

# Unit 5: MP1 Film 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

## MMarking Period 1 Film Pre-Production

### Learning Objectives

- AWBAT create a narrative and tailor it to a 3-5 minute short film
- AWBAT create illustrations on a storyboard for use during production
- 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 identify key elements of standards deemed appropriate for passing Adobe Premiere and Avid Media Composer exams
- AWBAT recognize exactly what the Adobe Premiere and Avid Media Composer standards are in order to be prepared to take the test in Marking Period 3
- 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 review the material and take a mock-up test on the information presented
- AWBAT write a screenplay with proper industry format

### Standards

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.9-12.1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
MA.9-12.1.2.12prof.Cr1b	Organize and design artistic ideas for media arts productions.

MA.9-12.1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
MA.9-12.1.2.12prof.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
MA.9-12.1.2.12prof.Cr2a	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12prof.Cr2b	Critique plans, prototypes and production processes considering purposeful and expressive intent.
MA.9-12.1.2.12prof.Cr2c	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
MA.9-12.1.2.12prof.Cr3a	Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
MA.9-12.1.2.12prof.Cr3b	Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.
MA.9-12.1.2.12prof.Pr6	Conveying meaning through art.
MA.9-12.1.2.12adv.Pr6a	Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
MA.9-12.1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.  Understanding connections to varied contexts and daily life enhances a media artist's work.
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

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- Artists and instructors will review project results in a peer observation, Q&A critique environment.
- Artists will be instructed first in groups as to what is expected of them to learn for the Adobe Premiere test.
- Artists will be placed in smaller groups to work on a project that will exemplify the elements presented by the instructors about the Adobe Premiere standards.
- Artists will go back into groups and review sections where they need more work to get to the Adobe Premiere standards.
- Each artist will provide a written review of what was learned and what needs to be done to get up to speed on what is expected.
- Grade for completion of Pre-Production Packet
- Grade for completion of script/storyboard

## Assessment Procedure

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- 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
- Pre-Production Packet
- Presentation: in groups - the project centered on learning Adobe Premiere standards - presented to class
- Problem Correction
- Project
- Quiz
- Quiz: group project individual participation and essay format of what was learned
- Rubric
- Teacher Collected Data
- Test
- 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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- Blink of an Eye - Walter Murch on Editing
- 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 2)