

Unit 24: Media Literacy/Film History and Theory

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

Media Literacy/Film History and Theory

Learning Objectives

- AWBAT write an essay post-viewing about the impacts of the events as portrayed in the film
- AWBAT contribute to their Portfolio for future employment.
- AWBAT define screen grammar and it's components.
- AWBAT identify cross cutting in editing as a storytelling technique
- AWBAT identify key directors in the film industry, both past and present.
- AWBAT recognize how historical events have impacted modern times
- AWBAT relate historical events and practices to their own lives
- AWBAT view and critique a historical film
- Discussion and scheduling of this marking period trip and Master Class

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

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.
MA.9-12.1.2.12prof.Cr1b	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
LA.K-12.NJSLSA.R7	<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?</p> <p>Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.</p>
MA.9-12.1.2.12prof.Pr4a	<p>Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.</p> <p>How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</p>
MA.9-12.1.2.12prof.Re7b	Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
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

- Artist will analyze cross-cutting (Porter) as new ways of storytelling in the film world.
- Artists will be introduced to portfolio, and its importance.
- Artists will be introduced to screen grammar, and how the language of film relates to writing. They will explore the advent of screen grammar, and it's pioneers (Porter, Griffith)
- Artists will complete an essay post-viewing about the impact of the events in the film
- Artists will examine key directors in the history of cinema. They will look at works of early pioneers in the film industry, and how their impact paved the way for directors of today. They will also look a current directors and their works.
- Artists will update Portfolios
- Artists will watch a historical film and complete the accompanying assignments
- Artists will write a biographical essay on an important director in the history of film. They will share their new found knowledge with the class in the form of a presentation.

Assessment Procedure

- 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 – Famous directors
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- 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
- 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 Resource – “The Great Train Robbery”
- Historical Films
- Internet sites provided by the teacher including but not limited to www.IMDB.com