

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

Learning Objectives

- AWBAT begin to compile a sound library for post production uses such as those discovered in workshops.
- 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 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 test various directing techniques while working with actors through a workshop with theatre actors - assessing the difference in working on stage and film.

Standards

- | | |
|------------------------|---|
| 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

- 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 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 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.
- 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

- 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

- 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

- "Actor Roundtable" and other acting for camera programs
- "Inside The Actor's Studio"

- Camera and sound gear from the studio
- Freesound.org website.
- Internet sites provided by the teacher including but not limited to www.IMDB.com
- Various sound gear handouts and videos