

### MCS (DP Film Y1) Subject Group Overview

Unit Name	EXPLORING PRODUCTION ROLES	THE BASICS OF FILM ANALYSIS	EXPLORING CONTEXT and RESEARCH SKILLS	APPROACHING FILMMAKING AS A COLLABORATIVE EXPERIENCE
Time Frame	10 weeks	8 weeks	8 weeks	10 weeks
<p><b>Standards/ IB Topics</b></p> <p><b>GA MEDIA ARTS</b></p> <p><i>IB FILM GUIDE (2023)</i></p>	<p><b>MAHS.PR.1 Select, analyze, and interpret artistic work for presentation.</b></p> <p><i>Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen.</i></p> <p><i>Explore and experiment with a variety of film-production roles in order to understand the associated skills, techniques and processes employed by filmmakers.</i></p>	<p><b>MAHS.RE.2 Interpret intent and meaning in artistic work.</b></p> <p><i>Critically interpret various sources of information in order to support analysis.</i></p> <p><i>Identify the film elements associated with conveying meaning in a variety of film texts.</i></p>	<p><b>MAHS.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b></p> <p><i>Demonstrate knowledge and understanding of films, filmmakers and their various cultural contexts in order to influence, inform and impact the creation of film work.</i></p> <p><i>Analyze film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.</i></p>	<p><b>MAHS.PR.2 Develop and refine artistic techniques and work for presentation.</b></p> <p><i>Select, use and apply a variety of appropriate skills and techniques.</i></p> <p><i>Collaborate effectively with others in the creation of film work.</i></p> <p><i>Reflect on the process of collaboration and on the successes and challenges encountered as a member of a core production team.</i></p>
<p><b>Content Specific Information</b></p>	<p>HL students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.</p> <p>Students will learn basic filmmaking tools (Adobe platform, 3 way lighting, shooting on cell phones, recording diegetic sound, etc.). Often they will learn the skills through videos and/or films.</p>	<p>HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analyzing how film elements combine to convey meaning.</p> <p>Students will also study these films (or film selections) in order to elevate and expand their own filmmaking.</p>	<p>HL students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.</p> <p>In short, film is a product of time and place and culture and ideas. Students will work to explore how a film’s cultural context can affect authorial choice within a film.</p> <p>Students will be expected to view films on their own to pair films together for the assessment (i.e. students must find their own choice of topic/films).</p>	<p>HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.</p> <p>Like the production portfolio assessment, students should continue to refine and experiment with new creative and technical skills.</p>

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<b>Common Assessments/ Performance Projects</b>	<p>Year 1 students will work in a variety of roles (editing, directing, cinematographer, sound designer, writer) in controlled and experimental exercises that encourage creativity and failure. In addition students will create first draft reflections on how they implemented and/or experimented with filmic techniques in the work.</p>	<p>Year 1 students will undertake several different approaches to the textual analysis (a 1750 word essay on a chosen film). Students will complete mini essays on the component parts of the assessment (context, mise-en-scene, cinematography, editing, and sound design) -- five in total.</p>	<p>Year 1 students will create two 2-4 minute videos. One video will be "5 things that you didn't notice about (any chosen film)."</p> <p>The other video will be a researched video argument regarding the context of two chosen films (in preparation for the comparative video to be completed senior year).</p>	<p>Year 1 students groups will receive a previously written script. They may choose their roles to complete filming the script through the INQUIRY, ACTION, REFLECTION design model. Each group will turn in a finished product.</p> <p>Each group member will create a reflection that is two-fold: 1)an individual reflection on their chosen role and 2)a reflection on collaborating with members of their group.</p>
<b>Differentiation For Tiered Learners</b>	<ul style="list-style-type: none"> <li>-Students only need to produce work for 3 of the 5 production roles. Students may choose the roles in which they work (and avoid the ones in which they do not wish to work).</li> <li>-Students are allowed to choose their films on their own for the textual analysis (within limits). Teachers do not assign nor mandate the viewing of specific films for their practice textual analysis.</li> <li>-Students may choose their own film/s for the comparative video (parent approval will be required/requested).</li> <li>-Students will be provided a reflection template for the writing portion of the production portfolio and collaborative project.</li> </ul>			