

Unit 12: Production

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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|---|-----|
| N/A | N/A |

Production

Learning Objectives

- AWBAT capture footage in a variety of well-crafted shots
- AWBAT construct a blocking plan for camera moves based on action in the scene.
- AWBAT construct a diagram for lighting a scene that all crew members can understand.
- AWBAT construct a plan to capture second audio sources for scenes involving other sound or music besides dialogue - after a lesson in Foley and ADR [dialogue replacement].
- AWBAT critique elements of set etiquette/professionalism on a film set after instructor led viewing of standards in the industry clips.
- AWBAT design a composite shot list from storyboards after a workshop in scene coverage from establishing shot to close-up to cutaway.
- AWBAT devise a plan for choosing when to use diegetic vs. non- diegetic sound in their scenes after a lesson in both kids by instructor.
- AWBAT direct the production of their personal film
- AWBAT integrate new professional level sound gear into their current workflow after being introduced to new technology.
- AWBAT invent a way to get clean audio on set and in the studio after a re-instruction on which mics do what based on their technical limits.
- AWBAT outline exactly what lighting they need for a scene after being introduced to complex lighting situations and gear choices.
- AWBAT set up a scene in out black box with good sound and complex lighting complete with camera blocking around action.
- AWBAT work as a member of a team on other students' films
- AWBAT work as a member of a team on their personal film

Standards

| | |
|-------------------------|---|
| MA.9-12.1.2.12prof.Cr1b | Organize and design artistic ideas for media arts productions. |
| MA.9-12.1.2.12adv.Pr4a | Synthesize various arts, media arts forms and academic content into unified media arts. |
| MA.9-12.1.2.12adv.Pr5a | Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. |
| MA.9-12.1.2.12prof.Pr5b | Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions. |
| MA.9-12.1.2.12prof.Pr5c | Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks. |
| MA.9-12.1.2.12prof.Pr6 | Conveying meaning through art. |
| MA.9-12.1.2.12prof.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| WRK.9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |

Instructional Tasks/Activities

- Artist will be introduced to complex blocking for camera, with action through direct instruction and a short video.
- Artist will fill out a full shot list based on choices presented by instructor and previous blocking exercise.
- Artist will review set etiquette and professionalism on a film set through teacher lecture.
- Artists will act as cast and crew in the peers' films
- Artists will act as cast and crew in their own film
- Artists will be given a scene to record in the studio where they will have to record both diegetic and non-diegetic sound. Once finished, all clips will be reviewed for critique by peers in class.
- Artists will be given another scene where other problems in sound must be solved.
- Artists will direct and produce their personal film
- Artists will experiment with our most professional grade sound gear in a workshop in our black box soundstage.
- Artists will get into 4 groups and set up a scene in our black box with good sound and complex lighting complete with camera blocking around action.
- Artists will record shots designated by their storyboards
- Artists will research and collect sounds for Foley, then record a voice-over for ADR. Both examples will be presented to the class once complete.
- Artists will take part in a lighting workshop by instructors and then get into groups to light scene given to them by instructors in order to work out lighting problems.
- Each artist will make a lighting diagram for a scene in their film and present it to class.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, weekly participation via teacher observation, class projects including essays and power points, tests/quizzes
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Presentation grade for group project on soundstage
- Problem Correction
- Project
- Quiz
- Quiz grade for lighting diagram
- Quiz grade for shot list after blocking exercise
- Rubric
- Teacher Collected Data
- Test
- Weekly work ethic
- Worksheet

Recommended Technology Activities

- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- Film Class Equipment Room
- Handouts, worksheet on shotlist
- IMDB.com
- Internet based tutorials - lighting, sound, blocking
- Niemand raw footage