

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 digetic and non- digetic 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 out 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