

Unit 2: Development

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 |

Development

Learning Objectives

- Artists will be able to answer questions on various themes, the job of director and story development.
- Artists will investigate the different paths to story development including experimentation with varying points of view and various story pacing.
- AWBAT learn to integrate their Academic subjects with their art.
- AWBAT research and accumulate a list of various films they might be able to make this year - on per marking period must be directed by each advanced artist, in addition to department films and other group projects - based on our genre based learning module.
- AWBAT specify examples of non-linear storytelling films that they might use as inspiration for their own works.

Standards

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|------------------------|--|
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| MA.9-12.1.2.12adv.Cr2a | Fluently integrate a sophisticated personal aesthetic for media arts productions. |
| MA.9-12.1.2.12adv.Cr2b | Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations. |
| 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.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |

Instructional Tasks/Activities

- After investigation on the internet, artists will explain by example, more complex forms of storytelling such as varying POV and story pacing variations.
- Artists will - after presentation of possible types of films to make this year by instructors - research their own film ideas for homework and presentation to class.
- Artists will discuss possible projects they can do in their art AND Academics.
- Artists will identify and call up specific examples to the class of non-linear storytelling.
- Artists will pitch their own story ideas for their festival films to the class.
- Artists will work in pairs or small groups to develop story ideas. They will then identify which ideas are plausible or implausible and judge what they think they can get done together,
- Students will critique each other's pitch, identifying them and development points.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, teacher observation, class projects including essays and power points, tests/quizzes
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Oral Presentation [rubric] grade based on their individual pitch
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quiz grade based on group activity - backed up by director statement, storyboards and short script
- Rubric
- Teacher Collected Data
- Test
- Weekly participation grade
- 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

- DVD – Bogdanovich - “The Great Buster”.
- Internet sites provided by the teacher including but not limited to www.IMDB.com