

# 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

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### Learning Objectives

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- 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 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

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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).

## Instructional Tasks/Activities

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- 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 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

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- 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**

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

