

# Unit 10: 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 create screenplays with proper formatting
- AWBAT collaborate to create dialog for their films
- AWBAT create storyboards with distinct shots
- AWBAT develop and invent character histories within their stories.
- AWBAT expand upon the genre based learning we are doing and create a genre of their own made up of elements from 2 genres.
- AWBAT experiment with variations of 3 act structure used by domestic and foreign directors.
- AWBAT work in teams to create original story ideas

## 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.NJLSA.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.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

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- Artists will break down specific elements of a 3 act structure and then shuffle the parts in order to experiment with cubist non-linear storytelling.
- Artists will develop a dialogue by trying little pieces of script with each other in the group.
- Artists will investigate potential character histories and develop pieces of these histories into a full blown individual character.
- Artists will use the genres presented in class to develop their own specific genre for their stories, using parts of multiple genres.
- Artists will work on a pairs project, rotating duties doing screenwriting and storyboarding
- The class will be working in groups. - Advanced artists need their own films each but in groups they can try out complicated concepts they are developing.

## Assessment Procedure

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- 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
- Q&A discussion

- Quiz
- Rubric
- Teacher Collected Data
- Test
- Weekly work ethic
- Worksheet
- Written director statement based on multiple genre script exercise
- Written original character history - graded on a rubric for included elements
- Written original script outline based on shuffled 3 act structure lesson - graded as an English essay

## **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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- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Youtube clips - Styles of Tarantino, Bergman, Fellini, Tarkovsky