt, organization, production audio quality, pre-production elements (call sheets, script breakdown, etc.)

STANDARDS AND COMPETENCIES

DCP 1.0 — Apply the knowledge and skills necessary to describe the production overview
1.1. Describe cinema production careers
1.2. Explain production overview
1.3. Complete program proposal and treatment for a production
1.4. Explain the four production steps
   1.4.1. Development
   1.4.2. Pre-production
   1.4.3. Production
   1.4.4. Post-production
1.5. Complete storyboards for a production
1.6. Define script writing guidelines
1.7. Explain costing out a production
1.8. Define world video standards
1.9. Define HDTV standards

DCP 2.0 — Implement the knowledge needed to develop a screenplay and pre-production
2.1.   Describe the process of identifying underlying rights and how to obtain them
2.2.   Demonstrate the creation of a beat sheet
2.3.   Demonstrate the creation of a log line
2.4.   Demonstrate the creation of a brief synopsis
2.5.   Demonstrate the creation of a synopsis
2.6.   Demonstrate the creation of a treatment
2.7.   Demonstrate the creation of a screenplay
2.8.   Describe the elements of a screenplay
2.9.   Describe the element of story structure
2.10.   Demonstrate how to breakdown a script
2.11.   Demonstrate how to schedule a script
2.12.   Demonstrate how to hold a production meeting
2.13.   Demonstrate how to create a call sheet
2.14.   Demonstrate how to create a shot list & schematic
2.15.   Describe the importance of blocking with your actors and camera
2.16.   Demonstrate the creation of storyboards

DCP 3.0 — Apply the knowledge needed to describe and demonstrate lens operation and control
3.1.   Describe the type of lenses
3.2.   Define various camera angles
3.3.   Describe zoom lenses
3.4.   Demonstrate f-stops and iris
3.5.   Demonstrate control of depth of field
3.6.   Illustrate focusing/follow focus/rack focus/macro focus
3.7.   Explain the application of filters

DCP 4.0 — Apply the knowledge and skills necessary to describe and demonstrate camera operation and control
4.1.   Define video resolution
4.2.   Describe and demonstrate camera mounts and tripod use
4.3.   Operate camera pan heads
4.4.   Demonstrate basic camera moves (e.g., pan, tilt, dolly, pedestal)
4.5.   Illustrate black balancing and white balancing
4.6.   Describe shutter speed
4.7.   Demonstrate exposure using f-stops
4.8.   Explain frame rates
4.9.   Demonstrate use of camera viewfinder

DCP 5.0 — Implement the skills and knowledge needed for describing and demonstrating composition
5.1.   Describe leading lines
5.2.   Demonstrate insert and cutaway shots
5.3.   Describe static composition
5.4.   Describe dynamic composition
5.5.   Define single center of interest

5.6.   Describe shifting the center of interest
5.7.   Demonstrate leading the subject
5.8.   Describe the Rule of Thirds
5.9.   Define balance of mass
5.10.   Demonstrate frame central subject matter

DCP 6.0 — Apply the knowledge and skills needed to describe and demonstrate cinema lighting

6.1.   Describe hard and soft lighting
6.2.   Define color temperature
6.3.   Demonstrate intensity control through varying distance
6.4.   Identify lighting instruments
6.5.   Identify lighting modifiers
6.6.   Demonstrate three-point lighting (e.g., main, fill, back light)
6.7.   Describe lighting ratios
6.8.   Describe back light intensity
6.9.   Describe subject-to-background distance
6.10.   Describe area lighting
6.11.   Apply the uses of existing (natural) light
6.12.   Demonstrate drawing of a light plot
6.13.   Identify lighting controls
6.14.   Calculate on-location power needs

DCP 7.0 — Implement the skills and knowledge needed to describe and demonstrate audio

7.1.   Describe the frequency/loudness relationship
7.2.   Define room tone
7.3.   Differentiate major microphone designs
7.4.   Describe directional characteristics
7.5.   Define handheld and personal microphones
7.6.   Position microphones
7.7.   Identify audio connectors
7.8.   Describe uses of wireless microphones
7.9.   Describe methods of creating the stereo effect
7.10.   Describe digital audio
7.11.   Demonstrate operation of audio mixer controls

DCP 8.0 — Apply the knowledge and skills needed to describe and demonstrate video recording media

8.1.   Describe hard drive-based recording
8.2.   Define solid state memory storage
8.3.   Define digital compression
        8.3.1.   Describe MPEG-2
        8.3.2.   Describe MPEG-4
        8.3.3.   Describe H.264
8.4.   List professional video formats

DCP 9.0 — Apply the knowledge and skills needed to describe and demonstrate video editing

9.1.   Describe continuity editing
9.2.   Demonstrate cutaways
9.3.   Define relational and thematic editing
9.4.   Demonstrate bridging jumps in action
9.5.   Illustrate shooting angles
9.6.   Describe or demonstrate audio continuity
9.7.   Demonstrate operation of software-based editors
9.8.   Explain timecode
9.9.   Define editing with proxies

DCP 10.0 — Apply the knowledge and skills needed to describe and demonstrate graphics

10.1.   Describe titling
10.2.   Describe character generator
10.3.   Describe opening credit sequence
10.4.   Describe end credit crawl

DCP 11.0 — Apply the knowledge and skills needed to describe and demonstrate a location scout & tech scout

11.1.   Discuss the potential issues with nearby potential ambient sound issues
11.2.   Discuss power needs (Need of house power or generator power)
11.3.   Identify bathroom availability
11.4.   Identify lunch location or facilities
11.5.   Identify ownership of location
11.6.   Discuss camera and lighting placements
11.7.   Identify production needs (hair, make-up, wardrobe, photo copies, changing rooms)
11.8.   Identify parking needs and restrictions

DCP 12.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic, as you may be scored on specific elements applied to your project. For more, visit: https://www.skillsusa.org/who-we-are/skillsusa-framework/.

COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Math Skills

- Measure angles
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Find slope of a line

Science Skills
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of sound and technological applications of sound waves
- Use knowledge of the nature and technological applications of light
- Use knowledge of static electricity, current electricity and circuits

Language Arts Skills
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Analyze mass media messages

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards
- Numbers and operations
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: http://www.nctm.org.

Science Standards
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.