Unit 4: Silent Film
Timeline: 5 weeks

Targeted Standards (Write the overall NJSLS standards that are most applicable to this unit.).

Anchor Standard 4:
1.2.12prof.Pr4a: 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.

Anchor Standard 5:
1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

Rationale and Transfer Goals : Creative Writing skills are a big part of this unit. Student's will be asked to write a script for a Silent Film that initiates a plot and two subplots. In the video production field, being able to keep the viewers attention is critical, and they do that by creating a story that evokes some kind of emotion that will connect with the viewer, they will have to keep their attention for 8 to 15 minutes.. Students will demonstrate what they have learned, by creating a broadcast quality Silent Film, that features a complex story line, without error. This project is meant to culminate everything the student has learned from VP, VP2 and Previous Units in VP3

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?
Anchor Standard 4:
Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

Anchor Standard 5:
Media artists require a range of skills and abilities to creatively solve problems.

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.
Anchor Standard 4:
How does collaboration expand and affect the creative process?

Anchor Standard 5:

How do media artists use various tools and techniques?

At what point is a work considered "complete"?

Content/Objectives		Instructional Actions	
Content *What students will know*	**Skills** *What students will be able to do*	**Activities/Strategies** *How we teach content and skills*	**Evidence (Assessments)** *How we know students have learned*

Pitch
 	
Main Plot
Sub Plot
Parts of a Plot
Beginning
Middle
End
Character Development
    •   Protagonist
    •   Antagonist
 	
How to create Silent Film
 	
How to create Trailer
 	
How to create a Poster
	How to tell a story
	 How to keep a viewer's interest
	 Time Management
	 How to work in a team
	 The use of video to convey a feeling or emotion for the viewer
	
	The use of sound to convey a feeling or emotion for the viewer
	
	To create a trailer to promote their silent film.
	
	To create a poster to promote their film.
		Student's will review notes on parts of a plot
		• They will use a Plot Diagram Worksheet to map out parts of the plot on a music video we watch in class.
		
		Students will have to match actual pitches to a hollywood produced movie.
		Students, individually, will have to develop their own pitches, from that the teacher will choose who's is will be used in the creation of their silent Film
			Create a Silent Film
			Formative: Technology Project
			Students will be asked to produce an 8 to 15minute Silent film, good enough to be played in a movie theatre without error.
			Students will Produce a Broadcast quality Trailer to promote their Silent Film without Error.
			Students will produce a Professional looking Poster to promote their Silent Film

Spiraling for Mastery

Where does this unit spiral back to other units from this or previous years in order to ensure that students retain mastery of what they've learned?		
Content or Skill for this Unit	**Spiral Focus from Previous Unit**	**Instructional Activity**
Zoom Focus Rule of Thirds Video Editing Audio Editing Graphics Editing Videography Repertoire / 7 Key shots Use a Tripod Use all critical Functions of a Consumer level Video Camera Write a Script	In VP1 Unit 1, they learned how to Zoom in and out using a camera and how to properly frame a shot using the rule of thirds and the proper amount of headroom. These are necessary for all other units where a camera is used. In VP1 Unit 2, they learned how to use Final Cut Pro V to edit video. They will now have to edit all their projects in FCPX for all other Units. In VP1 Unit 3, they learned how to use use a Video Camera, Tripod and what types shots they should use In VP2 Unit 3, They learned how to tell a story using a plot. They will also grab from all the units in VP 3.	**Demonstration** Newscast Project Honda Commercial Project Scavenger Hunt Sequence Project PSA Project Music Video Stop Motion Video Animation Special FXs

21st Century Skills:
• 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

- 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

Key resources:
Teacher with Prior Experience in the Industry, Student's work from previous years. Apple Workstations
Final Cut Pro Editing Software
Motion software
Computer Labs for research and scripting
TV Studio Equipment
Camcorders

Interdisciplinary Connections:
RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically

RI.11-12.7(ELA) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Intersections of History:
Black:
Discuss contributions from prominent actors of color and how the film industry depicts people of color
Hispanic:
Discuss contributions from prominent actors & directors ofhispanic descent and how the film industry depicts people of hispanic descent

Women:

Discuss contributions from prominent women actors & directors and how the film industry depicts

LGBTQ:
Discuss contributions from prominent actors & directors of the LGBTQ community and how the film industry depicts them

Important Vocabulary:

Pitch
Main Plot
Sub Plot
Plot
Protagonist
Antagonist