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Lesson Exemplar for TLE

Quarter 1
Lesson

6

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Lesson Exemplar for TLE Grade 8
Quarter 1: Lesson 6 (Week 6)
SY/TP 2025-2026

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Development Team

Writer:

Ritchfildjay L. Mariscal (Caraga State University Cabadbaran Campus)

Validators:

Emilio Aguinaldo, MTE (Philippine Normal University)

Regie Boy B. Fabro, PhD (Mariano Marcos State University)

Management Team

Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph

TLE 8/QUARTER 1/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

A. Content Standards	The learners demonstrate an understanding of video editing tools.
B. Performance Standards	The learners create videos with graphics design in a safe and responsible manner
C. Learning Competencies and Objectives	<p>Learning Competency The learners will</p> <ul style="list-style-type: none">Utilize video editing tools with multimedia materials <p>Learning Objectives At the end of the lesson, the students are expected to:</p> <ol style="list-style-type: none">Define the pre-production phase of video editing;Develop storyboard and shot list to visually represent key scenes in the script;Demonstrate teamwork and collaboration skills during the pre-production phase;
D. Content	<p>Video Editing</p> <ul style="list-style-type: none">Pre-production Phase (scriptwriting, shot listing, talent scouting, securing equipment)
E. Integration	<p>SDG 4: Quality Education</p> <ul style="list-style-type: none">Digital Creativity

II. LEARNING RESOURCES

Backstage: How To Become a Location Scout For Movies and TV <https://filmlifestyle.com/what-is-a-location-scout/>
Boords: Pre-Production Process Explained (Step-by-Step Guide) <https://boords.com/blog/pre-production-guide>
Cine Gear Themed Buyer's Guide <https://www.cinegearexpo.com/>
Film Hub North. (2023, July 20). Creative Programming & Talent Scouting. <https://filmhubnorth.org.uk/creative-programming-talent-scouting-july-2023>
Film Independent: Budgeting Basics <https://www.youtube.com/watch?v=t7HJ-Rbd6bM>
Film Riot: Storyboarding for Filmmakers <https://www.youtube.com/watch?v=4uhaJhT25hU>
Filmmaker IQ: Location Scouting 101 <https://www.youtube.com/watch?v=bIW1eFsJvF8>

MasterClass: Guide to Preproduction in Film: 7 Elements of Preproduction - 2024 <https://www.masterclass.com/classes/jodie-foster-teaches-filmmaking/chapters/prepping-and-scheduling>

MovieMaker Magazine: Filming Permits: What You Need to Know <https://www.moviemaker.com/mediakit/>

No Film School: How to Create a Film Production Schedule <https://nofilmschool.com/>

ScreenCraft: The Importance of Script Development <https://screencraft.org/blog/how-to-write-a-screenplay-a-10-step-guide/?deviceId=1d9ab0df-46ea-4f7f-b8b4-bebc7a0dcbe0>

StudioBinder: What is Pre-Production in Film — A Blueprint for Success <https://www.studiobinder.com/blog/the-complete-pre-production-process/>

StudioBinder: What Is Storyboarding and Why Is It Important? <https://elearningindustry.com/8-reasons-storyboarding-important-jumping-off-elearning-development>

Videomaker: Creating a Shot List <https://www.youtube.com/watch?v=ljr1bpY9NFw>

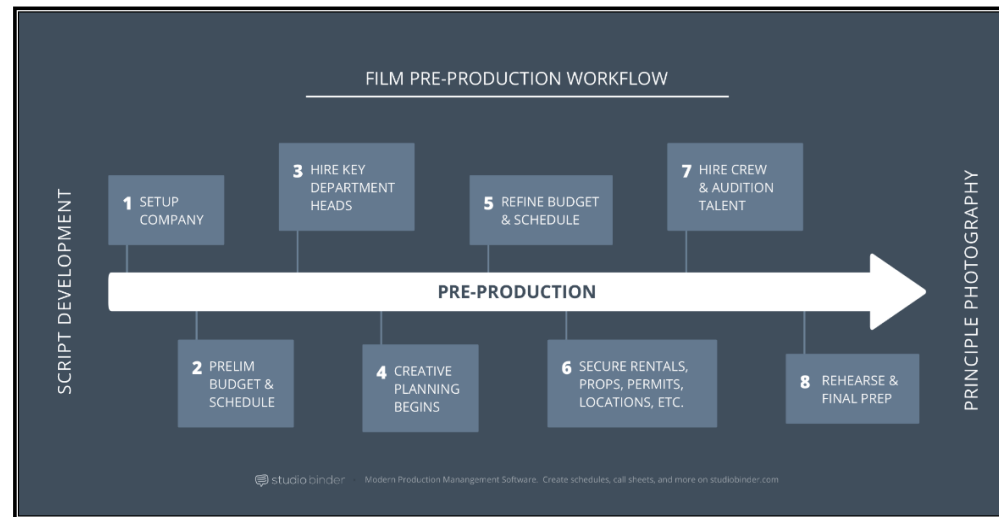
Wolf Crow: Film Crew Positions and Roles Explained <https://wolfcrow.com/>

Writers Guild of America West: The Screenplay Development Process <https://www.wga.org/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1 1. Short Review Activity 1: “Storyboard Your First Edit” Instruction: Grab a pen, some paper, and unleash your imagination! 1. Pick a Theme: What kind of story do you want to tell? Funny, dramatic, educational, etc. 2. Imagine the Scenes: Draw simple boxes to represent each scene in your video. Think about different camera angles and what you want the viewer to see. 3. Action Time! Briefly describe what happens in each scene, Is there dialogue? Music? Sound Effects? Jot down these ideas within your boxes. 4. Transitions: How will you connect your scenes? Arrows between boxes can represent smooth transitions like fades. 5. Bonus Round: Sketch any visual elements you want to include - titles, animations, etc. Congratulations! You have just created a storyboard - a blueprint for your video edit.	
	2. Feedback	

	The teacher may collect feedback from learners about their previous experiences with video editing applications. Then, identify common challenges and successes to build on in this lesson.	
B. Establishing Lesson Purpose	<p>1. Lesson Purpose The purpose of the lesson is to introduce students to the pre-production phase where they learn the importance of scriptwriting, storyboarding, talent scouting, and equipment securing. In the production phase, students will explore essential concepts like camera operation, lighting, and sound recording.</p> <p>2. Unlocking Content Area Vocabulary</p> <ul style="list-style-type: none"> • Storyboard is a visual representation of a film sequence and breaks down the action into individual panels. • Shot Listing is a document that maps out exactly what will occur and what will be used in the particular shot, or scene, of the video. • Scriptwriting is a process of developing a written script or screenplay for a movie, television program, play, or other performance media. • Talent Scouting is the process of finding and selecting actors or presenters for the video. • Securing Equipment is ensuring that all necessary equipment (cameras, lights, microphones, etc.) is available and ready for use during production. 	
C. Developing and Deepening Understanding	<p>DAY 2 SUB-TOPIC 1: PRE-PRODUCTION PHASE (Scriptwriting and Shot Listing)</p> <p>1. Explicitation Pre-production Pre-production is the foundational stage of filmmaking where all the planning and groundwork happens before the camera rolls. It is often referred to as the blueprint stage, pre-production involves transforming your initial creative spark into a detailed, organized plan that ensures a smooth and efficient filming process.</p> <p>The pre-production phase includes scriptwriting, shortlisting, talent scouting, and securing of equipment to be used during the production phase. Pre-production is the cornerstone of any successful film or video project. Imagine it as the architect</p>	<p>Discuss the importance of a well-written script in video production.</p> <p>Explain the key components of a script: dialogue, action, scene descriptions, and formatting. Highlight the role of the script in guiding the entire production process.</p>

meticulously crafting the blueprints before construction begins on a house. Just like a strong foundation is crucial for a sturdy building, a well-planned pre-production phase lays the groundwork for a smooth and efficient filmmaking process.



"Pre-Production Logistics" – Image sourced from hpbtecunit4.wordpress.com.

Preproduction phase involves the following key elements:

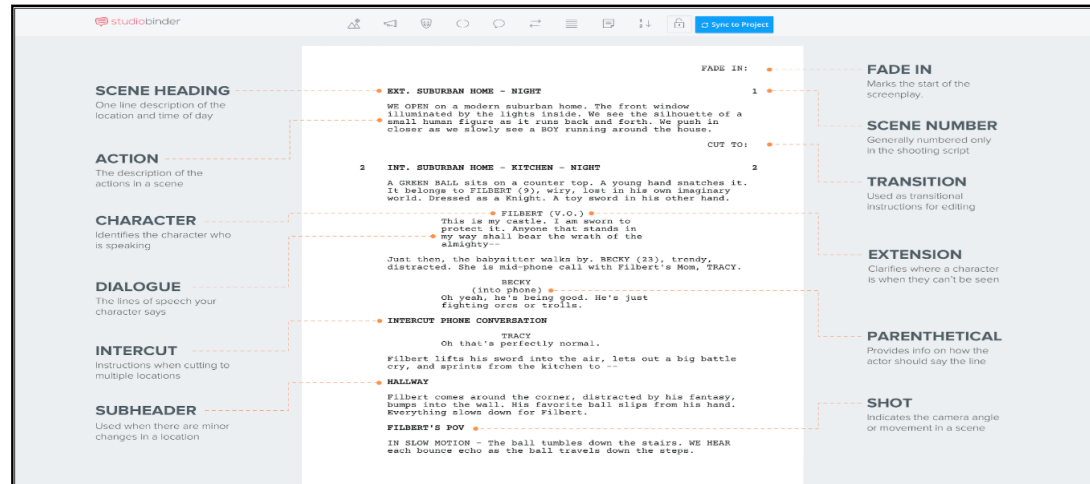
1. **Scriptwriting.** The heart of any film lies in its story. Pre-production is the time to finalize the script, ensuring a clear narrative structure, engaging dialogue, and well-developed characters. This might involve multiple drafts, incorporating feedback from collaborators like producers and directors.

Scriptwriting is the foundation of bringing your film or video idea to life. Here is a quick guide in writing a script:

- a. *Brainstorm and Develop your Idea.* What kind of story do you want to tell? Who are your characters? What is the main conflict?
- b. *Craft a Logline.* A one or two-sentence summary that captures your entire story essence.
- c. *Develop your Characters.* Give your characters depth and personality.
- d. *Structure your Script.* Screenplays have a standard format with scene, headings, dialogue, and action lines.
- e. *Write your First Draft.* Don't worry about perfection, just get your story down.

Emphasize how a good script can enhance storytelling and ensure that everyone involved in the production is on the same page.

f. *Revise and Refine.* Polish your script, ensure clarity, and get feedback to improve.



"How to Format a Screenplay Guide" – Image sourced from [StudioBinder](#).

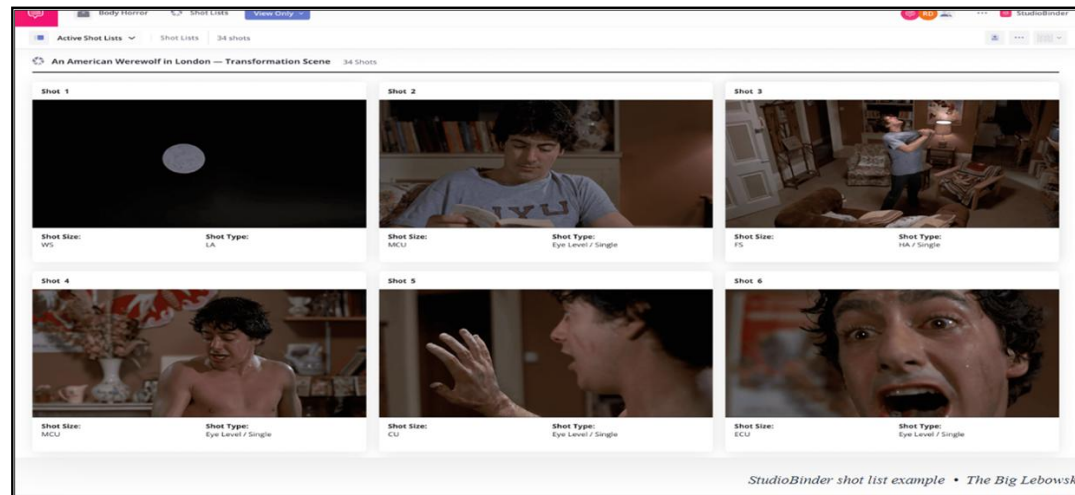
2.

Explain what a shot list is and why it is crucial for organizing a video shoot.

Discuss the components of a shot list: shot number, description, camera angle, movement, and duration.

Highlight how a shot list helps streamline the production process and ensures all necessary shots are captured.

Emphasize the importance of planning each shot to save time and resources during the shoot.



"What is Body Horror – American Werewolf in London Shot List" – Image sourced from [StudioBinder](#).

2. **ShotListing or Storyboarding.** Storyboarding acts as a visual roadmap for your film, translating key scenes into a series of comic strip-like illustrations. This

helps visualize the flow of the film and plan camera angles, movements, and shot composition. A detailed shot list, outlining every shot required for the film, is also developed during pre-production, providing a clear roadmap for the filming process. Shot List is a detailed list that outlines all the shots that will be filmed during production. The purpose of the shot list is to break down the script into individual shots or visual components.

Script /SB Ref.	Shot #	Interior Exterior	Shot	Camera Angle	Camera Move	Audio	Subject	Description of Shot
1	1	Exterior	WS	Eye Level	Static	VO	Paul and son	Paul and his young son are at the lake, fishing
6	2	Exterior	WS	Eye Level	Static	VO	Paul	Paul at the lake, fishing alone. He pulls out a photo of him and his son; he smiles.
9	3	Exterior	WS	Eye Level	Static	VO	Paul, son, grandson	Paul, his son, and grandson at the lake, fishing
2	4	Exterior	VWS	High Angle	Static	VO	Paul and son	Paul and son playing baseball in a backyard
3	5	Interior	MCU	Eye Level	Static	VO	Paul and son	Paul teaching his son how to drive
4	6	Interior	WS	Eye Level	Pan	VO	Paul, wife, and son	Paul and his wife at their son's high school graduation
5	7	Exterior	WS	Eye Level, Birds-Eye view	Static	VO	Paul, his wife, and son	Paul's son packs up a car, clearly leaving for college. He hugs Paul and his wife, and they both watch him as he drives away.
7	8	Interior	MS	Eye Level	Pan	VO	Paul at his son's wedding	Paul hugs his son before he walks out to the altar; they smile
8	9	Interior	MS	OTS	Static	VO	Paul's son and his wife	Paul's son is at the hospital with his wife; she's in labor, gives birth to a boy

"Shot List Example" – Image sourced from [TechSmith Blog](#).

	<p>A Shot List is the breakdown of all the camera shots needed in your film or video. Here is a quick summary of the steps to create one:</p> <ol style="list-style-type: none"> 1. Scene and Shot Number. List the scene number from your script and assign a unique number to each shot within that scene. 2. Shot Description. Briefly describe what happens in the shot, including the action and characters involved. 3. Shot Type. Specify the type of shot, like close-up, wide shot, etc. 4. Camera Angle and Movement. Detail the camera angle (low angle, high angle, etc.) and any planned camera movements (pan, tilt, etc). 5. Additional Notes. Include any extra information relevant to the shot, like props or sound considerations. <p>Storyboarding translates your script's key scenes into a visual comic strip format. Here is a quick rundown of the steps:</p> <ol style="list-style-type: none"> 1. Breakdown your script. Identify key scenes that move the story forward. 2. Sketch the Frames. Create a series of simple drawings for each scene, focusing on capturing the main action and composition. 3. Focus on Clarity, Not Detail. Prioritize conveying the scene's essence over artistic perfection. 4. Sequence and Frames. Arrange your storyboard frames in the order they appear in the film to visualize the story flow. 5. Add Details (Optional). Consider incorporating additional details like camera angles, character emotions, or lighting notes for further clarity. <p>2. Worked Example Scriptwriting and Shot Listing</p> <p>Title: Writing a Short Script and Creating a Shot List</p> <p><u>Objective:</u></p> <ul style="list-style-type: none"> • To practice writing a short script for a 1-minute video and creating a corresponding shot list. <p><u>Instruction:</u></p>	
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	<ul style="list-style-type: none"> • Guide the students with this activity. <p><i>Scenario Provision</i></p> <ol style="list-style-type: none"> 1. Provide a brief scenario or topic for the script (e.g., a public service announcement about recycling). <p><i>Scriptwriting</i></p> <ol style="list-style-type: none"> 2. Guide learners through the process of writing a script, including dialogue and scene descriptions. 3. Emphasize the importance of clear dialogue and vivid scene descriptions to convey the story effectively. <p><i>Shot Listing</i></p> <ol style="list-style-type: none"> 4. Once the script is written, guide learners through the process of creating a shot list based on their script. 5. Include details such as shot number, description, camera angle, movement, and duration. 6. Highlight how each shot corresponds to specific parts of the script and how it helps in visualizing the final video. <p><i>Review and Feedback</i></p> <ol style="list-style-type: none"> 7. Review each learner's script and shot list. 8. Provide constructive feedback on both the script and the shot list, focusing on areas such as clarity, coherence, and creativity. 9. Encourage learners to revise their work based on the feedback received. <p>3. Lesson Activity</p> <ul style="list-style-type: none"> • Refer to Activity No. 1: Collaborative Scriptwriting and Shot Listing <p>DAY 3</p> <p>SUB-TOPIC 2: Talent Scouting and Securing Equipment</p> <p>1. Explicitation</p> <p>Talent Scouting. Talent Scouting plays a crucial role in filmmaking, acting as the bridge between raw potential and captivating performances on screen. Talent scouting involves actively seeking out talented actors, performers, or even crew members who might be a perfect fit for a specific film or project.</p> <p>The scouting process for talent involves three key steps:</p>	<p>The teacher may opt to revise the Scene which she or he deemed appropriate.</p> <p><i>NOTE: “Filming the Scene can be accomplished or performed during Day 1, Lesson 8 of Week 7. Go to “Worked Sample of Lesson 8 of Week 7)”</i></p>
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	<ol style="list-style-type: none"> 1. Identifying Needs. This means understanding the specific roles required in the film by analyzing the script for character details and any special skills needed. 2. Searching for Talent. Scouts use various methods like attending open calls, watching live performances, browsing online profiles and demos, or networking with acting schools and agencies. 3. Evaluation and Selection. Potential actors are carefully assessed based on headshot, demo reels, or live auditions to determine their acting range, stage presence, and how well they embody the character's essence. <p>Securing Equipment. Filmmaking is a visual and auditory art form, and capturing your creative vision requires a diverse toolkit. Filmmaking equipment can be broadly categorized into three essential areas:</p> <ol style="list-style-type: none"> 1. Camera and Lenses. The camera captures your visuals, and interchangeable lenses allow you to adjust focal lengths for close-ups, wide shots, and creative effects. 2. Sound Recording. High quality audio is crucial. This might involve microphones for capturing dialogue and sound effects, as well as audio recorders to store the audio tracks. 3. Lighting. Lighting sets the mood, creates atmosphere, and controls how your scene appears visually. Equipment can include lights, stands, reflectors, and diffusers to manipulate and soften light as needed. <p>3. Worked Example Activity 2: “Lights, Camera, Action - A Pre-Production Challenge”</p> <p><u>Introduction:</u> Welcome, aspiring filmmakers! Today, we will explore the exciting world of pre-production - the planning stage before the cameras roll!</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Be able to determine and prepare the set of requirements for the preproduction stage. <p><u>The Challenge:</u></p>	
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	<ul style="list-style-type: none"> The class may be divided into 3-5 groups. Imagine you are creating a short horror film for a school competition. The scene: a student walking home alone at night through a deserted park. <p><u>Your Mission:</u> To bring this spooky scene to life, we need a plan. Here is your pre-production challenge:</p> <ol style="list-style-type: none"> 1. Light, Mood, and Atmosphere <ol style="list-style-type: none"> <i>1.1. Lighting Sketch.</i> This park scene needs a creepy atmosphere. Using a pencil and paper, sketch the scene and how you would use lighting to create a sense of suspense. Will you rely on a single streetlight casting long shadows, or incorporate flashes of lightning for dramatic effect? Label your sketch with the type of lights you would use (key light, fill light, backlight). (10 points) <i>1.2. Sound Design.</i> Spooky sounds are key! List 3 sounds you would use to build tension in your scene (ex. creaking branches, footsteps, distant howls). Briefly explain how each sound contributes to the atmosphere. (5 points) <i>1.3. Mood Board.</i> Collect or create images that capture the overall mood you want to create for your scene (ex. dark, foggy, deserted park). Copy them onto a separate sheet of paper or create a digital moodboard. (5 points) 2. Filming the Scene. (20 pts) <ol style="list-style-type: none"> <i>2.1. Shot List.</i> This scene needs to be visually engaging. Create a shot list outlining at least 5 different camera shots you would use to film this scene. Specify the type of shot (ex. wide shot, close up) and how it would contribute to telling the story. (10 points) <i>2.2. Storyboarding.</i> Visualize your scene! Create a storyboard with at least 4 panels that depict key moments in your scene. Each panel includes a sketch of the scene and a brief description of the action taking place. (10 points) 3. Casting Call (20 points) 	
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	<p>3.1. <i>Character Profile</i>. Who is the student in your scene? Describe the personality, age, and appearance. What emotions should they portray as they walk through the park? (10 points)</p> <p>3.2. <i>Casting Notes</i>. Based on your character profile, write a short casting call description that actors could use to audition for the role. Include details about the character and the type of performance you are looking for. (10 points)</p> <p>Bonus Challenge!</p> <ul style="list-style-type: none"> • <i>Plot Twist!</i> Add a spooky twist to your scene! Describe what unexpected event could happen to the student as they walk through the park. How would you use lighting, sound, and camera angles to capture this twist effectively? (20 points) <p>Scoring Criteria</p> <ul style="list-style-type: none"> • Creativity and Effort (20 points) • Attention to Detail (20 points) • Understanding of Pre-Production Elements (40 points) • Bonus Challenge: Originality and Execution (20 points) <p>Ready, Set, Pre-Produce!</p> <p>This is just a test of the planning involved in filmmaking. By conducting this pre-production challenge, students would have gained valuable skills for creating short videos or films and eventually editing them.</p> <p>3. Lesson Activity:</p> <ul style="list-style-type: none"> • Refer to Activity No. 2 	
D. Making Generalizations	<p>DAY 4</p> <p>1. Learners' Takeaways</p> <ul style="list-style-type: none"> • Ask learners to write down or share their understanding of the pre-production phase, including scriptwriting, shot listing, talent scouting, and securing equipment. • Discuss the importance of each step in ensuring a smooth and successful video production. 	<p>Students may have varying answers on their respective takeaways, but teachers may be guided on the possible takeaways.</p> <p>The teacher will facilitate the reflection of learning by asking</p>

	2. Reflection on Learning The teacher will ask a question that will elicit students' reflections on learning: <ul style="list-style-type: none"> Why do you think Pre-Production Phase elements are important in the filmmaking process? How does it benefit the actors and directors? 	questions and processing them.
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment <ol style="list-style-type: none"> Briefly explain the concept of pre-production in filmmaking. Why is it an important stage? Imagine you have limited resources for filming your sci-fi scene. Describe some creative solutions you could use to create a futuristic atmosphere despite the limitations. <i>This is an open-ended question requiring creative problem-solving. Answers may vary based on students' idea, but here is suggested answer:</i> <ul style="list-style-type: none"> Possible solutions include using everyday objects as futuristic props, filming in unique locations with interesting architecture, or creating simple costumes using household items. Working in a group can sometimes be challenging. Describe one strategy you could use to ensure effective communication and collaboration during the storyboarding process. <i>Answers may vary but here is suggested answer:</i> <ul style="list-style-type: none"> One strategy is to actively listen to each other's ideas, discuss different options, and come to a consensus on the storyboard elements. Assigning roles within the group (ex. sketch artist, scene writer, etc.) can also promote clarity and efficiency. Briefly explain why teamwork is important in the filmmaking process? <i>Answers may vary but here is suggested answer:</i> <ul style="list-style-type: none"> Filmmaking is a collaborative art form. From scriptwriting and acting to directing and editing, many people work together to bring film to life. Teamwork allows for better communication, diverse perspectives, and a more efficient production process. 2. Homework (Optional)	

B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, the learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored.</p>
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>others</i>			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			<p>Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>