

Unit 17: Development

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

Development

Learning Objectives

- Artists will construct a scene where suspension of disbelief is exemplified causing believability.
- Artists will create a short scene where they use the breaking of the 4th wall technique.
- AWBAT assemble final showcase scripts and prepare for critique by peers, then suggesting revisions.
- AWBAT complete the accompanying worksheet following the presentation
- AWBAT create an improvisational pitch for a film and use this as a jumping off point for their group project
- AWBAT follow the oral presentation and replicate the techniques explained in the presentation
- AWBAT identify the 3 parts of the exposure triangle
- AWBAT learn to integrate their Academic subjects with their art.
- AWBAT produce a 3 act story while playing with time, such as flashbacks, time lapse, flash forward, etc.
- AWBAT utilize a variety of storytelling techniques in their student films
- AWBAT work in small groups to complete the film assignment
- Writing to learn - artists will be able to review their scripts and films and propose which to enter into which festivals.

Standards

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|------------------------|--|
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| MA.9-12.1.2.12adv.Cr2a | Fluently integrate a sophisticated personal aesthetic for media arts productions. |
| MA.9-12.1.2.12adv.Cr2b | Knowledge of systems, prototypes and production processes with consideration of |

	complex constraints of goals, time, resources and personal limitations.
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.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Tasks/Activities

- After an overview about scripting time by the instructors, artists will work in small groups to develop short scripts with elements of time variations.
- Artists will complete a worksheet based on the exposure triangle
- Artists will explore potential projects they can do in their art AND Academics.
- Artists will film a short film - in groups - where the main character breaks the 4th wall [not the other characters]. Then the other characters can partake as well - ala "Annie Hall".
- Artists will film their "PitchStorm" inspired PBL assignment
- Artists will play a game of "PitchStorm" in order to practice improv and communication skills along with creating an original idea for a short film
- Artists will present their film ideas to the class for the purpose of choosing festival entries.
- Artists will present their scripts for showcase and prepare for critique by peers.
- Artists will replicate the processes learned from the presentation on camera
- Artists will take notes and follow the lecture and presentation
- Artists will work together in small groups to write and storyboard a film to produce for a PBL assignment
- Suspension of disbelief in scriptwriting will be exemplified by the instructors and then the artists will produce scripts in small groups that have that construction.

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
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Presentation grade for script presentation

- Presentation grade for the 4th wall exercise
- Problem Correction
- Project
- Quiz
- Quiz grade for time-based script exercise
- 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

- Boardgame: PitchStorm
- Clips for films for explaining scripting time, 4th wall, suspension of disbelief.
- Internet sites provided by the teacher including but not limited to www.IMDB.com
- Teacher LECTure
- YouTube: The Toolbox Fallacy