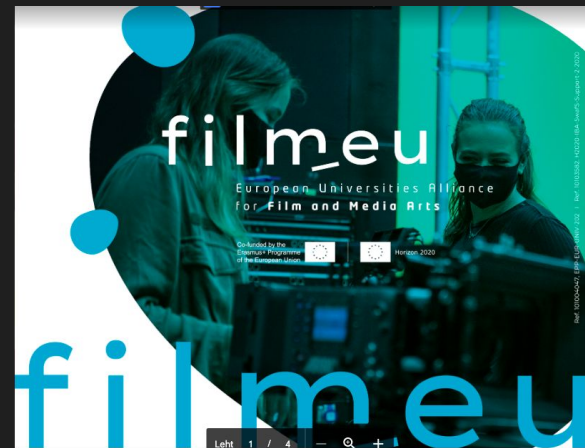


SUSTAINABLE AUDIOVISUAL ARTS



LIFE PROJECT PORTFOLIO

Tallinn University 2022 - 2023



TEAM MEMBERS

- Alise Linde
- Andrea Villarreal
- Anna Birgitta Erikson
- Ardo Richter
- Britta Lunden
- Edvin Kabanen
- Eliisabeth Laul
- Elis Koppel
- Ervin German Žitnikov
- Kamilla Abdullajeva
- Kirke Mari Päll
- Kristers Straupenieks
- Mario Maalt
- Oskars Vito
- Yaroslav Chekh
- Aleksei Zaitsev



All participants in Ghent during Ideation week.

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Countries participated - 60 students in total



- Estonia
- Ireland
- Portugal
- Belgium

PROJECT ACTION PLAN

- INTRODUCTION WEEK (BELGIUM)
- PRE-PRODUCTION (ONLINE)
- PRODUCTION WEEK (ESTONIA, PORTUGAL, IRELAND)
- POST-PRODUCTION (ONLINE)

SCHEDULE

- Research and development from **September-December**
(deadline 22-12-22)
- Production and postproduction from **Jan-March**
(deadline postproduction 31-03-23)
- Screening / Exhibition (Tallinn) **May-June**
Output + self-reflection journal.

PROJECT REPORT

OVERVIEW

- **A project led by organisation FILM EU and 4 universities (BFM, LUCA, IADT, Lusofona)**
- **Goal of the project:** to combine sustainability research and European art history research, learn about international teamwork and creating 15 audiovisual artworks (short films) by 15 international teams of 4 or 5 students that reflect on both of the fields of research.
- All international teams chose collectively their specific interest in the sustainability research and conducted it individually. This interest was the basis of the message / main concept of their artwork. All teams also decided on their choice of one European artwork (a traditional painting) that would become the visual reference to the final audiovisual piece.
- **Larger goal in the society:** to cultivate more sustainable practice among future professional creators of audiovisual content, to promote professional ties and networks among youth across EU countries, to increase feeling of belonging in the EU.
- **Keywords:** sustainability, art history, film making, international teamwork, hybrid work method

THE PROCESS

PROCESS:

- 15 students were selected from each of the 4 universities. All 60 people and involved professors and supervisors met during the ideation week in Ghent, Belgium on 24th to 28th of October. Lectures on sustainable film making, UN sustainability goals and European art history along with team building workshops were held during the week. International teams were formed before leaving Ghent.
- From October to January was preproduction and academic research phase, where all 15 teams did research and planning of the artwork online.
- 30th of January to 3rd of February all teams met in one of the countries for production week, during which the practical artworks (short films) were produced. After that, all teams worked on post-production online again.
- 13th of March was a premiere event across all universities, all works were screened and discussed, the project was called finished.

IMPORTANCE OF THE PROBLEM

Audiovisual and cinema production is problematic for its history of many very unsustainable methods, its requirements for example to burn fossil fuels for transport, use of one time plastic containers for on set meals, etc.

The current ecological crisis has brought upon a new reality - in every professional field it is time to think how to make the production less of a burden to the environment, how to reduce the carbon footprint of every action. At the same time, art is a powerful tool to spread awareness on important issues. The audiovisual pieces created by teams illustrated one of the UN sustainable development goals, doing so, spreading awareness to the audiences across the EU about the UN goals.



Example of research (group 14)

Goal chosen by the group: Sustainable development goal 12.
Responsible consumption and production.
Specific issue addressed by group: over-consumption of fast fashion.

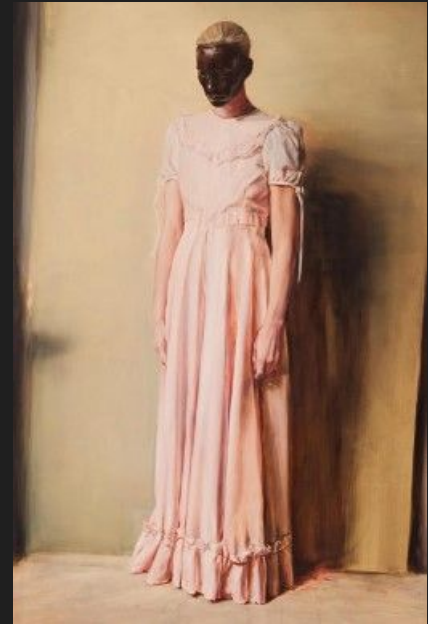
Research was based on following academic publications:

Liu, H., & Li, L. (2022). The Myth of Sustainable Fashion. Harvard Business Review.

Zimmer, A. (2020). Plastic Pollution Woven into the Fast Fashion Culture. New Security Beat

Evans, A. (n.d.). Exactly How Bad Is Polyester for the Environment? EcoCult.

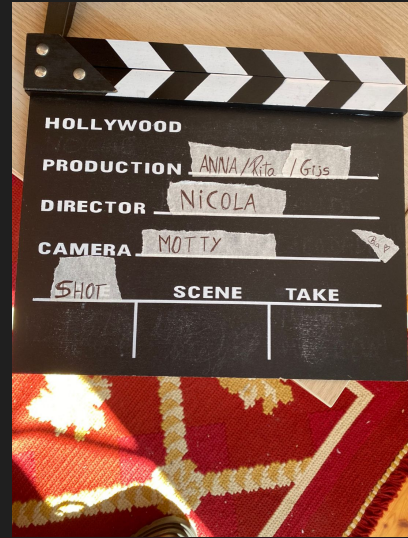
Choice of artwork of the group: “The angel” by Michael Borremans.
Visual reference picked from the painting: a dress from the painting. in the audiovisual project a dress was central symbol to fast fashion.



The angel by Michael Borremans.

Example of production

Shooting of the film on set - Lisbon (group 14)



DESCRIPTION OF THE ACTIVITIES AND REACHING THE STAKEHOLDERS

- The project activities are aimed at students who participate in the project
- Stakeholder (Filmeu) has planned the whole project
- Direct and indirect stakeholders are Filmeu students and audience of the short-films produced

SUSTAINABILITY OF THE PROJECT

- Cooperation with stakeholders was operated through BFM project coordinators
- Sustainability of the project activities was ensured by delegating different tasks to different teachers and organizers
- Filmeu will be responsible for the implementation of the systems, methods, plans etc developed as a result of the project.
- The ownership of project outcomes will have Filmeu.

TIMEFRAME

12 September 2022- 13 March 2023
(project real duration until June 2023)

STAKEHOLDER

FILMEU

European University for
Film and Media Arts

The logo for film_eu, featuring the word "film" in black lowercase letters, a blue underscore, and "eu" in blue lowercase letters, all on a white rectangular background.

film_eu

MEDIA COVERAGE

- INSTAGRAM
- FACEBOOK
- YOUTUBE



Filmeu - European Universities Alliance for Film and Media Arts
27. jaanuar · 🌐

In Autumn, we welcomed 60 FilmEU student at LUCA to be part of the ideation phase of the FilmEU pilot around 'Sustainable Film as Art'.

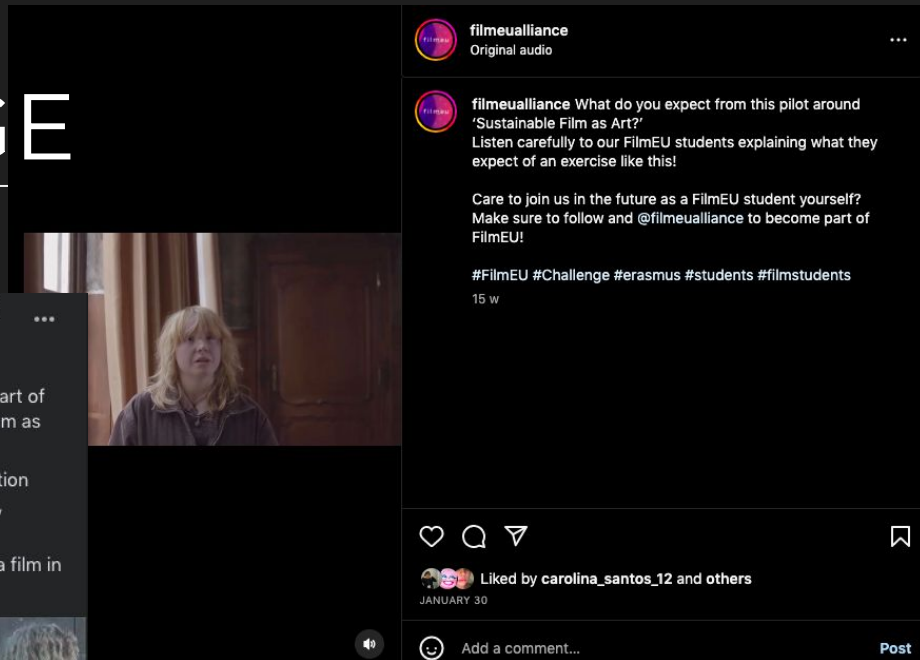
Join us next week for the next - exciting - phase, the production phase where students will produce films in group in Portugal, Estonia and Ireland!

Follow @filmeualliance to find out what it means to produce a film in group in an international context!



YOUTUBE.COM
FilmEU - Annual Challenge - Ideation Week 2022/2023

<https://www.youtube.com/watch?v=bt9GcDuacqM>



filmeualliance
Original audio

filmeualliance What do you expect from this pilot around 'Sustainable Film as Art?'
Listen carefully to our FilmEU students explaining what they expect of an exercise like this!

Care to join us in the future as a FilmEU student yourself?
Make sure to follow and @filmeualliance to become part of FilmEU!

#FilmEU #Challenge #erasmus #students #filmstudents
15 w

Like Comment Share

Liked by carolina_santos_12 and others
JANUARY 30

Add a comment... Post

<https://www.instagram.com/filmeualliance/>

<https://www.facebook.com/photo?fbid=593320169473876&set=a.499242998881594>

SUMMARY OF THE RESULTS AND ANNEXES

The result:

Team-building skills were learned, along with hybrid working methods - working together both in physical location and over online mediums.

Research was conducted by which students developed their awareness on sustainability and ecological issues. 60 students were able to form a professional and personal network - a possibility for future collaborations across the EU countries.

15 short films / audiovisual pieces were created that reflect on the ecological issues and interpret traditional European art in new visual mediums.

Along with the short films research, mind-maps, vision-boards, budgets and filming plans were made.

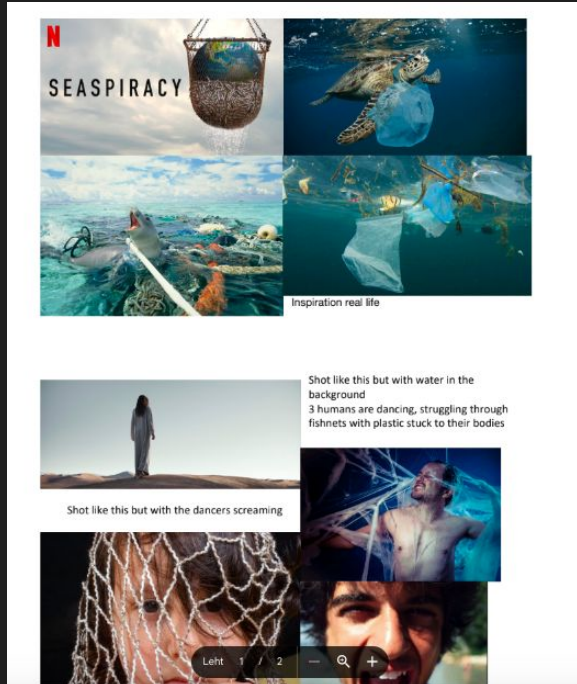
Screenings:

In Estonia, Portugal, Belgium and Ireland there was a screening of the movies on a bigger screen and all screenings were connected online via video call.

Media:

Posts, pictures, interviews and videos were made of the project for a bigger audience of Filmeu alliance.

VISIONBOARD example



Costumes, art and sound department



costumes



Fish skin resemblance, but also human



masks,
made out
of plastic
trash



Sound: violin, piano
ambience and sea
sounds

SELF REFLECTION

EVERYONE WILL TALK ABOUT THEIR
EXPERIENCE ON THE PRESENTATION
DAY



Self-reflection reports

The image displays a grid of eight self-reflection reports from a course. Each report is presented as a card with a header, a title, and a body of text. The reports are arranged in two rows of four. The top row shows reports from Aleksei, Alise Linde, Britta Lunden, and Erikson. The bottom row shows reports from an anonymous student (PDF icon), and three reports from a student with a 'W' icon. Each report includes a title like 'Self-reflective report on LIFE COURSE' and a body of text where the student reflects on their experience. The reports are displayed in a light blue and white color scheme.

Row 1:

- Aleksei Self-reflec...** (Checkmark icon): **Self-reflective report on LIFE COURSE**. Introduction: Why did you join the project? What were your expectations? What were your roles and contributions? Personal development: How did you grow while taking the project? (Text is partially obscured)
- Alise Linde Self-re...** (PDF icon): **Self-reflective report on LIFE COURSE**. Introduction: Why did you join the project? What were your expectations? What were your roles and contributions? Personal development: How did you grow while taking the project? (Text is partially obscured)
- Britta Lunden Self...** (W icon): **Self-reflective report on LIFE COURSE**. Introduction: Why did you join the project? What were your expectations? What were your roles and contributions? Personal development: How did you grow while taking the project? (Text is partially obscured)
- Erikson_Self-refle...** (PDF icon): **Self-reflective report on LIFE COURSE**. Introduction: Why did you join the project? What were your expectations? What were your roles and contributions? Personal development: How did you grow while taking the project? (Text is partially obscured)

Row 2:

- Self-reflective rep...** (PDF icon): **Self-reflective report on LIFE COURSE**. Introduction: Why did you join the project? What were your expectations? What were your roles and contributions? Personal development: How did you grow while taking the project? (Text is partially obscured)
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EXAMPLES from self-reflection

- “I improved my skills in quick problem solving and I learned how to work with the ZOOM F4 recorder and how to work with a boom microphone in the real filming conditions.”
- “It was a valuable experience to make a film in a foreign country, together with just acquainted people and also the experience that it is possible to find everything necessary in a couple of days without any local knowledge and a small budget.
- ”I joined the project because I wanted to meet creative people from other countries, see what opportunities they have in other film schools and work with them.”
- “In the future what I would do differently is to be more behind the camera or directing to guide the visual part more.”
- “I have only warm feelings looking back at this project. I have made connections for life for which I am incredibly thankful for!”

EXAMPLES from self-reflection

- “It was a good experience, I learned a lot.”
- By the end of this project I feel that I am very lucky that I was a part of this project because it gave me so much of everything.
- I think I will take with me a new self-belief in my skills in production, knowledge about work ethics and culture at film sets, better time-planning and organizing skills and surely a lot of interpersonal skills and also taking responsibility in projects generally.
- All in all, I think the project was successful for building friendships and letting people of different skill levels experiment with what they can make in this collaboration. With more of a push we could go even further.