

The Pitch Bible: How to Demonstrate a Fully Conceived Television Series Concept

In pitching a television series, you need to demonstrate what your story is about. Your Pitch Bible helps you sell your concept to the people that you need to buy into it. The Pitch Bible is a tool that helps convey your entire show or series concept. It is a tool to help you present. It is a tool that is a leave-behind to help future producers of your show make it once you have gone. What are the basic elements of your concept? What should never be left out? Here is a glossary of Pitch Bible terms.

Pitch Bible or Pitch Book: A compilation of premise (or basis for the overall arch of the story), story, characters, and images. This should be in a form that can be presented during a pitch, as well as left behind and followed once you leave. It should contain the following in this order:

I. Title Page: The working title of your show

II. Premise: A written foundation that explores how the story starts and the background of the story. This won't be part of every Pitch Bible, but it will be important to some in understanding what has to happen later in the story. It's everything that happened before the pilot and helps to support the story and the characters for the writers who will take your Pitch Bible and work with it once you are gone. This should be a paragraph of explanation and should come after your title page.

III. Synopsis: A one-paragraph overview of the rest of the story, plot and motivation of the characters. This should read like a book jacket or the back of a movie case.

IX. Script Treatment: How the scripts should be treated in the future. This covers the full story of the series, its basic ideas, and how it should be directed (the tone), but in a condensed form, containing key scenes, locations, main characters and plot. Think how your show is videoed, how it is edited, what segments it contains, and the feel of your show.

IV. Character Descriptions/Concept Art: Written descriptions of each character. What are their characteristics? How do they interact with the other characters in the story? What rules do they live by? What is their motivation? What do they yearn for? Include drawings, illustrations or images of the characters and the environments of the story. This should give visual explanation to the characterizations and story.

V. Log Line: A one-to-three sentence description of the story of your pilot/show. Think channel guide description of episode. Your Log Line will be similar to this description in a television scheduling guide.

VI. Pilot/Show Script and Storyboard: A fully produced episode on paper to show as a sample of the series.

VII. Future Episode Log Lines: Log Lines for episodes that you produce or want to produce after your pilot episode. Each episode's synopsis should contain a beginning, middle and end and will "give away" more of the plot than the log line to your pilot. You should have at least two of these.

VIII. Story Springboards: Like your episode synopsis, this is a compilation of future episode ideas that you can leave for others to pick up and create or for you to work with in the future. These are short, short descriptions (like a sentence or so) of episodes plots that spring from the original concept. Each episode's synopsis should contain a beginning, middle and end. You should have at least three of these, and the Future Episode Log Lines do not count in this total.

[Write your working title here]

Premise: [Write your premise here. Should be a good, explanatory paragraph.]

Synopsis: [Write your one-paragraph overview of the rest of the story, plot and motivation of the characters here. This should read like a book jacket or the back of a movie case].

Script Treatment: [Include how the scripts should be treated in the future here. This covers the full story of the series, its basic ideas, and how it should be directed (the tone), but in a condensed form, containing key scenes, locations, main characters and plot. Think how your show is videoed, how it is edited, what segments it contains, and the feel of your show.]

Character Descriptions/Concept Art: [Include pictures that help convey your setting, symbols, and characters here with a description of each.]



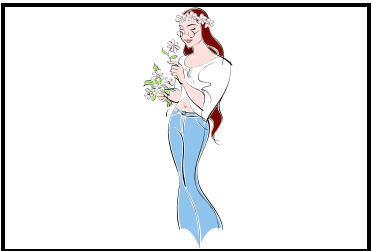
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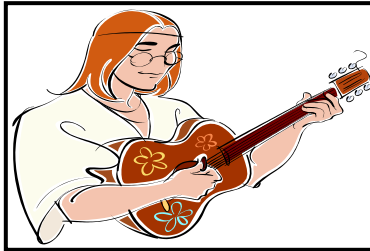
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Log Line: [Write your one-to-three sentence description of the story of your pilot. Think channel guide description of episode.]

Pilot: [Include the storyboard to your pilot in this section of the Pitch Bible.]

Future Episode Log Lines: [Include your Log Lines for future episodes that you produce or want to produce after your pilot episode. Each one should contain a beginning, middle and end and will “give away” more of the plot than the log line to your pilot. You should have at least two of these.]

Story Springboards: [Include you’re your Story Springboards here. These are short, short descriptions (like a sentence or so) of episodes plots that spring from the original concept. Each episode’s synopsis should contain a beginning, middle and end. You should have at least three of these, and the Future Episode Log Lines do not count in this total.]

Pitch Bible Grading Criteria	Points Possible
Format and Look of Pitch Bible (Did you follow this template? Does your PB look neat? Would you be able to leave it with a real producer and feel it's polished enough to be impressive?)	/30
Content (Did you explain your vision well? Would I be able to only look at your PB and get a true understanding of your concept and how you want it to be produced?)	/60
Visuals (Are your pictures attractive and accurate? Do they enhance our understanding of your vision? Are they well organized? Are they well described?)	/40
Story Board (Does this accurately depict/describe the episode that you have produced? Does it include all portions of your story?)	/50
Editing (Check for typos and grammatical mistakes. Be clear and concise in your writing. Make sure it flows well.)	/20
Pitch Bible Subtotal	/100
Episode (Your episode will be graded on a separate rubric that is included in the ACC handbook. It is also worth 100 points.)	/100
Total Score	/200

I Be in I.B.

Premise:

A group of students are in I.B. classes because they participate in the International Baccalaureate Program at Auburn High School. They have different requirements that they have to fulfill in order to graduate with the I.B. diploma than the rest of the students at AHS, and they required to take I.B. classes that are usually considered more rigorous.

Synopsis:

As we follow a class of I.B. students, a few of them emerge as the main characters so that we can advance a plot. We will see them make their journey as I.B. students to reach the end goal of graduating with an I.B. diploma. It will be documentary in style and a parody documentary in tone; the plot will revolve around the social interactions of the students in I.B. and their struggles with the advanced curriculum.

Script Treatment:

It is a parody of a real life documentary. It is funny and creative but informational at the same time. Sometimes the characters can portray I.B. as a whole different world and the students almost as a different species.

Character Descriptions:

(*Note: These characters are only for the season premiere, but future characters should be detailed and constructed something like this.)

The three main requirements of I.B. that are different from other classes are that each student must take a Theory of Knowledge class, complete CAS, and turn in an Extended Essay. Each of our three main characters will be struggling with each of these requirements.

Darla Does everything last minute: Extended Essay – This person is a procrastinator. The essay is 4000 words and is always due the day after the Labor Day break. The school year has already started and they are not even close to finishing their long essay. This person wants to go to social events with other IB kids but is conflicted because they have their long essay to do. They yearn to sit down and finish because they want their diploma but just cannot do it.

Tommy Thinks a lot: Theory of Knowledge – His eyes have been opened to a new light with the deep and philosophical discussions in ToK class. He never really thought about life but after taking this class he questions EVERYTHING. He is in a phase that makes him wonder deeply about EVERYTHING. He is troubled by all the controversies that are in this world.

Natalie No life 3: CAS – For CAS you need to reflect upon daily activities to show that you have a life other than IB. Natalie studies a lot to keep her grades up but doesn't have extracurricular activities to fill her CAS. Without CAS she cannot receive her diploma. She will struggle to find activities to do with her IB classmates as well as to fill her CAS.

Concept Art:

(*Note: Some of this will change with each episode.)

I Be in IB is a parody documentary about IB students that attend our school. IB is a separate diploma program that some students choose to participate in. Because IB classes are often isolated from other classes at our school, the characters (IB Students) will be addressed as a new species.



Auburn High School is the setting for most of the footage for this parody documentary. Because the students are treated like a new species in this parody documentary, Auburn High School is like their African plains or jungle.



Most of the scenes will be in a classroom as well – in their natural habitat.



For ToK, there will be A LOT of scenes with discussion. This class is one of the requirements of IB. Unlike other classes, this class is mostly discussion based, with a lot of presentations and group work.



The Extended Essay is the second requirement that will be featured on the first episode of I Be in IB. Students working on their EE will mostly be on the computer.



CAS is the third requirement for IB that will be featured in the first episode. The students that will be working on CAS will mostly have to meet with Ms. Owens, the CAS coordinator at Auburn High School.



In the end, the goal for each of the students is to complete all the requirements for IB to receive their IB diploma.



Log Line:

A group of students at Auburn High School will be highlighted in a parody documentary with their struggles to successfully complete the rigorous International Baccalaureate program and come through in the end with a rewarding experience.

Pilot Script:

Script for Alex Hosey

In a fierce jungle called Auburn High School... One group of students will go above and beyond. These students will face daily dangers of assignments, homework, and stress. In I Be in IB, we will see that even through tough times, the IB students will come together as a family to push through the rewarding journey for the IB diploma in the end.

Right now, we are observing the IB required class of Theory of Knowledge. Also known as some sort of a philosophy class, students discuss ways and areas of knowing as a group. The male in the front of the class is Mr. Thompson, the IB coordinator. In this class students will also have to put together presentations and essays of the things they have learned.

What we are looking at now is an IB student's habitat. We will call this specimen... Pranjal. As we can see, Pranjal is worried about his Extended Essay or EE. This is a 4000 word essay that each IB student must complete in order to receive their IB diploma in the end. Pranjal has procrastinated and is in a bit of a rut in finishing this task that other students have months to complete. We will come back to Pranjal and his progress on his EE.

Ah! We have stumbled upon another IB student. We shall call this one.... Justin. Justin is looking at a computer, more importantly, his CAS. CAS stands for creativity, action and service. IB students have to propose their extracurricular activities and reflect on them. CAS is another requirement for the IB diploma and Justin seems to not have kept up with it.

This IB student, Chloe, is pondering upon the last Theory of Knowledge class. Observe her stance as she is pondering upon the controversial issue that she must present on.

We have found Justin again, in the cave of Ms. Leigh Owen. Ms. Owens is the CAS coordinator for Auburn High School. She approves and makes sure that students complete their requirements. What is this? She looks a little disappointed. The IB student is distressed because he knows that he will not be able to receive his diploma without CAS. Will Justin be able to complete his CAS?

We meet again with Pranjal, and he is trying his best to stay awake. We can observe the many behavioral techniques that this species use to stay awake. Such as drinking coffee

Watching hilarious YouTube videos to stimulate the mind

And drinking hot sauce.

Good luck Pranjal!

Chloe and her group of three are at another location working on the TOK presentation.

Wait. The IB students are moving in large herds, and they seem excited. Let's follow. What is this primitive violence? This weekly ritual is called, Hug a Junior Friday. Where the IB senior class bombards the junior class with unexpected hugs and then leave, waiting for next week's attack.

(Whispering) it's 4:48 in the early morning and Pranjal! Seems to have given up.

Oh what a sighting! Our friend Justin, seems to be doing his CAS! Like Ms. Owen advised, he is proposing and reflecting on his extracurricular activities

We caught our friend here playing tennis and a few days ago, and it was truly exciting. He can reflect on how he has been improving, and how he has to cooperate and work together with his team mates.

We also found rare footage of Justin volunteering at the library. This could be a service project that he can reflect on in CAS.

Justin also plays the saxophone! Something to add to the creativity requirement for CAS. Now this is a spectacular event. Justin seems to be reflecting on his past activities. We can see how far he has come and how he continues to reflect.

With some encouragement from his fellow species, Pranjal sets off to work to finish his Extended Essay.

We are now with Chloe and her Theory of Knowledge presentation group. Observe how they are nervous while Mr. Thompson seems to be evaluating them as well.

Justin is back again with Ms. Owen, the CAS coordinator. She seems content and proud of Justin. This is because Justin has been fulfilling his CAS requirements. He has been reflecting on them just like we have observed as well. Congratulations Justin!

It is the last day to turn in Extended Essays. It is truly miraculous, the amount of work that each IB student puts into their EEs. Unfortunately we have not sighted our friend Pranjal so far.... Wait. Wait! Blimey! Pranjal has made it on time! He has turned in a completed Extended Essay. This truly shows that hard work and perseverance can help you finish something.

Throughout hard times, the camaraderie between IB students is truly wonderful.

Episode Synopses:

Three students in the I.B. program are making their way through the year, each with a difficulty with the different requirements that they need to graduate with their I.B. diploma. The IB students were portrayed as a different species and the narrator described in animalistic ways. (This should be the humor.) The show should be somewhat informative, but should have instances of humor as well. Since it is hard to film students actually in c. diploma. This episode follows them as they struggle to complete CAS, TOK, and EEs. In the end, they learn that with hard work, perseverance, and a little help from the IB family, the IB program is a rewarding journey to take in high school.

Director's Notes

Show:

I Be in IB is a documentary parody. *Meerkat Manor* was the show that we had in mind when thinking of the concept. Meerkats are not very interesting animals, but with exciting music, good footage, and a well narrated plot, everything fits together well and it is actually easier than writing an essay at home, most of the show was acted out. This is why the script is especially important.

Plot:

The IB Program is different than a normal high school path in many ways. The season premiere showed three students who had to complete their Extended Essays, CAS, and TOK. These three tasks are just some of the many different requirements that IB students have to complete in order to receive their diploma at the end of the year. For future episodes, I Be in IB should highlight a student's journey in finishing a task or tasks that only IB students have.

The student should have a hard time with what they are working on at first, creating the problem in the plot. They should work hard and finish it in the end. The hope is that people watching the show will be informed of the different things that IB students have to do, but also see the IB program and its students in a good light. The show should be informative about whatever the task is. The show should also convey that although these tasks are challenging, with a little hard work and the help of the IB classmates, everything is doable.

Something else that was highlighted in the season premiere was the family atmosphere of the IB program. Because IB students have almost every class together, becoming closer to the classmates is a big deal. Most people who are in the IB program see this as a positive aspect of the IB program and it's a good add-on to the plot.

Script:

Keeping those things in mind, creating a script is the most important part of making the show or any other show. Making a script took the most time, but it was worth it. Everything the narrator would say, everything the actors would say and do, and even the setting was described in the script. Putting ideas on paper makes the filming process a lot easier. You can even use it as a checklist because it's going to be hard to film and do things in chronological order.

Be detailed. Setting shouldn't be that hard because most of it will probably take place at school. (But try for variety, too.) The narrator should be explaining exactly what the actor is doing on screen as well. Lastly, the characters are real students. Make sure that they have real characteristics such as procrastination, hopefulness, determination, or are hard working.

After making a script, look into the IB class. Look for people that either portray the character well, or would be a good actor. Since you will not be on the camera, it's important to find actors that can portray your ideas well.

Extras:

Music adds on to any show. Because this is a document parody of *Meerkat Manor* in Africa, the music was mostly different compositions of African drums.

Putting it Together:

After getting the music and all the footage you need, start piecing your show together. This is another reason why the script is so important. Use it to check things off when you add clips or narration to your show. The editing process doesn't take that long as long as you have everything that you needed on your script. The overall show should be fairly simple. The show should be interesting with the characters' actions and the narration.

Some things to keep in mind when finishing your show are: volume, order, and continuity. Narration is one of the biggest aspects of a documentary. Make sure that you can clearly hear the narrator's voice when watching the show. Using your script, make sure that the clips are in order and that the story makes sense. The IB program is already confusing as it is, but the show should break it down and be informative to the audience. Keeping the concept throughout the show is also important. The plot should be spaced out evenly throughout the show and there should not be too many differences in what the audience sees from the beginning of the show to the end, or even from the first episode to future ones.

Good luck! 😊