

Filmmaking Overview

Content Area: Theatre
Course(s): FILMMAKING
Time Period:
Length: N/A
Status: Published

Course Overview

COURSE DESCRIPTION

This course offers a more advanced Performing Arts experience that builds upon the skills learned in World of Theatre. Through the course students will have the opportunity to further their vocal, acting, improv, aesthetic and analytical skills through script writing, design, and performance. Through the creation of several original films, students will apply writing, design, and performance skills via hands-on learning.

Film/Videotape courses expose students to the materials, processes, and artistic techniques involved in film, television, or videotape. Students learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of filmmaking (documentary, storytelling, news magazines, animation, and so on). As students advance, the instruction becomes more refined, and students are encouraged to develop their own artistic style. Students may also study major filmmakers, cinematographers, and their films and learn about film, television, and video and their relationships to drama and theater.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy			

Textbooks and other resources

COURSE RESOURCES

Apple tutorials on: iMovie, Garageband

Various film websites such as IMDB and NPR

Film scripts

Teacher handouts

Films, ie: Citizen Kane, Stardust, Strangers on a Train, Spellbound, Seabiscuit, Proof

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 <u>Introduction to class, instructor and peers</u> Students will review guidelines for the classroom and sign a course contract stating that they understand and implement the rules. Students will play the various introduction games in order to establish a positive, collaborative and cooperative classroom environment.	1.4.8.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.5 (M) 1.4.8.A.6 (M) 1.4.8.A.7 (M)	1	2 days (ongoing)	Participation Assessment
Unit 2 <u>Vocabulary and Equipment Usage</u> Students will learn film vocabulary and how to properly store and use the video equipment.	8.1.8.A.1 (M) 8.1.8.A.8	1 & 2	5 days (ongoing)	Unit Test Participation Assessment

Students will apply and demonstrate mastery of vocabulary and equipment usage.	(M) 8.1.8.B.5 (D) 9.1.8.A.7 (D) 9.1.8.B.4 (D)			Project Assessment
Unit 3 <u>Pre-Production</u> Students will identify the reason for planning before filming a movie and identify the components of a storyboard, shoot sheet and budget. In film teams, students will demonstrate mastery of the storyboard, shoot sheet and budget.	8.1.8.A.8 (M) 1.3.8.C.1 (M) 1.3.8.C.2 (M) 1.1.8.C.2 (M) 1.1.8.C.3 (M) 1.1.8.C.4 (M) 1.4.8.B.2 (M) 3.2.8.A.14 (D) 3.2.8.D.12 (D) 9.1.8.A.7 (D) 9.1.8.B.4 (D)	1 & 2	4 days (ongoing)	Participation Assessment Project Assessment
Unit 4 <u>Silent Film</u> Students will identify the components of a silent film that convey plot, character, and emotion to the audience without dialogue. They will design, film and produce a short non-dialogue film with inanimate objects.	1.1.8.A.1 (M) 1.1.8.B.2 (M) 1.4.8.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.6 (M) 1.4.8.A.6	1	20 days	Participation Assessment Project Assessment

	(M) 1.4.8.A.7 (M) 8.1.8.A.1 (M) 8.1.8.A.8 (M) 8.1.8.B.5 (D) 9.1.8.A.7 (D) 9.1.8.B.4 (D) 1.3.8.C.1 (M) 1.3.8.C.2 (M) 1.1.8.C.2 (M) 1.1.8.C.3 (M) 1.1.8.C.4 (M) 1.4.8.B.2 (M) 3.2.8.A.14 (D) 3.2.8.D.12 (D)			
Unit 5 <u>Creating a Successful Movie</u> Students will learn how to make a film plot using visual storytelling techniques, also learn the importance of sound in a film and how to add in original music and voiceovers.	8.1.8.A.1 (M) 8.1.8.A.8 (M) 9.1.8.A.7 (D) 9.1.8.B.4 (D)	1 & 2	5 days	Participation Assessment Project Assessment
Unit 6 <u>Public Service Announcement</u> Students will design, film and produce a one-minute commercial for the benefit of the school or community.	1.2.8.A.1 (M) 1.2.8.B.2	1	15 days	Participation Assessment Project Assessment

	(M)			
	1.4.8.A.1 (M)			
	1.4.8.A.2 (M)			
	1.4.8.A.5 (M)			
	1.4.8.A.6 (M)			
	1.4.8.A.7 (M)			
	8.1.8.A.1 (M)			
	8.1.8.A.8 (M)			
	8.1.8.B.5 (D)			
	9.1.8.A.7 (D)			
	9.1.8.B.4 (D)			
	1.3.8.C.1 (M)			
	1.3.8.C.2 (M)			
	1.1.8.C.2 (M)			
	1.1.8.C.3 (M)			
	1.1.8.C.4 (M)			
	1.4.8.B.2 (M)			
	3.2.8.A.14 (D)			
	3.2.8.D.12 (D)			
Unit 7 <u>Screenwriting</u>	3.2.8.A.14	2	3 days	Participation

Students will identify screenplay format and create a short screenplay based on professional screenplay guidelines. Students will then implement their screenplay writing skills into their final film.	(D) 3.2.8.D.12 (D) 9.1.8.A.7 (D) 9.1.8.B.4 (D) 1.1.8.C.2 (M) 1.1.8.C.3 (M) 1.1.8.C.4 (M) 1.2.8.A.1 (M)			Assessment Project Assessment
Unit 8 <u>Hitchcock and the Making of a Thriller</u> Identify the Hitchcock tricks that make his movies such successful thrillers	8.1.8.A.1 (M) 8.1.8.A.8 (M) 9.1.8.A.7 (D) 9.1.8.B.4 (D)	2	5 days	Classwork Assessment
Unit 9 <u>Final Films</u> Students will identify the components of various film genres, including: a comedy, drama or thriller. Students will design, film and produce a five-minute culminating film in the genre of documentary, comedy or thriller.	1.4.8.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.5 (M) 1.4.8.A.6 (M) 1.4.8.A.7 (M) 1.3.8.C.1 (M) 1.3.8.C.2 (M) 1.1.8.C.2 (M) 1.1.8.C.3	2	28 days	Participation assessment Project assessment

	(M)			
	1.1.8.C.4 (M)			
	1.4.8.B.2 (M)			
	1.2.8.A.1 (M)			
	1.2.8.B.2 (M)			
	3.2.8.A.14 (D)			
	3.2.8.D.12 (D)			
	3.2.8.A.14 (D)			
	8.1.8.A.1 (M)			
	8.1.8.A.8 (M)			
	8.1.8.B.5 (D)			
	9.1.8.A.7 (D)			
	9.1.8.B.4 (D)			

VPA.1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
VPA.1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
VPA.1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or

	recorded venues.
VPA.1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.A.CS7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation (individual time on task)
- Individual performance assessments
- Collaborative performance
- Written assignments
- Tests and quizzes
- Original film, composition, planning and performance.

Final course grades will be based on:

- Marking period grades (weighted 50% each)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Filmmaking, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

2273 Filmmaking (Churchill Junior High School)

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
75	055	A	S	8-9	2.50	210	E	10/17/2002