

# Unit 17: Development

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

## 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 create an improvisational pitch for a film and use this as a jumping off point for their group project
- 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

---

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).

## 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 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 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](http://www.IMDB.com)
- YouTube: The Toolbox Fallacy

