

Unit 3 : Pre-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

Pre-Production

Learning Objectives

- AWBAT block out a complicated scene as described above without crossing the 180degree axis line - this line was learned in Foundations of Film.
- AWBAT classify elements of more complicated actor blocking based on camera movement.
- AWBAT investigate and plan complex camera moves - non- static shots incorporated into their storytelling.
- AWBAT recognize movement elements form a script and storyboards in or to translate the director's ideas into a shooting script or shot list.
- AWBAT specify styles of costumes, make-up, props for each scene as they develop a style that reacts to the increased camera movement on the set.

Essential Skills

- 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

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
MA.9-12.1.2.12acc.Cr2c	Apply aesthetic criteria in developing and refining media arts artwork.
MA.9-12.1.2.12acc.Cr3a	Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
MA.9-12.1.2.12acc.Cr3b	Demonstrate an understanding of media art principles through a selection of tools and production processes.
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).
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

- Artists will adapt the complex styles of movement learned into their own story ideas and put them on paper in the form of storyboards showing movement. A text on storyboarding and visual aids will be used by instructors.
- Artists will be introduced to complex camera moves by the instructors with the help of video segments from dynamic films; followed by discussion and Q&A.
- Artists will come up with a shooting schedule - after instructor lesson - based on the visual and moving camera elements in their scripts.
- Artists will come up with lists, drawings and descriptions of visual design elements for their films - costumes, props, etc.
- Artists will present their scene blocking ideas to the class using our sets in the black cube.
- Artists will watch, notate and be tested on the materials presented in and around the film we show - Godard's "Breathless".

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection

- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Classwork/homework, class discussions, teacher observation, class projects including essays and power points, tests/quizzes
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Discussion on Looking at Movies, 5th ed., Richard Barsam (Chapter 1)
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Presentation grade for showing the class how they will block out their scene
- Quiz grade based on storyboard completion
- Quiz grade based on visual elements of their film presented in a journal type document
- Quiziz
- Screencastify
- Weekly participation grade plus participation in Q&A class discussions

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

Honors Modifications

Resources

- DVD – Godard’s “Breathless”
- Internet sites provided by the teacher including but not limited to www.IMDB.com
- Looking at Movies, 5th ed., Richard Barsam (Chapter 1)