

# Unit 6: Film Viewing, Critique, and Essay Writing

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## Introduction to Post Production Theory, Operating Procedures, hardware and software

### Learning Objectives

- Artists will be introduced to non-linear editing and be able to recognize basic operational sections in the programs
- AWBAT compare and contrast a variety of assets - sound files, visual files, project files, etc
- AWBAT comprehend character development through a feature film
- AWBAT make basic edit assemblies of footage given to them to log and label
- AWBAT navigate around the Timeline of the program - where basic and advanced assembly of shots takes place
- AWBAT provide positive and negative feedback in relation to their experience with the film
- AWBAT storyboard a script utilizing a variety of shot types and camera techniques
- AWBAT understand and execute basic transitions between shots, sound files and segments
- AWBAT understand file management, media backup, logging and labeling
- AWBAT write a coherent, and media saavy essay, critiquing the film across a variety of focuses

### 21st Century Essential Skills

- Analyze Media - Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply Technology - Use technology as a tool to research, organize, evaluate, and communicate information
- Communicate Clearly - Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- 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
- Information Literacy - Evaluate information critically and competently

## Standards

---

MA.9-12.1.2.12prof.Cr1	Generating and conceptualizing ideas.
MA.9-12.1.2.12prof.Cr3a	Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
MA.9-12.1.2.12prof.Pr5c	Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.
MA.9-12.1.2.12prof.Pr6a	Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.  An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.  How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.  How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
MA.9-12.1.2.12prof.Cn11a	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
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

---

- Artists will create a storyboard from a provided script
- Artists will get together in groups and follow along with instructors managing media files. Labeling, logging, backing up, organizing. Followed by a short quiz
- Artists will participate in a Q&A discussion after presentation or non-linear editing by the instructors
- Artists will participate in class discussion on media file types
- Artists will take turns in their group, arranging clips in the timeline and making changes to the rough assembly
- Artists will take turns in their groups making transitions after a tutorial by instructors explaining the

types and purpose for each

- Artists will view the selected film, analyze, and takes notes during their viewing
- Artists will write a 5-paragraph SOF Form using the film viewed as a basis

## **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
- Quiz grade on file management - short answer quiz
- Rubric
- Teacher Collected Data
- Test
- Test grade will be based on their rough assembly of labeled clips in the timeline
- Work ethic grade on participation and professionalism during post production lessons
- Worksheet

## **Recommended Technology Activities**

---

- 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**

---

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
- Storyboard guide, with labeled shot types
- 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**

---

- Film Viewing Worksheet Guide
- Handouts on the principles of editing and a map of the keyboard shortcut
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Shot Types worksheet, defining the variety of shot types available for use
- SOF Film Essay Form
- Studiobinder videos; storyboarding and shot types
- Various video tutorial presentations about non-linear editing