

Introduction

The FDA 100 resource is in two parts:

PART ONE

A timeline which looks at the various challenges which film has faced since 1915. The timeline gives not only details of key moments from the past 10 years but also uses a variety of film trailers dating back to 1915. Teachers might find these trailers useful in order to contrast the ways in which films have been marketed in the past compared to today. The time line also shows the rise, fall and rise again of cinema attendance.

PART TWO

An interactive website which looks at how film's are distributed now and whose content provides students with an engaging, relevant interactive resource containing both information and interactive tasks which take them through the whole distribution process.

The tasks have been designed to stimulate questions as well as answers and encourage students to explore their own relationship with the films that they consume and the processes that have produced what they see.

As well as being able to work on screen, the resource also provides the opportunity for teachers to download a student workbook that relates to the content, thus allowing for full class teaching as well as individual learning.

Students will learn about the different types of distribution, what a distributor does and the various stages involved in this broad sector of the industry. Language associated with this sector are 'jargon busted' through definitions and examples from film professionals talking about their own experiences of marketing, release dates and developing a clear idea of the target audience.

We recommend that teachers download the Film Distributors Association's step by step guide in order to gain further insights into the distribution process.

This guide can be found here:

<http://www.launchingfilms.com/step-step-guide>

Distribution Today

CONTENT OVERVIEW

The resource is gathered under six areas:

INTRODUCTION

Students will look at the role of a distributor in broad terms. Students will be able to use their experience as a foundation for understanding how a target audience is reached.

WHAT?

Understanding the audience is a key component of this sector and so developing a clear understanding of the selling point, or hook, of a film title is essential. Students are asked to think about possible selling points for a number of films.

WHO?

This information is then built on in various activities that challenge students to reach a specified audience via the 'poster analysis' tool, understanding of how genre works and how specific genres attract specific audiences.

WHEN?

Students are asked to think about the key points of the year when films might be released and link this to the issues of audience that they explored in the WHO? Section.

WHERE?

This section considers the different types of release that films can have – from the blockbuster, blanket release to the more specialised release on a few prints.

HOW?

The final section looks at the tools available to distributors to advertise and promote a film. This section also provides students with the opportunity to make a trailer and consider the all-important opening weekend.

CURRICULUM OVERVIEW

The following information has been gathered to provide teachers with broad specification guidelines. The information here is only designed as a guideline for the potential application that the material in the resource contains. Information has been grouped by subject alphabetically, although there will obviously be overlap between subject and specification and qualification within the 14–18 sector. This document is not intended to be exhaustive.

ART & DESIGN

- awareness of intended audience or purpose for their chosen aspect of Graphic Design
- an understanding of a variety of materials and genres appropriate to their chosen area of Graphic Design

DESIGN

- film, television, animation and/or video
- communication and/or computer graphics

- advertising and packaging
- theatre, television, film and/or exhibition design

BUSINESS STUDIES

Via interviews with various industry professionals students are able to see how essential marketing is to contemporary film products and how this process is carried out. The materials provided will help students:

- demonstrate knowledge and understanding of the most commonly used methods of advertising, publicity and sales promotion.
- appreciation of the importance of market research in identifying markets and market segments, and evaluate the suitability of the method by which the market research is undertaken.
- understand the role of distribution, in taking the product to the consumer, and the changing nature of the channels of distribution.
- market planning and research. Stages passed in reaching the consumer and the added value created.
- objectives and marketing niche versus mass marketing. Adding value through identifying a selling point/hook, or by identifying the right mix of design, function, image and service.
- promotion above the line and below the line.
- place: distribution targets and how to achieve them, distribution channels.
- understanding the purpose of budgets.

FILM & MEDIA STUDIES

This resource will enable students to have an understanding tied to examples of the following:

- film finance, production, distribution and exhibition in respect to Blockbuster and specialized film contexts.
- interrelationship between producers and audiences, with a particular focus on aspect of the film industry and audience behaviour.

Student Booklet

We have also prepared a [student workbook](#) which contains some of the information from the website as well as all of the activities that we ask students to carry out.