

# Unit 5: MP1 Film 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

## Review Adobe Premiere testing criteria

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## Learning Objectives

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- AWBAT create a narrative and tailor it to a 3-5 minute short film
- AWBAT create illustrations on a storyboard for use during production
- AWBAT experiment with decide upon complex camera moves - non-static shots incorporated into their storytelling.
- AWBAT experiment with elements of more advanced actor blocking based on camera movement and get it on paper.
- AWBAT identify key elements of standards the Adobe Premiere testing deem appropriate for passing a Premiere Editing exam.
- AWBAT recognize exactly what the Adobe Premiere standards are in order to be prepared to take the test in Marking Period 3
- AWBAT recognize movement elements from a script and storyboards in or to translate the director's ideas into a shooting script or shot list. They will also provide an advanced lighting plan based on these elements.
- AWBAT review the material and take a mock-up test on the information presented.
- AWBAT write a screenplay with proper industry format

## 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.9-12.1.2.12prof.Cr1	Generating and conceptualizing ideas.
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.9-12.1.2.12prof.Cr1b	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12prof.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
MA.9-12.1.2.12acc.Pr5a	Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
MA.9-12.1.2.12acc.Pr5b	Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts 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.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 and instructors will review project results in a peer observation, Q&A critique environment.
- Artists will be instructed first in groups as to what is expected of them to learn for the Adobe Premiere test.
- Artists will be placed in smaller groups to work on a project that will exemplify the elements presented by the instructors about the Adobe Premiere standards.
- Artists will go back into groups and review sections where they need more work to get to the Adobe Premiere standards.
- Each artist will provide a written review of what was learned and what needs to be done to get up to speed on what is expected.
- Grade for completion of Pre-Production Packet
- Grade for completion of script/storyboard

## 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: in groups - the project centered on learning Adobe Premiere standards - presented to class
- Problem Correction
- Project
- Quiz
- Quiz: group project individual participation and essay format of what was learned
- Rubric
- Teacher Collected Data
- Test
- 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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- Blink of an Eye - Walter Murch on Editing
- 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)