

# Unit 3 Pre-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

## Pre-Production

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## Learning Objectives

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- Artists will be able to understand advanced production design and blocking after a lesson on the film we watch “The Conformist”
- AWBAT experiment with decide upon complex camera moves - non-static shots incorporated into their storytelling.
- AWBAT experiment with elements of more advanced actor blocking based on camera movement and get it on paper.
- AWBAT recognize movement elements from a script and storyboards in or to translate the director’s ideas into a shooting script or shot list. They will also provide an advanced lighting plan based on these elements.
- AWBAT specify styles of costumes, make-up, props for each scene as they develop a style that reacts to the increased camera movement on the set.
- AWBAT work with musicians on the overall design of the film and learn to work with actors and musicians after a presentation by the instructors.

## Standards

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LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
MA.9-12.1.2.12adv.Cr3a	Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

MA.9-12.1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
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).
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**

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- Artists will adapt the complex styles of movement learned into their own story ideas and put them on paper in the form of storyboards showing movement. A text on storyboarding and visual aids will be used by instructors.
- Artists will be introduced to complex camera moves by the instructors with the help of video segments from dynamic films; followed by discussion and Q&A.
- Artists will come up with a shooting schedule - after instructor lesson - based on the visual and moving camera elements in their scripts.
- Artists will come up with lists, drawings and descriptions of visual design elements for their films - costumes, props, etc.
- Artists will present their scene blocking ideas to the class using our sets in the black cube.
- Artists will watch, notate and be tested on the materials presented in and around the film we show - Bertolucci's "Conformist".
- Artists will work with a composer on the score of their film and overall sound design based on lessons in the classroom.

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, teacher observation, class projects including essays and power points, tests/quizzes
- DBQ
- Discussion on Looking at Movies, 5th ed., Richard Barsam (Chapter 1)
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Presentation grade for showing the class how they will block out their scene

- Problem Correction
- Project
- Quiz
- Quiz grade based on storyboard completion
- Quiz grade based on visual elements of their film presented in a journal type document
- Rubric
- Teacher Collected Data
- Test
- Test on Bertolucci's "Conformist"
- Weekly participation grade plus participation in Q&A class discussions
- Worksheet

## **Recommended Technology Activities**

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

## **Accommodations & Modifications & Differentiation**

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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**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning

- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- 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**

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- 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**

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- DVD – Bertolucci's "Conformist"
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Looking at Movies, 5th ed., Richard Barsam (Chapter 1)