

4001 : The Last Project

Capturing a story through a lens



Joseph Nunez
Lanz Domingo
Daniel Carranza
Ricardo Herrera

Mission statement:

Our goal is to create a documentary that will be viewed each year by future seniors and visitors of Da Vinci Design. We will use the power of film to capture the full experience that comes with senior projects.

The Team

“Why are we the ones to solve the problem we identified?”



Daniel Carranza

Research Analyst

Daniel is in charge of keeping everyone on task and make sure we are moving forward on the documentary. He creates group questions and is also the point man for communication and collection of research.



Ricardo Herrera

Art Director

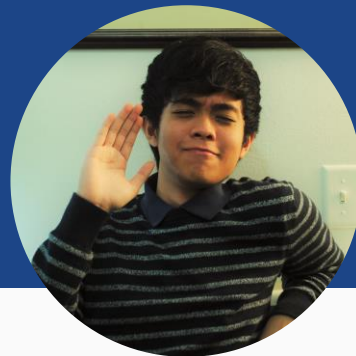
Ricardo is in charge of deciding what shots we need. Along with that he is the main cameraman knowing the most about photography and how to make scenes look more appealing. Also creates storyboard/outline.



Joseph Nunez

Task Manager

Joseph is in charge of making sure all paperwork/ powerpoints of the project are done. He will also be in charge of distributing work evenly among the group. Point man for organization.



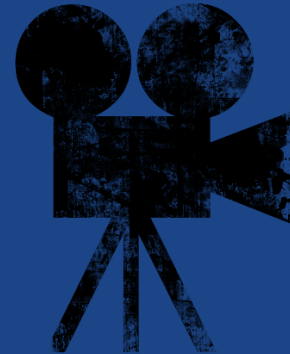
Lanz Domingo

Film Director

Lanz is the editor of our documentary. He is charge of all of the footage taken and putting them together to create one cohesive film.

Our Objectives and Deliverables

Our Production team will be documenting 3 groups of seniors from Exhibition Night to Final POL. Then we will compile it into a 30 minute documentary for future generations of students and parents to see what exactly senior projects are. We will also be making a shorter 3-5 minute video for DaVinci promoters to use.



Article Research

Gettysburg Times

- Gets students thinking what they are passionate about
- Students are able to put their passions to use
- Allows students to explore possible career fields
- Allows students to find their inner potential and capabilities

The Guardian News Article

- How documentaries can change people and their views
- Examples of good and bad documentaries
- One people just watched and never acted vs watched and created movement

6 Types of Documentaries Article

- What documentaries are best for certain films
- How the style can help or diminish a documentary
- Overall helped finalize what we are doing using the technical filming terms

Edutopia Article Importance of Project Based Learning

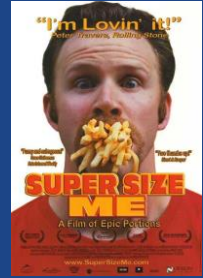
- To set students up for success in today's world more is needed than just a textbook
- Skills learned are responsibility, planning, critical thinking, communication, etc.

Video Research

Supersize Me

(2004) Morgan Spurlock

- Created a lasting effect in getting rid of Supersize options at McDonald's
- An action followed the documentary



Outside of the Box

(2015) Brianna Harris

- Older example of student documentary from DaVinci
- Documentary on special needs education



Final Documentary

(2015) Roberto Garcia

- Student documentary on senior projects
- Guideline on what we need to include and what didn't work in the documentary



Article Research

What this research has influenced..

Gettysburg Times

- Helped with planning what shots are needed for shorter version of film
- The film will be focused more on PBL while using senior projects to display that
- Senior projects are the highest level of projects at Design

The Guardian News Article

- Influenced the layout of our full documentary
- Helped create the ending to leave the audience with a take away/call to action

6 Types of Documentaries Article

- Helped choose how we would create the documentary

Edutopia Article Importance of Project Based Learning

- Helps gives up ideas for what types of questions to ask about PBL
- Also an idea of what shots we need to show and give overall feel of PBL at Design

Video Research

What this research has influenced..

Supersize Me

- Taught us how to include a call to action/leave a take away from the film at the ending
- Showed a manner of filming where the people documenting were rarely seen

Outside of the Box

- Showed us what a student documentary looks like
- Gave us an example of what types of scenes of the school we could use for intro or transitioning

Final Documentary

- What scenes of senior projects contributed most to the documentary
- Showed us what scenes were missing, how to transition through the stages of senior projects
- Overall gave us sense of what to do and what not to do

Documentary Styles

Poetic	Expository	Observational	Participatory	Reflexive	Performative	Interactive
<ul style="list-style-type: none">-People appear as entities like any other object-Not life-like-Breaks up the story into fragments	<ul style="list-style-type: none">-Speaks directly to audience-More engaging-Try to convince the viewer to see argument one way	<ul style="list-style-type: none">-little to no interaction for viewers-in between abstract and direct-subtle music in background	<ul style="list-style-type: none">-Filming by replicating the subject-Can't film without interfering with the subject group	<ul style="list-style-type: none">-Draw attention to themselves-But don't display direct facts, let viewer decide for themselves	<ul style="list-style-type: none">-Let's viewer see into a new scenario they might not know of-Shows them a truth in the world, enlighten the viewer	<ul style="list-style-type: none">-People being filmed responding to questions asked of them-Filmers voice edited out

Using the information gathered on documentary styles, the best ones for our purposes are...

Expository, Reflexive, and Interactive

Expository brings...

- Speaking directly to the viewers
- This brings the most engagement to the audience
- Tries to influence and leave a lasting mark on viewer
- Has a main argument and a clear side on that argument

Reflexive brings...

- Provoke emotions to the viewer
- To enlighten a person on a new subject matter
- Give them insight to a new scenario that they might not have perspective on

Ex: Ethnic minorities, LGBT community, etc.

Interactive brings...

- People being filmed responding to questions asked of them
- Filmmers voice edited out
- Interviewees are the ones leading the film

Basic Outline

- *Organized*
- *Simpler*
- *More Generic*

Documentary (40 minutes approx.)

- Intro (4-5 approx) *Senior Project in one sentence*
 - Teacher's talk about SP (2min)
 - Alumni's talk about SP (2min)
 - Underclassmen talk about their view (1min)
- Each of the 3 groups will have 12 minutes (36 min)
 - Care (3 min) - (problem, objectives, research, evidences)
 - Concept (3 min) (plan, approach, problem solve)
 - Pitch POL
 - Create (3 min) (checkpoints, prototypes, experiment)
 - Critique (3 min) (problems, reflection, troubleshoot)
 - Halfway POL

Detailed Outline

- *More specific*
- *More informative*
- *Precise*
- *Structured*

Introduction: (0:00-4:00)

- Title and Production name✓
- Exhibition clips✓
 - Senior Group Presenting their ideas✓
 - "What is Senior Projects?"✓
 - Teacher✓
 - Alumni✓
 - Underclassmen✓

Body: (4:00-TBD)

- Introduction of the 3 chosen Senior groups✓
- **Interview Groups** (*Care/Problem*)
 - Mario and Jonathan Interview✓
 - Teen Voting Issue
 - Nelson and Dayo Interview✓
 - Homeless Family Issue
 - Leen and Paulina Interview✓
 - Homeless men Issue (change to homeless people with pets)✓
- **Interview Groups** (*Concept/Approach*)
 - Pitch POL✓
 - ChaCha and Amanda Interview✓
 - Solving Issue on Teen Voters
 - Taylor and Susan✓
 - Homeless Men Hygiene Kit (change to Homeless People with pets)
 - Hannah and Julia✓
 - Homeless Family Diaper Bag
- **Follow Groups** (*Create/Solution*)
 - Classroom Group Work Time (In no order)
 - Work Field
 - Mario's group Field Work✓
 - Mario's group Interview (1 shot)
 - Leen's group Field Work
 - Leen's group Interview (1 shot)
 - Hannah's group process of making diaper bags
 - Hannah's group Interview (1 shot)
- **Document Halfway POL** (*Critique/Feedback*)
 - Halfway POL
 - Interview Mario's group
 - Talk about panel's feedback
 - Interview Leen's group
 - Talk about panel's feedback
 - Interview Hannah's group
 - Talk about panel's feedback

Completion: (TBD-TBD)

- Conclusion (Wrap-up)

Calendars And Organization

SENIOR PROJECT PLANNING CALENDAR (Group): Weeks 1-3					
Advisor: Stoll		PROJECT GROUP NAME - 4001 : The Last Project			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MAJOR GOALS / DELIVERABLES FOR THE WEEK
PROJECT WEEK ONE (April 25 th -May 29 th)					
25 Filming of groups is restricted to school for this week (EXCEPTIONS CAN/WILL BE MADE) -Film first group as they prepare to go into field (GROUP #1) -Editing -Film Hannah's group selling tickets for skate night event -Hannah's group volunteering today at St. Margaret's Center	26 -Film next group as they ready themselves to go work outside of school (GROUP #2) -Researching on filming in outdoors/on the go Moving from location to location -Editing if time available/left over -Hannah's group volunteering today at St. Margaret's Center	27 -Film last group preparing to work outside of school -Researching on best ways to film without knowing what outcome will be -Editing if time is left over -Hannah's group volunteering today at St. Margaret's Center	28 -Editing any new and old footage -Researching on how to take into account different angles of light when filming outdoors	29 -Editing any footage towards our final product -Confirm with groups where we will be going and tell them what we will be doing while they are working -Do a setup count make sure everything is accounted for next week -Prepare to film Hannah's group at skate night event they are hosting tomorrow	
1) Prepare ourselves for the situations we can encounter filming on the go 2) Document our 3 focus groups also preparing to go into the real world 3) Make substantial progress towards our final documentary being completed					

HANNAH

MARIO

PAULINA

Important dates/Filming Opportunities

-May 2nd Registering voters at Design

-May 2nd Buying materials

-May 4th Fundraising

-May 5th Volunteering at St. Margaret's

-May 8th Going to Venice Beach Shelters

WEEK OF MID WAY POLS (FILM GROUPS MIDWAY POLS)

-May 9th Registering voters at Hawthorne High

-May 11th Registering voters at UCLA

-May 12th Registering voters at Science

-May 13th Nacho Fundraiser

-May 14th LA Mission 5K

-May 16th through 20th Creating their bags

-May 18th Fundraising

-May 18th Registering at El Camino

-May 19th Bake Sale

-May 20th Buying supplies for the bags

-May 24th Survey of the homeless

-May 25th Distribution of bags

-May 25th Distributing bags

-May 27th Receiving Feedback on bags

Advisor: Stoll		PROJECT GROUP NAME - 4001 : The Last Project			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MAJOR GOALS / DELIVERABLES FOR THE WEEK
PROJECT WEEK ONE (April 25 th -May 29 th)					
25 Filming of groups is restricted to school for this week (EXCEPTIONS CAN/WILL BE MADE) -Film first group as they prepare to go into field (GROUP #1) -Editing -Film Hannah's group selling tickets for skate night event -Hannah's group volunteering today at St. Margaret's Center -Speak to Stoll on how to get the documentary out to	26 -Film next group as they ready themselves to go work outside of school (GROUP #2) -Researching on filming in outdoors/on the go Moving from location to location -Editing if time available/left over -Hannah's group volunteering today at St. Margaret's Center -Finishing our calendar to the fullest extent	27 -Film last group preparing to work outside of school -Researching on best ways to film without knowing what outcome will be -Editing if time is left over -Hannah's group volunteering today at St. Margaret's Center -Making sure all groups send their calendars to our group	28 -Editing any new and old footage -Researching on how to take into account different angles of light when filming outdoors -Finish integrating Hannah's calendar into ours -Film the intro narrative part using voices from different group members	29 -Editing any footage towards our final product -Confirm with groups where we will be going and tell them what we will be doing while they are working -Do a setup count make sure everything is accounted for next week -Prepare to film Hannah's group at skate night event they are hosting tomorrow -Film the intro narrative	
1) Prepare ourselves for the situations we can encounter filming on the go 2) Document our 3 focus groups also preparing to go into 1st real world 3) Make substantial progress towards our final documentary when completed 4) Film the Care part of Senior Projects					

Questioning and Interviews

Group Questions

Care (couple 1)

- 1) What issue are you trying to solve with this project?
- 2) How do you see this issue being a problem?
- 3) What evidence do you have to support your claim?
- 4) Does your project affect future generations whether it be for the school or the world in general?
- 5) Why did you get involved in this issue?
- 6) What would you like people to know at the end of this project?
- 7) Where did your passion for this topic come from?
- 8) How can you spread that passion to others?
- 9) Do you have any personal connection to why you have decided to do this project?
- 10) Is there a need for this project? Audience/Target Group?

Concept (couple 2)

- 1) How will your idea/product solve this issue?
- 2) How do you plan to make your project work?
- 3) What kind of help/connections would you need in order to help make this project a success?
- 4) How many people do plan for this project to affect?
- 5) How do you plan to fund your project?
- 6) How do you plan to reach out to these people/companies?
- 7) How do you plan to solve this issue?
- 8) What materials would your group need to make this project successful?
- 9) How do you plan to plan?
- 10) What do you want to gain from this project? (ROI)
- 11) Any additional information you would like to share about the conceptual process of your project

Create (all)

- 1) Is this project original or inspired by something else?
- 2) How are you putting these materials together? (group that has a physical product)
- 3) How much would it cost to make this project happen?
- 4) How does this project/product work?

- 5) How are you using your time wisely to create your product/project?
- 6) What function does it serve? (physical product)
- 7) Prototype? (physical product)
- 8) How did you plan to improve from previous iterations?
- 9) What is expected in the final version? (physical product)
- 10) How are you testing this product?

Critique (all) (halfway pol)

- 1) What problems have you seen with your project?
- 2) In what ways can you improve the project?
- 3) What problems do you think you will encounter?
- 4) What feedback was most helpful?

Pitch POL(all)

- 1) How do you feel you did?
- 2) Do you as a group understand what went wrong or well during your presentation?
- 3) How will you as a group build off the teachers criticisms?
- 4) In which ways did the Pitch POL help you?

Road Blocks (all)

- 1) Explain what happened
- 2) Teacher feedback
- 3) What was your reaction/emotions during the time of distress?
- 4) How can you fix this dilemma?

Our 3 Focus Groups

Group 1 Project Change Me

Hannah Rose Ryan
Dayo Ables Sullivan
Julia Davis
Nelson Maldonado



Group 3 Furgotten Friends

Paulina Mayorga
Taylor Glass
Leen
Susan Salgado

Group 2 Register-4-Change

Mario Herrera
Jonathan Kidd
Arianna Castaneda
Amanda Parisse



Action Research/In the field





Major Events

Our goals for the documentary follow these events...

Exhibition Night (Complete)

- Obtain the first amount of footage
- Footage includes interviews, time lapses, and intro to groups
- Kickstart the project by letting people know what our end product will be

Mid Way POL (Complete)

- Interview how work was divided in groups
- Prove our documentary is working by having previous footage
- Have 20-25 mins of film done

Final POL (Currently in process)

- We want to conclude the process displaying our film before or after our Final POL
- Leave the film to the teachers to be able to be used each year as needed

Pitch POL (Complete)

- Began to focus scenes solely on 3 groups
- Interview groups
- Be able to capture pieces of their Pitch POL's on film and present a trailer for ours

Senior Showcase (Complete)

- Field work with any groups that go out
- Record our groups at Senior Showcase
- Have a 30 min version of film displayed at Senior Showcase

Our Return on Investment

Short Version (3-5 min):

- Freshman Overnighter
- Show to families interested in having their children attend Da Vinci Design
- Leadership to show during CD
- Da Vinci Website
- Real World Learning Experience Program
- Natasha Morse and Scott Weatherford

Long Version(30-35 min):

- Senior Show Case
- Next year Seniors
- Da Vinci Website

Current Contacts (Updated)

Carla Levenson

Hi Russell! Thanks for your email and FANTASTIC offer of putting together a promotional video. I would LOVE this!!! For my purposes, I would love to see 2-3 students "profiled" in this video with senior projects being the hook that draws viewers in. It is one example of the several ways in which students demonstrate their comprehensive understanding of material and take ownership of their learning. A quick and dirty summary of other points that might be covered in this video:

- How RWL is embedded into senior projects and all things DV
- Senior projects are an extension of our core PBL program
- The 21st century skills that students gain through senior projects and a DV education (collaboration, communication, presentation, etc.)
- The role that partners play in our work (not sure how industry partners might support the senior projects) -- it would be great to interview a partner and include them in this video
- Connect learning at DV to preparing students for college completion
- Learning at DV is an engaging and inspiring experience for students

Natasha Morse

As leaders of our DV family, you are constantly interacting with industry partners, interested families, and other off-campus connections. **If you have any interest in this group creating a small, promotional version of their film that would suit your needs, please let us know by responding to the following questions:**

- Would you benefit from having a short, promotional video to share about the Da Vinci Design Senior Project process and how it relates to PBL at Da Vinci in general? **Yes – I would love to give industry partners a better idea of what DV/PBL/Senior Projects are all about and ways that industry partners could participate.**
 - [If yes...] How long would you like this video to be, and who would the target audience be for this video? **Short (under 3 minutes), target audience would be industry partners. Something like this, but more Da Vinci like: <https://www.youtube.com/watch?v=LMCZvGesRz8> (Ex: Freshmen at the overnighter? Potential partners? Interested families?)**
 - [If yes...] How would you like this video to be finalized/published so that you could share it most easily? **(Ex: YouTube post, compressed video file, flash drive file...?) YouTube post would be great (anything I could link to)**
- Because this video is being made/shot as we speak, is there something that you would prefer to be added/focused on more closely with regards to how our Seniors interact or learn from stepping out into the field to do work? **Especially if you would like a short promo video - tell us how we can best suit your needs! I do a lot of "telling" about what Da Vinci is all about, the multitude of ways industry participates, etc. but would love something that "shows" it all better.**

What We Have Accomplished Since MidWay POL

- Created an estimated 30 minute film
- We spoke to Natasha Morse and Scott Weatherford
- Created a short video
- Completed 21 page process paper
- Showed a version of documentary at Senior Showcase



Reflection

THE END

