

# Unit 19: 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

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## Learning Objectives

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- AWBAT assemble and accessorize a camera and properly apply settings
- AWBAT balance both their independent film project with the group project
- AWBAT begin to compile a sound library for post production uses such as those discovered in workshops.
- AWBAT comprehend and recall terminology and vernacular pertinent to film language
- AWBAT continue to work on genre films
- AWBAT create loop tracks [voice-overs] for previously filmed sequences during an ADR workshop - using our sound recording setups as well as the sound production room location [if available].
- AWBAT criticize methods of directing through a review of acting workshop and rehearsal clips.
- AWBAT debate how specialty gear can add production value to their projects in order to better tell their stories with movement.
- AWBAT decide the best methods and equipment for capturing location sound for their films.
- AWBAT develop through experimentation complex camera movement plans using a dolly, jib and gimbals to tell their stories.
- AWBAT direct actors more effectively upon completing the Chapter 20 Reading
- AWBAT follow camera lesson and complete the accompanying studyguide
- AWBAT include production design into their film
- AWBAT include the necessary requirements of the assignment into their film
- AWBAT judge experimental camera techniques - in addition to specialty gear - that will lead to signature style shots in their films.
- AWBAT measure varying degrees of “clean audio” in existing films in order to critique the methods previously used in their films.
- AWBAT produce Foley [sound effects] sounds for existing film sequences after a Foley workshop in our studio - using both pre- recorded sounds and sounds made in our studio,

- AWBAT reproduce the techniques and practices demonstrated during the lesson on a camera
- AWBAT test various directing techniques while working with actors through a workshop with theatre actors - assessing the difference in working on stage and film.
- AWBAT work collaboratively on the production phase of the boardgame film

## Standards

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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.
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

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- A sound workshop will be led by instructors - listening to previous examples of sound in films - to discuss “clean audio” and debate will be had in order to recommend how to maintain it.
- Artists will be introduced to specialty gear in the studio by instructor presentation and examples from industry films.
- Artists will follow along with the lecture
- Artists will incorporate production design into their group film
- Artists will learn hands-on how camera movement with special gear such as dolly, jib, drone and gimbal can add elements of experimentation to their stories.
- Artists will perform a hands-on recreation of the demonstration on the camera
- Artists will properly assemble and accessorize a camera
- Artists will read Chapter 12 on Film Language
- Artists will read Chapter 20 on Directing Actors
- Artists will record sound segments and measure which recording devices and processes are best for their films, debating various elements of recording.
- Artists will share the clips they made with the camera gear to the class and discuss which best suit the style of their story and genre.
- Artists will take place in directing actors for camera exercises led by instructors.
- Artists will work collaboratively on a boardgame film
- Artists will work either on screen or behind the scenes throughout production
- Artists will work on MP3 independent films
- Playback of acting workshop clips will be presented in order to judge what methods work for directing actors for film.
- Through their own experimentation and research, artists will create a sound library of FOley sounds for their future films.
- With instructor direction, artists will create Foley sounds for their films and be introduced to existing

Foley databases such as freesound.org.

- With instructor direction, artists will create voice-overs for existing clips in an ADR workshop.

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, 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
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Test – Camera and sound
- Weekly work ethic rubric
- 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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- "Actor Roundtable" and other acting for camera programs
- "Inside The Actor's Studio"
- Camera and sound gear from the studio
- Directing & Aesthetics Text
- Freesound.org website.
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Various sound gear handouts and videos