

# Unit 26: 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

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## Learning Objectives

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- AWBAT create storyboards for their finalized scripts.
- AWBAT design shots based on psychology of character and script.
- AWBAT properly fill out all pre-production paperwork showcase films.
- AWBAT recognize key concepts in directing and storytelling
- AWBAT rehearse scenes and film test footage for review.
- AWBAT understand “written script vs shooting script” and order of shooting.

## 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.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**

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- Artist will fill out all necessary pre-production paperwork before production begins.
- Artists will analyze “written script vs shooting script” and best practices for filming order. They will look at examples of filming in sequence vs out of order.
- Artists will analyze shot choices and the psychology behind them. They will use these examples as a framework for designing their own shots to match character.
- Artists will complete the weekly reading and worksheet
- Artists will create storyboards/shot lists based off of their scripts.
- Artists will rehearse scenes and film test footage for class review.
- Artists will screen test footage for class and instructor feedback.

## **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
- Problem Correction
- Project
- Quiz
- quiz grade on test footage critique
- Rubric
- Teacher Collected Data
- Test
- test grade on production schedule, storyboards, and pre-production package
- 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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- Adobe Premiere
- Celtx.com
- CT Studio film equipment
- Pre-Production packet
- Various internet resources – “pre-production video”