

# Unit 17: Development of story ideas into short film form

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 of story ideas into short film form

### Learning Objectives

- AWBAT break down a script for filming
- AWBAT demonstrate 3 act story structure and its sub-parts in a short film script
- AWBAT edit a scene using multiple camera angles provided by filming for coverage.
- AWBAT film a scene with coverage in mind, performing multiple full scene shots with memorized scripts
- AWBAT identify point of view in storytelling
- AWBAT learn to integrate their Academic subjects with their art
- AWBAT write a scene with multiple characters, lines of dialogue, and intentional blocking

### Essential Skills

- 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.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.Cr2a	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12prof.Cr2b	Critique plans, prototypes and production processes considering purposeful and expressive intent.
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 will "film for coverage" and record a short scene
- Artists will bring in their own sample short film for homework that explores a particular point of view.
- Artists will examine various short films to identify point of view – who is telling the story.
- Artists will explore potential projects they can do in their art AND Academics.
- Artists will use the footage recorded to come up with their own edited version of the scene.
- Artists will work in small groups to analyze and dissect a genre-based short film script. They will then present their breakdown to the class.
- Artists will work in small groups to break down a genre-based short film script for production (schedule).
- Artists will work together as a class to write a scene that includes; multiple characters, lines of dialogue, and intentional blocking
- Artists will work together as a team, separating themselves across various acting and behind the scenes jobs

## 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
- Homework – short film presentation

- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quiz: critique of presentations
- 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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- DVD – “Oscar Shorts”
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Short of the Week
- StudioBinder