

# 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 a narrative devoid of spoken dialogue
- AWBAT create a script for an upcoming film
- AWBAT create storyboards for their finalized scripts.
- AWBAT draw or animate storyboards for an upcoming film
- AWBAT identify elements of time management, scheduling, and contract agreements.
- AWBAT organize their ideas into an outline, which will be a basis for their script
- AWBAT produce a production schedule for their group project
- AWBAT properly fill out all pre-production paperwork showcase films.
- AWBAT storyboard their silent film, being sure to note camera and character movement
- AWBAT to create an itemized list for their group's production designer
- AWBAT understand jobs on set in the real world and in CT Film Studio.
- AWBAT work as a member of a group to create a silent film
- AWBAT write a script and include detailed ideas for costume and sets
- AWBAT write a script with detailed action lines

## 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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	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
MA.9-12.1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
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.
MA.9-12.1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
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.9-12.1.2.12prof.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
MA.9-12.1.2.12prof.Cr2a	Organize and design artistic ideas for media arts productions.
	The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
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.Cr3b	Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.
MA.9-12.1.2.12prof.Re9a	Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.
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 complete a pre-production checklist before moving onto to filming

- Artists will create a production design list of props and costumes
- Artists will create a production schedule for their own films.
- Artists will create storyboards/shot lists based off of their scripts.
- Artists will describe in detail their plans for costumes and sets
- Artists will designate locations for production
- Artists will elect a production designer to be sent on the PD field trip as their group representative
- Artists will explore various aspects of the pre-production process, such as budgeting, scheduling, and contract agreements.
- Artists will go over jobs on set in large scale film production, and how some of those jobs translate to the CT Film Studio.
- Artists will plan a production schedule for the upcoming project
- Artists will write a script for the Gates v Sicurella film project
- Artists will write a silent film script

## **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
- Rubric
- Teacher Collected Data
- Test
- Test grade on production schedule, storyboards, and pre-production packet
- 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
- Pre-Production packet
- Screenplay plug-in on google docs
- Various internet resources – “pre-production video”

