

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Advanced Video Production

December 2021

BOE Approved March 2022

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Advanced Video Production

Grades 11-12

Welcome to Advanced Video Production! This course is designed to build and expand upon the knowledge and skills learned from Introduction to Video Production. The emphasis of this course is on the responsibility and production of different types of media for a variety of purposes and audiences. This course involves analyzing, writing, and producing content, and will give students experience working in many different roles and phases of production. Students in this class will develop original video projects both individually and collaboratively. As an advanced course, students are expected to create a variety of products, such as individual video projects, collaborative short films, and content for *Green Wave TV*. In addition, students are expected to film school and community related events outside of class time.

Pacing Guide

| Unit # | Title | Weeks | Pages |
|--------|--|-------|-------|
| I | Promotional Videos | 4 | 7-16 |
| II | Personal Narrative Videos | 4 | 17-27 |
| III | Broadcast Journalism and Documentary Filmmaking | 8 | 27-37 |
| IV | Film Analysis | 8 | 38-48 |
| V | Original Short Film | 8 | 49-60 |

Unit 1: Promotional Videos

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| <p>ESTABLISHED GOALS</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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance</p> | <p>Transfer</p> | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Close read and analyze visual texts. ● Evaluate visual media. | | |
| | <p>Meaning</p> | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Filmmakers must have a solid understanding of cinematic techniques and their effects in cinematography, lighting, sound, and editing, as well as the experience and skills to successfully apply them to their projects. ● The quality of a promotional video can play a pivotal role in the success of a product or event ● Promotional videos use a variety of effective techniques in terms of cinematography and editing to persuade and excite the audience. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What essential skills do filmmakers need to be successful? ● What are the characteristics of an effective promotional video? ● What persuasive techniques are used in promotional videos? ● What are the challenges of promotional filming? ● Why is the audience the most important factor in promotional videos? ● How does the production of a promotional video differ from that of other types of videos? </td> </tr> </table> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Filmmakers must have a solid understanding of cinematic techniques and their effects in cinematography, lighting, sound, and editing, as well as the experience and skills to successfully apply them to their projects. ● The quality of a promotional video can play a pivotal role in the success of a product or event ● Promotional videos use a variety of effective techniques in terms of cinematography and editing to persuade and excite the audience. | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What essential skills do filmmakers need to be successful? ● What are the characteristics of an effective promotional video? ● What persuasive techniques are used in promotional videos? ● What are the challenges of promotional filming? ● Why is the audience the most important factor in promotional videos? ● How does the production of a promotional video differ from that of other types of videos? |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Filmmakers must have a solid understanding of cinematic techniques and their effects in cinematography, lighting, sound, and editing, as well as the experience and skills to successfully apply them to their projects. ● The quality of a promotional video can play a pivotal role in the success of a product or event ● Promotional videos use a variety of effective techniques in terms of cinematography and editing to persuade and excite the audience. | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What essential skills do filmmakers need to be successful? ● What are the characteristics of an effective promotional video? ● What persuasive techniques are used in promotional videos? ● What are the challenges of promotional filming? ● Why is the audience the most important factor in promotional videos? ● How does the production of a promotional video differ from that of other types of videos? | | |

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| <p>understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <ul style="list-style-type: none"> • The intended audience is the driving force of all stages of the promotional video • All information in a promotional video must be presented accurately and clearly | <ul style="list-style-type: none"> • What effect does a promotional video have on its subject? |
| Acquisition | | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Content learned in Introduction to Video Production • White Balance and Color Temperatures • Advanced Editing Tools: Track Select Forward/Backward, Ripple Edit, Rolling Edit, Rate Stretch, Razor, Slip, Slide • Crop, Scale, and Position • Color Correction • Tone: Exposure, Contrast, Highlights, Shadows, Whites, Blacks • Video Effects: Speed Duration, Gaussian Blur, etc. • Adobe After Effects workspace | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • identifying and explaining the formal techniques used in promotional videos • setting and adjusting white balance to capture correct color temperature • filming B-Roll using strong composition • uploading, labeling, and organizing their footage/assets into a shared drive • downloading and importing footage/assets into Adobe Premiere Pro using a shared drive • editing and sequencing video clips using advanced editing tools to work more efficiently • cropping, resizing, and repositioning shots for better composition • creating and adding text to video projects • editing and mixing sound to proper levels to avoid clipping and pops |

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| | | <ul style="list-style-type: none"> ● editing the color of clips using the Color Workspace in Adobe Premiere Pro to ensure correct color throughout video ● adding video effects such as slow motion or fast motion, blur, etc. ● creating animated titles in Adobe After Effects ● exporting finished projects in Adobe After Effects and Adobe Premiere Pro |
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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| <p>T, A</p> <p>T, M, A</p> <p>T, A</p> <p>T, M, A</p> | <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>Assignment Expectations</p> <ul style="list-style-type: none"> ● All content and form is purposeful and effective in achieving the assignment objective ● Project meets and/or exceeds expectations for the assignment <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 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 | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p style="text-align: center;">Promotional Video Project</p> <p>Goal/Challenge: Students will be able to create a promotional video for either the New Milford Film Commission that promotes our town’s unique and positive qualities or New Milford High School to promote the school’s programs.</p> <p>Role for student: Freelance Filmmaker</p> <p>Audience for student work: New Milford Film Commission (Teacher and Peers)</p> <p>Situation: Promotional videos are often used to promote organizations, businesses, events, and destinations. The New Milford Film Commission has asked you to create a promotional video that would best promote New Milford and <u>its school system</u>. Your task will be to develop and create a promotional video that could be shared on social media platforms to show the world what our town and school has to offer.</p> <p>Products and performances generated by student: A one-to-two minute video that effectively promotes its subject. Promotional video must be of a professional quality and display a strong and comprehensive understanding of filmmaking techniques.</p> <p>Standards/criteria for judging success: Rubric communicating the evaluative criteria</p> |
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| | <p>effectively enhance the content</p> | |
| <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 ● Masterful editing; no major editing errors exist. | |
| <p>T, M, A</p> | <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 | |

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| | | <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) |
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| Code | | |
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| M | <i>Pre-Assessment</i> | |
| | <p>Students will answer these questions on their own to the best of their ability:</p> <ol style="list-style-type: none"> 1. What made you take this course? What do you plan to get out of it? 2. What do you already know about video production? What are your strengths? 3. What are your weaknesses? What do you want to learn or improve on in video production? <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 | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will set classroom expectations so as to create a safe environment for students to be a creative community of learners.</p> | <p>Progress Monitoring</p> <p>Teacher monitors for engaged and varied responses from multiple students.</p> |
| M, A, T | <p>Teacher will review the content learned in Introduction to Video Production, assessing where students are as filmmakers.</p> | <p>Teacher reviews content and answers students' questions.</p> |
| M | <p>Students have an initial understanding of promotional videos and their purpose. Students will express opinions about promotional videos they have seen and discuss the following:</p> <ul style="list-style-type: none"> ● What made them memorable? ● What techniques did the filmmakers use that you noticed? ● How/Why were they effective? | <p>Teacher monitors for engaged and varied responses to scaffolded questions from multiple students.</p> |
| M, A, T | <p>Teacher will introduce students to multiple types of promotional videos and ask them to identify the techniques</p> | <p>Teacher monitors for engaged and varied responses to scaffolded questions from multiple students.</p> |

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| | being employed by the directors. | |
| M, A | Students will know that promotional videos often use a variety of b-roll with striking, relevant imagery to help sell an idea or feeling, as well as specific techniques in production and post-production to contribute to a distinct visual style and tone. | |
| A, T | Students will brainstorm ideas in the development stage of their own promotional video project and seek teacher approval. | Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain their ideas in their own words. |
| A, T | Students will write a script outline and create a shot list to plan out their promotional video project. | Teacher reads student work, conferences with students, and provides feedback. |
| A, T | Teacher will model how to set the white balance on cameras before filming in a space and instruct on the importance of have the correct color temperature during production. | Teacher circulates to ensure that students are applying unit content to their products. |
| A, T | Students will use their shot lists to film primary footage and b-roll for their promotional video, focusing on strong composition and proper white balance. | |
| A, T | Teacher will model for students how to best label and store footage on the shared drive. Teacher will review importing footage and model the use of advanced editing tools. | Teacher will review importing footage and model the use of advanced editing tools. |
| M, A, T | Teacher will lead a workshop on video effects such as crop, scale, position, speed duration, blur, and other editing techniques students may wish to utilize in their promotional videos. | Teacher will model skills, answer questions, and circulate to help students. |
| M, A, T | Students will edit their promotional video projects. | Teacher will check student progress and offer notes throughout the post-production process. |
| A, T | Teacher will introduce Adobe After Effects and model how to create and export a basic title animation. | Teacher will model skill, answer questions, and circulate to help students. |
| M, A, T | Students will use Adobe After Effects to create and export title | Teacher circulates to ensure that students are |

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| <p>M, A, T</p> <p>A, T</p> <p>M, A, T</p> | <p>animations to be used in their promotional video.</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>applying unit content to their products.</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. <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. *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/>
- StudioBinder. YouTube Channel.
<https://www.youtube.com/channel/UCUFoQUaVRt3MVFxqwPUMLCQ>

Unit 2: Personal Film Narratives

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| <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.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Reflect about past events and personal growth. ● Sequence story events in a clear, organized, and engaging manner to an audience. ● Write narratives using detail, literary devices, and other creative writing techniques ● Create and deliver strong presentations | |
| | Meaning | |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● A story relates human knowledge, experiences, and ideas to a wide audience. ● We share and tell stories to reflect on our past experiences and connect to others. ● We see personal growth when we reflect on experiences. ● Narrative writing conveys meaning through deliberate use of literary elements and narrative techniques. ● Writing should be purposely focused, detailed, organized, and sequenced in | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What are the ways in which we tell stories and why do we tell them? To whom? ● How do I write about myself? ● What are the techniques writers use to tell stories and convey meaning? ● What are the techniques filmmakers use to tell stories and convey meaning? ● How do I tell a personal story in a visual medium? | |

a way that clearly communicates the ideas to the reader

- Writing is a process that unfolds over time, beginning with ideas, taking refinement over several drafts, and improving with inspiration from outside texts as well as with consultations with peers and teachers.

Acquisition

Students will know...

- Elements of narrative writing: tone, mood, setting, character, conflict, plot, and theme
- Narrative techniques: narration, literary devices, imagery, sensory details, diction, inner monologue, etc.
- Pitch Decks
- audio Recording Equipment: Boom Microphones, Lavalier Microphones, and Zoom Recorders
- Room Tone
- Ducking Technique
- Audio Clipping and Pops
- Keyframes
- Pen Tool

Students will be skilled at...

- reading texts like a writer by analyzing form as well as content for the purpose of modeling techniques they would like to develop in their own writing
- composing narratives that exemplify the elements of narrative writing
- writing narratives that communicate a clear and purposeful message
- identifying film techniques used in narrative videos
- developing their ideas through research
- create audio/visual presentations to pitch their ideas
- using external microphones to capture high quality audio when filming
- capturing room tone on an audio recorder to be used in post-production

- Motion Effects

- editing audio tracks to avoid clipping and pops
- incorporating room tone as an audio track to allow for a consistent background noise and smooth audio transitions
- using the pen tool to manually duck audio in post-production
- animating photos in Adobe Premiere Pro

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| <p>T, A</p> <p>T, M, A</p> <p>T, A</p> | <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>Assignment Expectations</p> <ul style="list-style-type: none"> ● All content and form is purposeful and effective in achieving the assignment objective ● Project meets and/or exceeds expectations for the assignment <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 help tell the story ● Footage is always in focus ● Camera is always steady and level through the use of a tripod, unless | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p style="text-align: center;">Personal Narrative Video Project</p> <p>Goal/Challenge: Students will be able to write a personal narrative that answers one of the Common App Essay Prompts and adapt it into a visual essay using video production knowledge and skills</p> <p>Role for student: Prospective College Student, Filmmaker</p> <p>Audience for student work: College Admission (Teacher and Peers)</p> <p>Situation: You are a senior applying to college and your prospective school has requested a video essay submission instead of the traditional college essay. You must use your understanding of the film medium to plan, film, and edit a video essay that answers one of the prompts and best promotes you.</p> <p>Products and performances generated by student: A two-to-five minute video that effectively answers the prompt and portrays the author favorably. Personal Narrative video must be of a professional quality and display a strong and comprehensive understanding of filmmaking techniques.</p> <p>Standards/criteria for judging success: Rubric communicating the evaluative criteria</p> |

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| <p>T, M, A</p> | <p>purposefully dynamic</p> <ul style="list-style-type: none"> ● All camera movement is motivated and impactful ● All subjects are effectively illuminated throughout the video; lighting decisions effectively enhance the content <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 ● Masterful editing; no major editing errors exist. | |
| <p>T, M, A</p> | <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>T, M, A</p> | | |

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| | | <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) |
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| Code | | <i>Pre-Assessment</i> |
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| T, M, A | <p>Students will answer these guiding questions individually before sharing out responses:</p> <ol style="list-style-type: none"> 1. What are some ways in which we tell stories? 2. What is the effect of telling the same story in a different medium? What are the advantages or disadvantages to this different medium? <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 | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will lead lessons on the elements of narrative writing, modeling how to analyze them in the context of narratives in written and visual formats.</p> | <p>Progress Monitoring</p> <p>Teacher monitors for engaged and varied responses from multiple students.</p> |
| M, A, T | <p>Students will read and respond to various memoirs/personal narratives, focusing on the message and formal techniques used to tell the story in the literary medium.</p> | <p>Teacher reads student work and provides feedback.</p> |
| M, A, T | <p>Students will read personal narrative/college essay exemplars and identify the key elements of a strong personal narrative/college essay.</p> | <p>Teacher monitors for engaged and varied responses from multiple students.</p> |
| M | <p>Teacher will ask students to brainstorm moments in their lives that mattered, such as a time in which they learned something about themselves or the world around them. Students will choose a past experience in which to write their personal narrative.</p> | <p>Teacher monitors for engaged and varied responses from multiple students. Teacher circulates to help students in the writing process.</p> |

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| M, A, T | Teacher will model the revision process, noting what students should be focusing on in re-reading their drafts. | Teacher models best practices. |
| M, A, T | Students will revise their drafts using critical thinking skills and feedback from their teacher and peers. | Teacher reads drafts and conferences with students on their writing. |
| A, T | Teacher will teach the qualities of an effective pitch deck in establishing the look and feel of a prospective project, using examples. | Teacher provides direct instruction and answers student questions. |
| A, T | Students will conduct research to create and present a pitch deck for their personal narrative video. | Teacher circulates to ensure that students are applying unit content to their products. |
| A, T | Students will write a script outline that adapts their personal narrative for a visual medium. | Teacher conferences with students and provides feedback. |
| A, T | Students will create a shot list to plan out their personal narrative project. | Teacher circulates to ensure that students are applying unit content to their products. |
| A, T | Teacher will introduce audio equipment and their uses in filmmaking. Teacher will model how to use each piece of equipment. | Teacher models how to correctly use each piece of equipment. |
| A, T | Students will practice using audio equipment such as boom microphones, lavalier microphones, and recorders to capture good quality audio for video projects. | Teacher circulates to help students use equipment. |
| A, T | Students will learn how to record voiceovers that may be used as a technique in their personal narrative projects. | Teacher models best practices. |
| A, T | Students will use their shot lists to film primary footage and b-roll for their personal narrative video, focusing on strong cinematography and level audio. | Teacher circulates to ensure that students are applying unit content to their products. |
| A, T | Teacher will model how to capture and use room tone to smooth out any editing points so as to avoid pops when switching between clips. | Teacher models best practices. |

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| <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>Teacher will model the ducking technique by using the pen tool to lower the volume of audio tracks at significant moments in which the audience needs to hear a different audio clip, such as dialogue.</p> <p>Students will edit their promotional video projects, focusing on maintaining high quality audio.</p> <p>Teacher will model how to use keyframes to animate photos to create a dynamic look and feel to projects using multiple types of visual media.</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>Teacher models best practices.</p> <p>Teacher checks student progress and offers 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. <i>The Art of Watching Films</i>. ● "Broadcast Journalism" <i>School Video News</i>. 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.
- Trotter, 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>

Unit 3: Broadcast Journalism and Documentary Filmmaking

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| ESTABLISHED GOALS | <i>Transfer</i> | |
| <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.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</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</p> | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● brainstorm, plan, and organize thoughts and ideas regardless of task or purpose. ● breakdown long-term projects into smaller, manageable steps ● communicate ideas and vision in a variety of media ● research and synthesize information for a variety of purposes | |
| | <i>Meaning</i> | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Broadcast journalism reports current news information to the public through media such as the radio, TV, and internet ● Video broadcasting requires detailed planning and coordination ● Coordination of various roles, both on and off camera, in broadcasting is essential to its success ● A successful broadcast combines journalism skills and knowledge with video skills and knowledge | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What is broadcast journalism? ● What are the characteristics of a successful broadcast? ● What journalism skills are necessary in producing a broadcast? ● What is the production process in creating a broadcast? ● How can information be reported accurately and fairly? |

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| <p>progression of experiences or events.</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.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <ul style="list-style-type: none"> • Reporting information in a fair, accurate, and unbiased manner is essential to broadcast journalism • Identifying meaningful stories and interviews are keys for successful broadcasting • Journalists need to know how to gather and report information concisely and ethically • Capturing engaging and relevant footage is essential in creating a successful broadcast | <ul style="list-style-type: none"> • How is broadcast content identified and approached? • What are techniques filmmakers use in documentary filmmaking? |
| Acquisition | | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • News Broadcast style writing • Characteristics of News Broadcast: news, sports, weather, traffic, remote segments, and entertainment • Anchors, correspondants, and crew • 3-Point Lighting • Teleprompter • Green Screen • Ultra Key • Multi-camera Switcher | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • writing news stories • public speaking using a teleprompter • filming a multicam shoot in studio • using a multicam switcher to make live editing points • properly lighting a green screen using 3-Point Lighting • filming interviews using strong composition and 3-Point Lighting • editing a multicam shoot • filming and editing an on-location news |

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| | <ul style="list-style-type: none">● Documentary Techniques: Voiceover, Archival Footage, Interviews, Reenactment, Montage, Photos, etc.● Open and Closed Captions | <p>segment</p> <ul style="list-style-type: none">● collaborating with peers● conducting action-based research● creating captions in Adobe Premiere Pro |
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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| <p>T, A</p> <p>T, M, A</p> <p>T, A</p> | <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>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>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>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p style="text-align: center;">Documentary Film</p> <p>Goal/Challenge: Students will be able to plan, film, and edit a documentary video that informs and educates the audience about a true event or topic.</p> <p>Role for student: Documentary Filmmaker</p> <p>Audience for student work: Screening (Teacher and Peers)</p> <p>Situation: You are a documentary filmmaker tasked with creating a short documentary video that seeks to answer an inquiry question of your design. Documentaries aren't scripted narratives, but they do seek to tell a story. The visuals are often poetic or thematic, meant to supplement interviews of people that will help you craft the story you are trying to tell. In this case, the story revolves around you in some way. This could be done in a variety of ways: interviewing a family member to learn about their life and where you come from, documenting the value of a sport, extracurricular activity, or whatever you are passionate about, or whatever you come up with. Common techniques including voiceover, interviews, text, graphics, photos, and b-roll film footage. You must use your understanding of the film medium and journalism/documentary techniques to plan, film, and edit a short documentary.</p> <p>Products and performances generated by student: A five-to-ten minute video that effectively informs the audience on its subject. Documentary must be of a professional quality and display a strong and comprehensive understanding of filmmaking techniques.</p> |

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| <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>Standards/criteria for judging success: Rubric communicating the evaluative criteria</p> |
| <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 ● Masterful editing; no major editing errors exist. | |
| <p>T, M, A</p> | <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 | |

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| | 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) |

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| <p>Code</p> <p>M</p> | <p style="text-align: center;"><i>Pre-Assessment</i></p> <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> |

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| | <p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> | <p>Progress Monitoring</p> |
| M | <p>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.</p> | <p>Teacher looks for engaged and evidence-based responses from multiple students.</p> |
| M, T | <p>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.</p> | <p>Teacher looks for engaged and evidence-based responses from multiple students.</p> |
| M, A, T | <p>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.</p> | <p>Teacher models best practices.</p> |
| M, A, T | <p>Students will conduct research and write scripts for their news segment appropriate for a news broadcast.</p> | <p>Teacher will conference with students on the development.</p> |
| A, T | <p>Students will plan a shot list for their news segments and submit to teacher for approval.</p> | <p>Teacher reads student work and provides feedback.</p> |
| M, A, T | <p>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.</p> | <p>Teacher models best practices.</p> |
| M, A, T | <p>Students will practice filming in front of a green screen using proper 3-Point Lighting to avoid shadows.</p> | <p>Teacher circulates to ensure that students are applying unit content to their products.</p> |
| M, A, T | <p>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.</p> | <p>Teacher models best practices.</p> |
| A, T | <p>Students will conduct and film interviews for their news segment, focusing on capturing clear production sound.</p> | <p>Teacher circulates to ensure that students are applying unit content to their products.</p> |
| A, T | <p>Teacher will model how to film a remote interview on location.</p> | <p>Teacher models best practices.</p> |

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| 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 |

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| <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

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| 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? |

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| <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 |
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| <p>T, A</p> <p>T, M, A</p> <p>T, A</p> | <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>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>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>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> <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> <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> |

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| <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 | |

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| <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) |

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| 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> |

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| 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. |

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| | 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 |

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| <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

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| 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? |

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| <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 |

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| <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 |
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| <p>T, A</p> <p>T, M, A</p> <p>T, A</p> | <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>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>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>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> <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> <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> |

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| <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 | |

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| <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) |

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| 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> |

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| | 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. |

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| 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. |

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| <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>