THAMES VALLEY DISTRICT SCHOOL BOARD

Montcalm Secondary School

Communications Technology

Mr. Papini

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| **Writing for TV and Film** |
| Name |  | Date |  |

**OBJECTIVES**

1. Explore techniques for.
2. Organize Strategically for
3. Understand the
4. Survey the Creative Process of

**THE IDEA**

* Personal
* Events in
* Story
* Copyrighted l
* The Public

**THE CONCEPT**

Often called the **Log Line**: a brief summary of a TV/film production providing

**For Example**: Shakespeare struggles to overcome his writer’s block by seeking a muse and he discovers true love.

**The Result**:

**THE EARLY STAGES OF STORY DEVELOPMENT: The Story Outline**

|  |  |
| --- | --- |
| outline | outline 2 |

**THE EARLY STAGES OF WRITING AND STORY DEVELOPMENT: The Scene Outline**



**THE EARLY STAGES OF WRITING AND STORY DEVELOPMENT**



**THE TREATMENT**

* A **Treatment** is a summary of a screenplay for a
* It is written as a

**THE TREATMENT: Example**



**TREATMENT GUIDELINES**

* Use Visual and
* Get the reader
* Written in the
* Single-
* Place Line Breaks to show

**THE DRAMATIC STRUCTURE**

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| --- | --- |
| **Exposition** |  |

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| --- | --- |
| **Inciting Incident** | The conflict that begins the action of the story and  |

|  |  |
| --- | --- |
| **Complications** | Rising & Falling Action. The basic conflict is complicated by the introduction of related secondary conflicts, including  |

|  |  |
| --- | --- |
| **Climax or Crisis** | The climax, or turning point, marks a change, for better or worse, in the protagonist’s story. If the story is a comedy, things will have gone badly for the protagonist up to this point; now, the story turns and things will begin to go well for him or her. If the story is a tragedy,  |

|  |  |
| --- | --- |
| **Resolution** | The comedy ends with a dénouement (a conclusion) in which the protagonist is better off than at the story’s beginning. The tragedy ends with a catastrophe in which the protagonist  |

**CHARACTERS**

|  |  |
| --- | --- |
| **Protagonist**  | The Hero or Main Character(s) of the story.  |

|  |  |
| --- | --- |
| **Antagonist** | This is the person or persons opposed to, or  |

|  |  |
| --- | --- |
| **Ensemble Cast** | An ensemble cast is made up of cast members in which the main actors are given equal amounts of importance and screen time. This is different  |

|  |  |
| --- | --- |
| **Supporting Characters** | Individuals in a narrative used to give added  |

**THE CREATIVE PROCESS OF WRITING**

* Write your Ideas down.
* How do they look after a few days?
* Share your work with Friends and Seasoned Writers.
* Activate the imagination in Indirect Ways.
* Music is a powerful tool.

**BRAINSTORMING**

1. Look at today’s news and write Three Concepts for Stories based on news articles you review.
2. Write a 1 page Treatment inspired by your own life’s experience. Use the format shown in class. How will you get the reader Engaged? Who are the Antagonists, and what Complications do You face? How does the story End?
3. Choose one of your favorite films of all time. Identify the Protagonist(s) and Antagonist(s). What is the Inciting Incident? What are some of the Complications? Is the protagonist Successful in his or her journey? What is the Climax of the story?