

Unit 16: Media Literacy/Film History and Theory

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

Media Literacy/Film History and Theory

Learning Objectives

- AWBAT constructively critique films from the Experimental, Surreal and other Film genres using an advanced critical analysis essay template - writing to learn.
- AWBAT describe and recreate "The Hero's Journey"
- AWBAT develop an independent thesis film project based on the films reviewed in experimental, surreal and other art genres.
- AWBAT explain character motivation and behavior
- AWBAT film a short film in groups that reflect one of the genres presented.e
- AWBAT identify the different stages and character
- AWBAT review and implement the Stockton Dual credit sign-up process.
- AWBAT review pieces of Tarkovsky's films and Guy Madden's films then research films of their own in other art house film genres.
- Discussion and scheduling of this marking period trip and Master Class

Standards

MA.9-12.1.2.12adv.Cr1a	Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
MA.9-12.1.2.12adv.Cr1b	Fluently integrate a sophisticated personal aesthetic for media arts productions.
MA.9-12.1.2.12adv.Cr1c	Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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 re-introduced to the Stockton dual credit program by instructor led presentation as well as discussions led by those who have done the program before.
- Artists will complete an SOF essay for the viewed film
- Artists will continue to update and make revisions to their Portfolios.
- Artists will create their own narrative script utilizing the steps of the hero's journey
- Artists will present and critically analyze films they researched for homework while keeping a style in mind to mimic for a short film exercise another day.
- Artists will review the "Hero's Journey"
- Artists will sample existing films and map out the hero's journey
- Artists will take part in a Q&A discussion during and after viewing pieces of these genre films presented by instructors. They will then be instructed to research other films from art house genres for homework.
- AWBAT develop short film ideas in groups - constructing a script, storyboards, shot list, prop list and production design notes.
- AWBAT film and edit a film in groups of the enres researched previously.

Assessment Procedure

- 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
- Group storyboards, script, prop list, production design notes
- Homework - presentation grade for researched film examples
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz

- Quiz grade for advanced critical analysis essay template completion
- 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

- DVD - Guy Madden samples of cinema
- DVD – “The Mirror” - Tarkovsky
- Internet sites provided by the teacher including but not limited to www.IMDB.com

