

Unit 15: Testing and Film Projects Due

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

Testing and Film Projects Due

Learning Objectives

- Artists will better understand the levels of production and how our new taxonomy provides them with advanced knowledge in the field.
- Artists will learn what is expected of them on the semester midterm to be given at the end of the week.
- Artists will understand the materials and lessons presented in the last 9 weeks by way of a unit by unit review.
- Avid Media Composer and Adobe Premiere PRE-testing and lessons explained.
- AWBAT add work from this marking period, teacher and peer evaluations, clips of their work etc to their evolving portfolios.
- AWBAT examine each other's digital storytelling styles and what was learned during the marking period, how it affected their filmmaking and how they influenced each other.
- AWBAT get ready for the next marking period and the next level of skills needed in order to move forward.
- AWBAT prepare for the Benchmark test
- AWBAT recall key terminology, facts, and practices from previous semester
- Those artists who signed up for Stockton Dual Credit will be able to gather their accumulated credits.

Standards

MA.9-12.1.2.12adv.Cn10a	Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.
MA.9-12.1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
MA.9-12.1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media

	arts ideas to personal and global contexts, purposes and values.
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.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

- Artists will be given the Final Exam exam and re-informed about the taxonomy of skills of their level of filmmaking.
- Artists will be given time to add work from this marking period, teacher and peer evaluations, clips of their work etc to their evolving portfolios.
- Artists will complete a studyguide for the test
- Artists will formally critique each other's digital storytelling styles - not just their films - and discuss with each other best practices and production notes.
- Artists will review course materials
- Artists will take part in a first semester review and a forward looking plan for the next marking period. Genres will be thought about as they decide on the development of their marking period 3 films.
- Artists will write about what they learned this marking period and how it affected their films. That information in these essays will be compared to knowledge instructors deem essential in passing the midterm exam.
- Instructors will review all key points from units covered this marking period. Artists will take part in the review.
- Stockton Dual Credit Artists will be assisted by instructor in receiving their grade and credits for the semester course.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Essay of comparative styles
- Exam review templates
- Exit Ticket/Entrance Ticket/Do Now
- Final exam
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance

- Problem Correction
- Project
- Q&A discussions
- Quiz
- 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

- Benchmark Studyguide

- Their own project notes
- Their own review templates
- Unit by unit review given out by instructors