

Unit 21: Post Production

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

Post Production

Learning Objectives

- AWBAT accept constructive criticism from peers about their group film
- AWBAT adapt and grow from the critiquing experience
- AWBAT collaboratively edit their group project
- AWBAT communicate a sales message in under 60 seconds
- AWBAT compile their best clips from all of their films for a demo reel of their work [DP reel].
- AWBAT compose or produce with the instrumental department - original music and scores for their films.
- AWBAT create a product, define an audience, develop a marketing campaign
- AWBAT create an export of the boardgame film
- AWBAT create complex titles and credits - freezing time, motion graphics.
- AWBAT delegate jobs to team members to different jobs in editing
- AWBAT evaluate the essence of “timing” in the edit - cutting on action, pacing, leading the audience.
- AWBAT finish production in a reasonable time, allowing for post-production to begin
- AWBAT give constructive criticism to peers about their group film
- AWBAT incorporate a narrative device into their films
- AWBAT incorporate sound and graphics into their film
- AWBAT perform on camera OR participate off camera
- AWBAT plan for Avid Media Composer certification program test - deciding on a schedule for completing the workbook.

Standards

MA.9-12.1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
MA.9-12.1.2.12adv.Pr6a	Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
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

- After direct instruction on the subject of “timing in the edit”, the artists will experiment with cutting on action, pacing, and leading the audience through creative editing of the story structure in post.
- Artists will accept critiques and feedback on their group films
- Artists will be introduced to what knowledge and skills are necessary in order to pass the Avid Media Composer certification program, producing a schedule of workbook completion.
- Artists will be presented by instructors with various titling choices and tools which they will then use to create their own complex title sequences.
- Artists will collaborate to determine which shots to use and which direction to go with the edit
- Artists will collaboratively create a commercial script to produce
- Artists will collaboratively edit their group project
- Artists will compile and produce a “DP reel” of their work from various past film projects they have worked on.
- Artists will edit collaboratively on one project
- Artists will edit the commercial and be sure it is within the 30-60 second timeframe
- Artists will explore the title tool to make animated credits
- Artists will film a commercial promoting their product
- Artists will partake in group discussion about film projects
- Artists will watch their peers' and their own project and critique them accordingly
- Artists will work directly with the instrumental department [and technical sound dept] to help compose a score for their films.

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
- Presentation of title sequences
- Problem Correction
- Project
- Q&A discussion on timing in film
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Test Grade – DP reel
- 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

- “History of Film Credits” video
- Adobe Premiere
- Avid Media Composer
- DP reel examples
- Internet sites provided by the teacher including but not limited to www.IMDB.com