

	techniques used to great effect	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Completion of notes (M) ● Participation in small-group and whole-group discussions to learn and apply video production terms and techniques (A,T) ● Completion of in-class assignments and activities (M,A,T) <ul style="list-style-type: none"> ○ Analysis - Students will visually break down and write about video exemplars (M,A,T) ○ Practice using video production techniques in class exercises and apply to their own projects (M,A,T) ● Completion of homework assignments (M,A,T) <ul style="list-style-type: none"> ○ Written response that analyzes the formal techniques used in videos (M,A,T) ● Short quizzes on terms (M, A) ● Projects/Presentations (M,A,T) ● Reflection (M,A,T)

Code	<i>Pre-Assessment</i>
M	<p>Students will answer these guiding questions individually before sharing out responses:</p> <ol style="list-style-type: none"> 1. What is a documentary? 2. Can you name any documentaries you have seen? What were they about? 3. How is a documentary different from a narrative film? <p>Teacher will facilitate a class discussion, encouraging students to share their ideas and to provide concrete examples which support their thinking.</p> <p>Teacher will introduce essential questions and discuss culminating performance task and learning objectives for the unit.</p>

	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
M	Students will watch a news broadcast from the viewpoint of a filmmaker and identify the techniques that make it unique from other forms of video production.	Teacher looks for engaged and evidence-based responses from multiple students.
M, T	Students will have a production meeting to determine the segments for their own school-wide broadcast. Students will choose a role and segment to prepare for broadcast.	Teacher looks for engaged and evidence-based responses from multiple students.
M, A, T	Teacher will model the process for researching a news topic and developing it for broadcast using an outline to focus on the tone, style, and format of writing used in news.	Teacher models best practices.
M, A, T	Students will conduct research and write scripts for their news segment appropriate for a news broadcast.	Teacher will conference with students on the development.
A, T	Students will plan a shot list for their news segments and submit to teacher for approval.	Teacher reads student work and provides feedback.
M, A, T	Teacher will model setting up 3-Point Lighting in front of a green screen and instruct on the importance of having even lighting with no shadows on a green screen.	Teacher models best practices.
M, A, T	Students will practice filming in front of a green screen using proper 3-Point Lighting to avoid shadows.	Teacher circulates to ensure that students are applying unit content to their products.
M, A, T	Teacher will model how to set up and shoot an effective interview, focusing on lighting and audio, for testimonials used in news and documentary filmmaking.	Teacher models best practices.
A, T	Students will conduct and film interviews for their news segment, focusing on capturing clear production sound.	Teacher circulates to ensure that students are applying unit content to their products.
A, T	Teacher will model how to film a remote interview on location.	Teacher models best practices.

A, T	Students filming a remote segment may choose to film their interviews on location.	Teacher circulates to ensure that students are applying unit content to their products.
A, T	Teacher will model how use the ultra key effect to key out the green screen and replace it with a different background in Adobe Premiere Pro.	Teacher models best practices.
M, A, T	Students will practice using the ultra key effect on their green screen clips to add various backgrounds in post-production.	Teacher circulates to ensure that students are applying unit content to their products.
A, T	Students will write short relevant news stories as anchor monologues and practice public speaking using a teleprompter in the studio.	Teacher reads student work, conferences with students, and provides feedback.
A, T	Students will film b-roll footage on location to supplement their news segments and create an edited news package.	Teacher circulates to help students use equipment.
A, T	Teacher will model how to use a multicam switcher to switch between camera angles in the studio.	Teacher models best practices.
M, A, T	Students will practice using a multicam switcher to make live editing points during a multicam shoot.	Teacher circulates to help students use equipment.
M, A, T	Students will film a live news broadcast using multiple cameras. Class will combine broadcast and remote segments into one news show and reflect on their work.	Teacher circulates to help students use equipment.
M, A, T	Teacher will provide clips from various documentaries for students to observe and analyze. Students will discuss the structure and formal techniques used in each and analyze their effect.	Teacher monitors for engaged and varied responses from multiple students.
A, T	Students will develop an idea for a documentary that seeks to answer a question that interests them. Students will create a pitch deck and present it to the class.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
A, T	Students will write a script outline that adapts their personal	Teacher reads student work, conferences with

<p>A, T</p> <p>A, T</p> <p>A, T</p> <p>A, T</p> <p>M, A, T</p> <p>A, T</p> <p>M, A, T</p>	<p>narrative for a visual medium.</p> <p>Students will create a shot list to plan out their personal narrative project.</p> <p>Students will use their shot lists to film primary footage and b-roll for their documentary, focusing on incorporating broadcast and documentary techniques learned throughout the unit.</p> <p>Students will edit their documentary, focusing on incorporating broadcast and documentary techniques learned throughout the unit.</p> <p>Teacher will model how to create closed captions on a finished project and export captions as a separate file.</p> <p>Students will screen a rough cut of their video project for the class. The class will discuss the work and provide notes on what works well and what can still be improved.</p> <p>Students will revise their rough cuts based on the notes provided to create a final cut.</p> <p>Students will write a self-reflection in which they evaluate and discuss their work and development over the course of the unit/course thus far.</p>	<p>students, and provides feedback.</p> <p>Teacher checks student progress and offers notes throughout the pre-production process.</p> <p>Teacher reads student work, conferences with students, and provides feedback.</p> <p>Teacher checks student progress and offer notes throughout the post-production process.</p> <p>Teacher models best practices.</p> <p>Teacher monitors for engaged and varied responses from multiple students.</p> <p>Teacher circulates to help students finalize their project.</p> <p>Teacher reads student work and provides feedback.</p>
<p>Recommended Resources</p> <p>Texts:</p> <ul style="list-style-type: none"> ● Ascher, Steven, and Edward Pincus. <i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age</i>. New York: Plume, 2013. Print. ● Barsam, Richard. <i>Looking at Movies</i>. ● Blofield, Robert. <i>How to Make a Movie in 10 Easy Lessons</i>. Print. 		

- Boggs, Joe. *The Art of Watching Films*.
- "Broadcast Journalism" *School Video News*. Web.
- "Cinematic Terms - A FilmMaking Glossary." *Cinematic Terms - A FilmMaking Glossary*. N.p., n.d. Web.
- "Film Analysis. Yale Film Studies. N.p., n.d. Web.
- Fridsman, Lisa and Gyncild, Brie. *Adobe After Effects Classroom in a Book*
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres*. Print.
- Golden, John. *Reading In The Dark*
- Jago, Maxim. *Adobe Premiere Pro Classroom in a Book*
- Monaco, James. *How to Read a Film*
- "Photography 101: The Rules and Elements of Composition." *The Daily Post*. N.p., 30 July 2013. Web. 03 June 2016.
- Trottier, David. *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script*. Los Angeles: Silman-James, 2010. Print.

Online Resources:

- Essential Film Industry Jobs
<https://www.masterclass.com/articles/film-industry-jobs#10-essential-postproduction-film-jobs>
- Filmmaker IQ. YouTube Channel.
https://www.youtube.com/channel/UCSFAYaIJ2Q7Tm_WmLgetmeg
- Lessons From the Screenplay. YouTube Channel.
https://www.youtube.com/channel/UCErSSa3CaP_GJxmFpdjG9Jw
- RocketJump Film School. YouTube Channel.
<https://www.youtube.com/user/RJFilmSchool>
- StudioBinder. Website.
<https://www.studiobinder.com/>

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| | <ul style="list-style-type: none">• StudioBinder. YouTube Channel.
https://www.youtube.com/channel/UCUFoQUaVRt3MVExqwPUMLCQ |
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Unit 4: Film Analysis

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-Literacy.W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● apply cinematic language to their own multimedia projects ● interpret intent and meaning in artistic work ● develop and refine artistic techniques and work for an audience ● engage in self-reflective practices to refine artistic work 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Film analysis focuses on the director's choices and how they contribute to the purpose/vision of the film. The greatest way to become a better filmmaker is to watch and study films, and use what you learn to create your own. ● A film director manages the creative aspects of the production. They direct the making of a film by visualizing the script while guiding the actors and technical crew to capture the vision for the screen. They control the film's dramatic and artistic aspects. ● Great directors understand the vision and message of a screenplay and 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How does analyzing film improve one's own video production skills? ● What is the role of the director in filmmaking? ● What are the qualities of a great director? ● How does editing affect the finished product? ● How does an editor take disparate parts and make them into a cohesive whole? ● What role does sound play in a film?

<p>sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>make a wide-range of choices that fulfill the vision and/message of a film.</p> <ul style="list-style-type: none"> • Each film genre has its own unique characteristics and purpose • Light design plays a key role in communicating mood and character. • Editing is an invisible art that uses techniques to affect the pace and tone of a film; it is the process of decision-making with appropriate rationale as even that smallest decision affects the product • Film editing is the process (art and technique) by which the editor selects, arranges, and assembles the visual, sound, and special effects to tell a story. The editor is responsible for the spatial relationships between shots, the temporal relationships between shots, and overall rhythm of the film. • A film’s sound is potentially as expressive as its images and operates on a physical and psychological level. • Color grading is a technique used to stylize the color schemes of footage, evoke specific emotions from the viewer, and transform footage into the final look of the film. 	<ul style="list-style-type: none"> • What role does color have to play in filmmaking?
Acquisition		
<i>Students will know...</i>		<i>Students will be skilled at...</i>

- analyzing how other films are made increases one's knowledge and background of the various skills needed to produce effective content
- Tone and Style in Filmmaking
- Film Genres: Action, Comedy, Adventure, Drama, Crime, Horror, Musical, Science-Fiction, Westerns, etc.
- Light Design Techniques: High Key Lighting, Low Key Lighting, 3-Point-Lighting, Side Lighting, Uplighting, Backlighting, Practical Lighting, Motivated Lighting, Natural Lighting
- Color Theory in Filmmaking
- Essential Sound Panel: dialogue, sound effects, music, and ambiance.
- Color Grading

- Close reading and analyzing visual texts
- Critically thinking about film as you would a traditional text
- researching critically acclaimed directors and identifying their style and trademark techniques
- identifying the various film genres and subgenres and explain characteristics of each
- identifying and analyzing the effect of theatrical/cinematic elements and formal techniques in the film medium
- analyzing the effect of various cinematic techniques used in various films within the same genre
- writing a research-based critical analysis of scenes and full-length films
- creating foley sound effects
- collaborating with peers
- using Essential Sound Panel to mix multiple audio tracks together into a high-quality soundtrack
- color grading to create a specific look for their video project

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, A	<p>(Teacher may want to change the point value for each area of this rubric to put more weight on the skills focused on in this specific unit.)</p> <p>Responsibility & Professionalism</p> <ul style="list-style-type: none"> • Project is appropriate for school • Project and all paperwork submitted by deadlines • Class time is always used wisely to complete tasks 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p style="text-align: center;">Genre/Director Study Short Film</p> <p>Goal/Challenge: Students will be able to collaborate as a production team to produce a short film that exemplifies a specific genre and embodies the filmmaking style of a famous director.</p> <p>Role for student: Various Production Roles (Screenwriter, Storyboard Artist, Cinematographer, Director, Actor, Editor)</p>
T, M, A	<p>Assignment Expectations</p> <ul style="list-style-type: none"> • All content and form is purposeful and effective in achieving the assignment objective • Project exemplifies a specific genre and director's • Project meets and/or exceeds expectations for the assignment 	<p>Audience for student work: Producer (Teacher) and Public (Students)</p> <p>Situation: You and your group mates are the production team for a new production company. Your producer has tasked you with creating a short film that exemplifies a specific genre of study and effectively embodies the filmmaking style of a famous director. First, you will need to research the characteristics of your genre and the techniques employed by the director you have chosen. You will need to work together to develop a story that is appropriate to your genre, write a screenplay, plan out your shots with a storyboard or shot list, film your production, and edit it into a final product.</p>
T, A	<p>Development & Pre-production</p> <ul style="list-style-type: none"> • Complete script/screenplay and shot list created prior to filming and followed closely • Evidence of exemplary planning for entire project <p>Cinematography</p>	<p>Products and performances generated by student: A complete, original narrative short film that exemplifies a specific genre and embodies the filmmaking style of a famous director.</p>

<p>T, M, A</p>	<ul style="list-style-type: none"> • Variety of effective and inspiring shots, angles, duration, and movement to help tell the story • Footage is always in focus • Camera is always steady and level through the use of a tripod, unless purposefully dynamic • All camera movement is motivated and impactful • All subjects are effectively illuminated throughout the video; lighting decisions effectively enhance the content 	<p>Standards/criteria for judging success: Rubric communicating the evaluative criteria.</p>
<p>T, A</p>	<p>Theatrical Elements</p> <ul style="list-style-type: none"> • Backgrounds and subjects/objects in frame are always purposeful and appropriate to the content • Sets, costumes, and props effectively enhance the content • Acting is fantastic; shows evidence of sufficient rehearsal and great effort 	
<p>T, M, A</p>	<p>Sound Design and Editing/Mixing</p> <ul style="list-style-type: none"> • All sound is well-recorded, edited, and mixed • Variety of sound used to enhance the content • Masterful sound design; no sound editing errors 	
<p>T, M, A</p>	<p>Editing</p> <ul style="list-style-type: none"> • All scenes begin and end with purposeful action that is appropriately timed • All shots and scenes are fluidly cut together to create a well-paced video that maintains interest 	

<p>T, M, A</p>	<ul style="list-style-type: none"> ● All title cards are correct, legible, and stylized appropriate to the content ● Masterful editing; no major editing errors exist. <p>Filmmaker's Style</p> <ul style="list-style-type: none"> ● Product is a strong representation of a famous director's style ● Filmmaker's style is clear, appropriate, and effective ● At least three creative formal techniques used to great effect 	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Completion of notes (M) ● Participation in small-group and whole-group discussions to learn and apply video production terms and techniques (A,T) ● Completion of in-class assignments and activities (M,A,T) <ul style="list-style-type: none"> ○ Analysis - Students will visually break down and write about video exemplars (M,A,T) ○ Practice using video production techniques in class exercises and apply to their own projects (M,A,T) ● Completion of homework assignments (M,A,T) <ul style="list-style-type: none"> ○ Written response that analyzes the formal techniques used in videos (M,A,T) ● Short quizzes on terms (M, A) ● Projects/Presentations (M,A,T) ● Reflection (M,A,T)

Code		
M	<i>Pre-Assessment</i>	
	<p>Students will answer these guiding questions individually before sharing out responses:</p> <ol style="list-style-type: none"> 1. What are your favorite film genres? Why? 2. What filmmaking techniques do you associate with each genre? 3. Do you know any directors? How would you describe their films? <p>Teacher will facilitate a class discussion, encouraging students to share their ideas and to provide concrete examples which support their thinking.</p> <p>Teacher will introduce essential questions and discuss culminating performance task and learning objectives for the unit.</p>	
M, A, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will provide scenes that demonstrate effective formal techniques and teacher will model how to effectively analyze.</p>	<p>Progress Monitoring</p> <p>Teacher models best practices. Teacher looks for engaged and evidence-based responses from multiple students.</p>
M, A, T	<p>Students will discuss the formal techniques they observe in various scenes and analyze their effect.</p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
M, A, T	<p>Students will research a film genre and create a presentation discussing its history, characteristics, and techniques, as well as notable examples.</p>	<p>Teacher looks for comprehensive understanding of content. Teacher provides feedback on presentation.</p>
M, A, T	<p>Teacher will provide students with a scene with a general story concept and ask them to produce the scene as their specific genre.</p>	<p>Teacher circulates to ensure that students are applying unit content to their products.</p>
A, T	<p>Students will screen their sound design scenes and discuss the techniques used that exemplified their specific genre.</p> <p>Teacher will provide students with a silent scene and ask</p>	<p>Teacher looks for comprehensive understanding of content. Teacher provides feedback on presentation.</p>

M, A, T	students to create the sound design. Students will work together to discuss their intention in sound design. Students will record room tone, environmental sounds, foley/stock sound effects, and music.	Teacher circulates to ensure that students are applying unit content to their products.
M, A, T	Teacher will model how to use the Essential Sound panel in Adobe Premiere Pro to edit and mix dialogue, sound effects, music, and ambiance.	Teacher models best practices.
A, T	Students will edit their scene using the Essential Sound panel to edit and mix the sound design.	Teacher circulates and provides help and notes during post-production process.
A, T	Students will screen their sound design scenes and discuss how the sound techniques affected the genre, tone, mood, etc.	Teacher looks for comprehensive understanding of content. Teacher provides feedback on presentation.
A, T	Students will choose their own scenes from a famous director's film to watch. Students will identify at least five directorial choices and analyze their effect.	Teacher conferences with students and offers help.
M, A, T	Teacher will direct instruction on color theory and how filmmakers use colors as symbols as part of mise-en-scene.	Teacher looks for engaged and evidence-based responses from multiple students.
A, T	Students will write an essay in which they analyze a scene.	Teacher reads student work and provides feedback.
M, A, T	Students will research a film director and create a presentation discussing their life, interests, famous work, notable techniques, overall style, and accolades.	Teacher checks for understanding.
A, T	Students will write a film review of a recent film, analyzing the literary, theatrical, and cinematic elements.	Teacher reads student work and provides feedback.
A, T	Students will collaborate to brainstorm a short film that exemplifies a specific genre and embodies the filmmaking style of a famous director.	Teacher circulates to guide students in the process.
A, T	Students will create a pitch deck that exemplifies the genre, tone, mood, style, and directorial choices planned for the short	Teacher reads student work and provides feedback.

	film.	
A, T	Students will collaborate on writing a rough draft of a screenplay for their genre short film.	Teacher circulates to guide students in the process.
A, T	Students will revise their drafts using critical thinking skills and feedback from their teacher and peers, to create a final draft of their screenplay.	Teacher reads student work and provides feedback.
M, A, T	Students will create a shot list to plan out their genre short film.	Teacher circulates and provides help and notes during pre-production process.
M, A, T	Teacher will model lighting techniques using various equipment and discuss their connection with genres. Students will practice implementing lighting techniques.	Teacher models best practices.
A, T	Students will use their shot lists to film their short film, focusing on genre and director techniques learned throughout the unit.	Teacher circulates and provides help and notes during production process.
M, A, T	Teacher will model how to use the Color Workspace panel in Adobe Premiere Pro to color grade, explaining how films have colorists who stylize the color schemes of footage, evoke specific emotions from the viewer, and transform footage into the final look of the film.	Teacher models best practices.
A, T	Students will use the Color Workspace panel in Adobe Premiere Pro to edit and mix the sound design for their video projects.	Teacher circulates and provides help and notes during post-production process.
A, T	Students will edit their genre short film, focusing on techniques learned throughout the unit.	Teacher checks student progress and offers notes throughout the post-production process.
M, A, T	Students will screen a rough cut of their video project for the class. The class will discuss the work and provide notes on what works well and what can still be improved.	Teacher monitors for engaged and varied responses from multiple students.
	Students will revise their rough cuts based on the notes	Teacher circulates to help students finalize their

<p>A, T</p> <p>M, A, T</p>	<p>provided to create a final cut.</p> <p>Students will write a self-reflection in which they evaluate and discuss their work and development over the course of the unit/course thus far.</p>	<p>project.</p> <p>Teacher reads student work and provides feedback.</p>
<p>Recommended Resources</p> <p>Texts:</p> <ul style="list-style-type: none"> ● Ascher, Steven, and Edward Pincus. <i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age</i>. New York: Plume, 2013. Print. ● Barsam, Richard. <i>Looking at Movies</i>. ● Blofield, Robert. <i>How to Make a Movie in 10 Easy Lessons</i>. Print. ● Boggs, Joe. <i>The Art of Watching Films</i>. ● "Broadcast Journalism" <i>School Video News</i>. Web. ● "Cinematic Terms - A FilmMaking Glossary." <i>Cinematic Terms - A FilmMaking Glossary</i>. N.p., n.d. Web. ● "Film Analysis. Yale Film Studies. N.p., n.d. Web. ● Fridsman, Lisa and Gyncild, Brie. <i>Adobe After Effects Classroom in a Book</i> ● Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. <i>An Introduction to Film Genres</i>. Print. ● Golden, John. <i>Reading In The Dark</i> ● Jago, Maxim. <i>Adobe Premiere Pro Classroom in a Book</i> ● Monaco, James. <i>How to Read a Film</i> ● "Photography 101: The Rules and Elements of Composition." <i>The Daily Post</i>. N.p., 30 July 2013. Web. 03 June 2016. ● Trottier, David. <i>The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script</i>. Los Angeles: Silman-James, 2010. Print. 		

Online Resources:

- Essential Film Industry Jobs
<https://www.masterclass.com/articles/film-industry-jobs#10-essential-postproduction-film-jobs>
- Filmmaker IQ. YouTube Channel.
https://www.youtube.com/channel/UCSFAYaIJ2Q7Tm_WmLgetmeg
- Lessons From the Screenplay. YouTube Channel.
https://www.youtube.com/channel/UCErSSa3CaP_GJxmFpdjG9Jw
- RocketJump Film School. YouTube Channel.
<https://www.youtube.com/user/RJFilmSchool>
- StudioBinder. Website.
<https://www.studiobinder.com/>
- StudioBinder. YouTube Channel.
<https://www.youtube.com/channel/UCUFoQUaVRt3MVFxqwPUMLCQ>

Unit 5: Original Short Film

ESTABLISHED GOALS	Transfer	
<p>CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.ELA-Literacy.W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-Literacy.W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● generate creative ideas ● make personal connections to the stories we read and tell ● make connections and learn about other perspectives and experiences ● use visual and narrative techniques to connect with an audience ● breakdown long-term projects into smaller, manageable steps 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The filmmaking process has four major stages of production: development, pre-production, production, and post production. ● Filmmaking is a collaborative effort that requires skills from a variety of diverse artists and creators; each production role is vital to the success of the film. ● Great filmmakers combine effective storytelling and cinematography to serve the story they are telling 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What is the process of filmmaking? How does a film go from an idea to a finished product? ● How does screenwriting affect the finished product? ● How many people are involved in the creation of a narrative film? ● What are the characteristics of a great film?

<p>a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>CCSS.ELA-Literacy.W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> ● A narrative film must begin with a compelling story. The screenplay forms the foundation for a successful film, as all artistic and technical choices are made to serve the story detailed in the screenplay. ● A narrative film combines literary, theatrical, and cinematic elements to tell a story in a multimedia presentation ● Great films are the result of detailed writing and meticulous planning in pre-production ● Great films have lasting impacts on a wide-range of audiences, influence pop culture, and present diverse stories and perspectives. 	<ul style="list-style-type: none"> ● What is the impact of narrative films on society?
Acquisition		
<p>CCSS.ELA-Literacy.SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Screenwriting Techniques: Three-Act Structure, Complex Characters, Active Protagonist, Intentional Action, Purposeful Dialogue, Dynamic Scenes, and Character Arcs ● Writer’s Workshop Model ● Script Breakdown ● 180 Degree Rule ● Master Shots and Single Shots 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● close reading and analyzing visual texts. ● critically thinking about film as you would a traditional text, understanding the literary elements involved in filmmaking ● applying literary, theatrical, and cinematic elements to their own film projects ● write engaging narratives ● writing for the screen using proper screenplay elements and format ● collaborating with their peers to complete

<p>credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none">• Nesting• Mastering Final Cut	<p>group projects</p> <ul style="list-style-type: none">• creating a narrative short film from development to distribution• writing reflections that evaluate their work and progress
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, A	<p>(Teacher may want to change the point value for each area of this rubric to put more weight on the skills focused on in this specific unit.)</p> <p>Responsibility & Professionalism</p> <ul style="list-style-type: none"> • Project is appropriate for school • Project and all paperwork submitted by deadlines • Class time is always used wisely to complete tasks 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p style="text-align: center;">Final Project: Collaborative Short Film</p> <p>Goal/Challenge: Students will be able to collaborate as a production team to produce a short film through all four stages of production.</p> <p>Role for student: Various Production Roles (Screenwriter, Storyboard Artist, Cinematographer, Director, Actor, Editor)</p>
T, M, A	<p>Assignment Expectations</p> <ul style="list-style-type: none"> • All content and form is purposeful and effective in achieving the assignment objective • Project demonstrates effective use of b-roll, testimonials, and other documentary techniques to inform the audience of its subject • Project meets and/or exceeds expectations for the assignment 	<p>Audience for student work: Producer (Teacher) and Public (Students)</p> <p>Situation: You and your group mates are the production team for a new production company. Your producer has tasked you with coming up with an original idea for a narrative short film. If greenlit, your team will work through all stages of production to turn your short film into a reality. This is a once in a lifetime opportunity so make the most of it! You will need to work together to develop your story, write a screenplay, plan out your shots with a storyboard or shot list, film your production, and edit it into a final product.</p>
T, A	<p>Development & Pre-production</p> <ul style="list-style-type: none"> • Complete script/screenplay and shot list created prior to filming and followed closely • Evidence of exemplary planning for entire project <p>Cinematography</p> <ul style="list-style-type: none"> • Variety of effective and inspiring shots, angles, duration, and movement to 	<p>Products and performances generated by student: A complete, original narrative short film that comprehensively demonstrates the content, skills, and behaviors learned throughout the course.</p> <p>Standards/criteria for judging success: Rubric communicating the evaluative criteria.</p>

<p>T, M, A</p>	<p>help tell the story</p> <ul style="list-style-type: none"> ● Footage is always in focus ● Camera is always steady and level through the use of a tripod, unless purposefully dynamic ● All camera movement is motivated and impactful ● All subjects are effectively illuminated throughout the video; lighting decisions effectively enhance the content 	
<p>T, A</p>	<p>Theatrical Elements</p> <ul style="list-style-type: none"> ● Backgrounds and subjects/objects in frame are always purposeful and appropriate to the content ● Sets, costumes, and props effectively enhance the content ● Acting is fantastic; shows evidence of sufficient rehearsal and great effort 	
<p>T, M, A</p>	<p>Sound Design and Editing/Mixing</p> <ul style="list-style-type: none"> ● All sound is well-recorded, edited, and mixed ● Variety of sound used to enhance the content ● Masterful sound design; no sound editing errors 	
<p>T, M, A</p>	<p>Editing</p> <ul style="list-style-type: none"> ● All scenes begin and end with purposeful action that is appropriately timed ● All shots and scenes are fluidly cut together to create a well-paced video that maintains interest ● All title cards are correct, legible, and stylized appropriate to the content 	

<p style="text-align: center;">T, M, A</p>	<ul style="list-style-type: none"> ● Masterful editing; no major editing errors exist. <p>Filmmaker's Style</p> <ul style="list-style-type: none"> ● Product is original, creative, and engaging ● Filmmaker's style is clear, appropriate, and effective ● At least three creative formal techniques used to great effect 	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Completion of notes (M) ● Participation in small-group and whole-group discussions to learn and apply video production terms and techniques (A,T) ● Completion of in-class assignments and activities (M,A,T) <ul style="list-style-type: none"> ○ Analysis - Students will visually break down and write about video exemplars (M,A,T) ○ Practice using video production techniques in class exercises and apply to their own projects (M,A,T) ● Completion of homework assignments (M,A,T) <ul style="list-style-type: none"> ○ Written response that analyzes the formal techniques used in videos (M,A,T) ● Short quizzes on terms (M, A) ● Projects/Presentations (M,A,T) ● Reflection (M,A,T)

Code		
M	<i>Pre-Assessment</i>	
	<p>Students will answer these guiding questions individually before sharing out responses:</p> <ol style="list-style-type: none"> 1. How have you grown since completing your first narrative short film project in Introduction to Video Production? 2. What are your goals and aspirations for your final short film project? 3. What do you feel you need to still learn to be successful? <p>Teacher will facilitate a class discussion, encouraging students to share their ideas and to provide concrete examples which support their thinking.</p> <p>Teacher will introduce essential questions and discuss culminating performance task and learning objectives for the unit.</p>	
M, A, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will introduce the three-act structure used in screenwriting. Students will think of movies they know well and see if they can break down the three acts and story beats.</p>	<p>Progress Monitoring</p> <p>Teacher looks for engaged and evidence-based responses from multiple students.</p>
A, T	<p>Students will collaborate in small groups to brainstorm and pitch story ideas for their final project: a narrative short film.</p>	<p>Teacher circulates to guide students in the process and answer questions.</p>
A, T	<p>Students will collaborate to outline their story using a narrative diagram to determine the three-act structure.</p>	<p>Teacher reads student work and offers feedback.</p>
M, A, T	<p>Teacher will provide clips of character introductions from various films. Students will analyze what they learn about the character through the scene and why establishing your character early and through intentional action is vital to the success of the film.</p>	<p>Teacher will conference with students on writing and provide feedback.</p>
M, A, T	<p>Students will write short scenes in which they introduce the</p>	<p>Teacher reads student work and offers feedback.</p>

	main character of their short film, focusing on intentional action to show who the character is, rather than tell.	
M, A, T	Students will share their scenes in a workshop model in which they read their drafts and receive feedback from the class.	Teacher looks for engaged and evidence-based responses from multiple students.
M, A, T	Teacher will provide clips of dynamic scenes, scenes that start late and end early so as to keep the momentum. Students will analyze how this screenwriting technique contributes to the overall effect of the scene/film.	Teacher looks for engaged and evidence-based responses from multiple students.
A, T	Students will write short dynamic scenes, focusing on pacing.	Teacher reads student work and offers feedback.
M, A, T	Students will share their scenes in a workshop model in which they read their drafts and receive feedback from the class.	Teacher looks for engaged and evidence-based responses from multiple students.
M, A, T	Teacher will instruct on purposeful dialogue. Teacher will provide scenes that illustrate these techniques and have the class discuss their effect.	Teacher looks for engaged and evidence-based responses from multiple students.
A, T	Students write their own original dialogue, focusing on having the dialogue reveal information, emotion, subtext, etc.	Teacher circulates to guide students in the process and answer questions.
M, A, T	Students will share their scenes in a workshop model in which they read their drafts and receive feedback from the class.	Teacher models effective feedback. Teacher looks for engaged and evidence-based responses from multiple students.
M, A, T	Teacher will instruct on the importance of complex characters, active protagonists, and character arcs. Teacher will provide scenes that illustrate these techniques and have the class discuss their effect.	Teacher looks for engaged and evidence-based responses from multiple students.
A, T	Students will collaborate on writing a rough draft of a screenplay for their final project, focusing on the screenwriting techniques learned throughout the unit, especially character. Students will work through the process of brainstorming, researching, and developing their ideas into a narrative.	Teacher circulates to guide students in the process and answer questions.

A, T	Students will share their screenplays in a workshop model in which they read their drafts and receive feedback from the class.	Teacher models effective feedback. Teacher looks for engaged and evidence-based responses from multiple students.
A, T	Students will revise their drafts using critical thinking skills and feedback from their teacher and peers, to create a final draft of their screenplay.	Teacher reads student work and offers feedback.
M, A, T	Teacher will model how to break down a script.	Teacher models best practices.
A, T	Students will break down their scripts so as to understand and plan for the short film's needs in terms of locations, sets, costumes, props, and more.	Teacher circulates to guide students in the pre-production process and answer questions.
M, A, T	Students will create a pitch deck for their original short film and present it to the class.	Teacher circulates to guide students in the process and answer questions. Teacher looks for detailed and creative content. Teacher provides feedback on presentation.
A, T	Students will create a shot list to plan out their narrative short film. Teacher will conference with students and provide feedback.	
M, A, T	Teacher will model how to film scenes using the 180 degree rule, master shots, and single/two shots.	Teacher models best practices.
A, T	Students will use their shot lists to film their narrative short film, demonstrating the knowledge, skills, and behaviors learned throughout the course.	Teacher circulates to guide students in the production process and answer questions.
M, A, T	Teacher will model how to nest scenes in Adobe Premiere Pro so students can work on one scene at a time and not have their edits affect the entire project. Teacher will model how to master overall audio for best quality playback.	Teacher looks for detailed and creative content. Teacher provides feedback on presentation.
A, T	Students will edit their promotional video projects.	Teacher checks student progress and offers notes throughout the post-production process.
	Students will screen a rough cut of their video project for the class. The class will discuss the work and provide notes on	Teacher monitors for engaged and varied responses from multiple students.

<p>M, A, T</p> <p>A, T</p> <p>M, A, T</p>	<p>what works well and what can still be improved.</p> <p>Students will revise their rough cuts based on the notes provided to create a final cut.</p> <p>Students will write a self-reflection in which they evaluate and discuss their work and development over the course of the unit/course.</p>	<p>Teacher circulates to help students finalize their project.</p> <p>Teacher reads student work and provides feedback.</p>
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	<p>Recommended Resources</p> <p>Texts:</p> <ul style="list-style-type: none"> ● Ascher, Steven, and Edward Pincus. <i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age</i>. New York: Plume, 2013. Print. ● Barsam, Richard. <i>Looking at Movies</i>. ● Blofield, Robert. <i>How to Make a Movie in 10 Easy Lessons</i>. Print. ● Boggs, Joe. <i>The Art of Watching Films</i>. ● "Broadcast Journalism" <i>School Video News</i>. Web. ● "Cinematic Terms - A FilmMaking Glossary." <i>Cinematic Terms - A FilmMaking Glossary</i>. N.p., n.d. Web. ● "Film Analysis. Yale Film Studies. N.p., n.d. Web. ● Fridsman, Lisa and Gyncild, Brie. <i>Adobe After Effects Classroom in a Book</i> ● Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. <i>An Introduction to Film Genres</i>. Print. ● Golden, John. <i>Reading In The Dark</i> ● Jago, Maxim. <i>Adobe Premiere Pro Classroom in a Book</i> ● Monaco, James. <i>How to Read a Film</i> ● "Photography 101: The Rules and Elements of Composition." <i>The Daily Post</i>. N.p., 30 July 2013. Web. 03 June 2016.
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- Trottier, David. *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script*. Los Angeles: Silman-James, 2010. Print.

Online Resources:

- Essential Film Industry Jobs
<https://www.masterclass.com/articles/film-industry-jobs#10-essential-postproduction-film-jobs>
- Filmmaker IQ. YouTube Channel.
https://www.youtube.com/channel/UCSFAYaIJ2Q7Tm_WmLgetmeg
- Lessons From the Screenplay. YouTube Channel.
https://www.youtube.com/channel/UCErSSa3CaP_GJxmFpdjG9Jw
- RocketJump Film School. YouTube Channel.
<https://www.youtube.com/user/RJFilmSchool>
- StudioBinder. Website.
<https://www.studiobinder.com/>
- StudioBinder. YouTube Channel.
<https://www.youtube.com/channel/UCUFoQUaVRt3MVFxqwPUMLCQ>