

Unit 6: Production

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 |

Production

Learning Objectives

- AWBAT analyze pre-production storyboards and blocking notes to determine the best way of shooting a scene before going on set.
- AWBAT complete the weekly reading assignment
- AWBAT decide the role of the writer once the filming begins.
- AWBAT decide what locations serve as a character in the film - reflecting the essence of the through line via production design.
- AWBAT decide who does what to film a showcase for another department - rules, formats, timelines, exorts, etc.
- AWBAT experiment with character development through actions decided upon in pre-production.
- AWBAT experiment with complex compositions involving the Golden Section in their digital storytelling and explain how they used it in specific circumstances.
- AWBAT experiment with multiple camera angle coverage of a scene.
- AWBAT investigate all lens choices for each situation for focus and full emotional impact.
- AWBAT investigate new practical and dramatic lighting setups.
- AWBAT make specific microphone choices - type and operation of - for specific scene needs.
- AWBAT specify what set etiquette is through a review of industry standards and our own professionalism rubric.

Standards

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| MA.9-12.1.2.12prof.Cr1a | Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. |
| MA.9-12.1.2.12prof.Cr1c | Critique plans, prototypes and production processes considering purposeful and expressive intent. |

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| | Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. |
| MA.9-12.1.2.12prof.Cr2c | Apply aesthetic criteria in developing, refining and proposing media arts artwork. |
| MA.9-12.1.2.12prof.Cr3a | Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. |
| MA.9-12.1.2.12adv.Pr4a | Synthesize various arts, media arts forms and academic content into unified media arts. How are complex media arts experiences constructed? At what point is a work considered "complete"? |
| MA.9-12.1.2.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| MA.9-12.1.2.12adv.Pr5a | Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. |
| 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.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

- After a lens choice instruction by the instructors, Artists will choose different lenses according to the emotional content in their stories while prepping for their productions - filling out the appropriate Equipment Request Forms.
- Artists will block out scenes using notes and storyboards from pre-production.
- Artists will choose and operate sound recording in their films and explain to the class why they made the choices they did based on the action in the scenes.
- Artists will demonstrate a multiple angle setup and execution of a scene for the class.
- Artists will explain the responsibility of the writer on their film set.
- Artists will explain to the class how their characters are being revealed through action in their films by showing how their storyboards are played out in the studio.
- Artists will explain to the class how their locations were chosen and how they contribute to the narrative of their films.
- Artists will present and answer questions about both practical and dramatic lighting setups in their films.
- Artists will present examples of the golden section and other composition points by presenting footage they shot to the class and explain their choices in framing.
- Artists will sign up for showcase filming on the calendar after the instructors explain what each role and timeline means. The filming will be lab hours and presentation grades for the CEO and camera-person and the final edit will be a project grade for 2 editors.
- Artists will take part in a Q&A after presentation by instructors on the rules of etiquette on a film set. The Heery-Loftus website as well as other union sites will be referenced.

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 of footage for various objectives of learning
- Problem Correction
- Project
- Quiz
- Reading Assignment
- Rubric
- Teacher Collected Data
- Test
- 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

- Directing: Film Techniques and Aesthetics - Rabinger & Hubris
- DVD – “Visions of Light”
- Internet sites provided by the teacher including but not limited to www.IMDB.com