

# Unit 4: 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

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## Learning Objectives

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- AWBAT analyze pre-production storyboards and blocking notes to determine the best way of shooting a scene before going on set.
- AWBAT classify the different models in the role of the writer once the filming begins.
- AWBAT classify which lenses to use in each situation for focus and full emotional impact.
- AWBAT comprehend and execute both practical and dramatic lighting setups.
- AWBAT comprehend what it means to film a showcase for another department - rules, formats, timelines, exorts, etc.
- AWBAT comprehend what it means to have locations serve as a character in the film - reflecting the essence of the through line via production design.
- AWBAT exemplify Golden Section compositions in their digital storytelling and explain how they used it in specific circumstances.
- AWBAT make specific microphone choices - type and operation of - for specific scene needs.
- AWBAT plan and execute multiple camera angle coverage of a scene.
- AWBAT reveal the characters in their stories through actions blocked out in pre-production.
- AWBAT specify what set etiquette is through a review of industry standards and our own professionalism rubric.

## 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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MA.9-12.1.2.12acc.Cr3c	Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.
MA.9-12.1.2.12acc.Pr4a	Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.
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

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- 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**

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- 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
- Rubric
- Teacher Collected Data
- Test
- Weekly work ethic rubric
- 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
- Quiz
- 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 – “Visions of Light”
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Looking at Movies, 5th ed., Richard Barsam (Chapter 2)