

# Unit 2: 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

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## Learning Objectives

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- Artists will be able to investigate and research models of different genres during the development of ideas process via a script jam based on genre building lesson.
- AWBAT answer questions about why they chose certain themes and genres within the 3 act structure model of script writing their own films.
- AWBAT learn to integrate their Academic subjects with their art.
- Define the job of a director in relation to other jobs on set; how they relate, how they differ.
- Develop original ideas from group brainstorming exercises involving discussions from real life experiences.
- Identify and classify various sections of the 3 act structure model of script writing.

## Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## 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.9-12.1.2.12acc.Cr2a	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12acc.Cr2b	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
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

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- Artists will choose from themes and genres presented to the class via video presentation for their own films.
- Artists will critique each other's pitch, identifying them and development points.
- Artists will discuss possible projects they can do in their art AND Academics.
- Artists will identify the various jobs on set during a Q&A after information is given by instructors.
- Artists will pitch their own story ideas for their festival films to the class.
- Artists will take part in a "Script Jam", taking turns writing pieces of 3 act segments in a round robin script "writing to learn" exercise.
- Artists will take part in presentation and discussion of the 3 act structure elements of a script.
- Artists will work in pairs or small groups to develop story ideas involving more advanced storylines.

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, 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 with oral presentation rubric as they present their ideas to class and critique others.
- Problem Correction
- Project
- Quiz
- Quiz grade based on group activity and pitch.
- Quiz on the “Looking at Movies” homework reading.
- Rubric
- Teacher Collected Data
- Test
- Weekly work ethic grade
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- 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

## **Honors Modifications**

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## **Resources**

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- DVD – Bogdanovich - “Directed by John Ford”
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Looking at Movies, 5 rd ed., Richard Barsam (Chapter 1)