



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

DP FILM Years 1

Unit Title/ Topic	EXPLORING PRODUCTION ROLES	Hours	<i>30 hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?* Students will learn that film has its own language, grounded in cinematography, editing, mise-en-scene, and sound design, and these elements can be applied and creatively manipulated to help tell stories and convey ideas.

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.

Unit Description and texts

Creating short films/productions as part of the production process while moving through the IB Design Cycle (Inquiry, Action, and Reflection).

The class makes use of professional websites dedicated to film production: Film Riot, NerdWriter, etc.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Students' thinking - kids strive to experiment and explore how filmic techniques convey meaning.</p> <p>Research - kids are encouraged to explore established filmmakers and how to videos regarding filmic techniques.</p> <p>Self-management - maintaining a schedule and meeting deadlines is essential to the filmmaking world.</p>	<p>Category: Communication skills (communicating with the team/group)</p> <p>Cluster: Communication</p> <p>Skill Indicator: Identify obstacles (setting up a plan in pre-production)</p> <p>Details: Communicating is key to articulating a clear technical and creative plan to one's team. That communication also includes identifying obstacles in preproduction.</p>

<p>Details: kids are continually learning and applying new skills in their projects. Not only are these skills evident in their finished products (the film or project) but kids will extend and reflect on these skills in their portfolio pages.</p>		
<p>Content/skills/concepts</p>		<p>Learning process</p>
<p style="text-align: center;"><u>Students will know the following content:</u></p> <p>Students will rotate through different roles:</p> <p>Camera techniques</p> <p>Lighting techniques</p> <p>Editing choices</p> <p>Sound design</p> <p style="text-align: center;"><u>Students will develop the following skills:</u></p> <p>Applying filmic techniques in action.</p> <p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> <p>Meaning of a film is conveyed with the creative interpretation of using the filmic elements</p>		<p>Lecture - students receive notes</p> <p>Small group/pair work - nearly all assignments are collaborative</p> <p>PowerPoint lecture/notes - lessons on cameras and editing and sound</p> <p>Group presentations - pitching ideas and receiving feedback before going into production</p> <p>Details: The class is heavily based on experiential learning since IB focuses so heavily on reflection.</p>
<p style="text-align: center;">Language and Learning</p>		<p>TOK Connections</p>
<p>Acquisition of new learning through practice Demonstrating Proficiency</p> <p>Details:</p> <p>Each project builds upon previous skills and knowledge while also incorporating new skills and knowledge.</p> <p>Students reflect on their process and creativity in an effort to show growth and proficiency.</p>		<p>Personal and shared knowledge</p> <p>Details:</p> <p>Being a collaborative medium, students must bring a wealth of knowledge and experience to each task, particularly as students “cycle” through different roles. This aids in students helping students “new” to a role find their “footing,” and it aids the group as each role within the group is considered for narrative considerations.</p>
		<p>CAS connections</p>
		<p>Creativity</p> <p>Details:</p> <p>Filmmaking is a creative endeavor at its core. Students are continually encouraged to not only be creative but to reflect and assign meaning to their choices, meaning that must be transferred/communicated to their audience.</p>

Essential Understandings and Questions

Factual: Film has a specific language through which stories are told.

Conceptual: How does one use filmic techniques to tell a story (often nonverbally)?

Debatable: A director's intention supersedes the interpretation of the audience.

Assessment Tasks

List of formative and summative assessments.

<p>DP Assessments <u>Production Portfolio</u></p>	<p>Assessment Objectives Undertake a variety of filmmaking activities in a range of film production roles in order to fulfill defined filmmaker intentions.</p> <p>Acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.</p> <p>Reflect on how learning has further contributed to your understanding of film production roles and the extent to which your filmmaker intentions were fulfilled.</p> <p>MAHS.PR.1 Select, analyze, and interpret artistic work for presentation.</p>	<p>Formative Assessments</p>	<ol style="list-style-type: none"> 1. Pre-production presentation (script, ideas, techniques) 2. Rough draft reflection 3. Finished film 	<p>Summative Assessments</p>	<ol style="list-style-type: none"> 1. Revised production portfolio reflection 2. Students may choose to use this work in their overall portfolio submitted to IB
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Learning Experiences

Add additional rows below as needed.

<p align="center">Topic or Content</p>	<p align="center">Learning Experiences</p>	<p align="center">Personalized Learning and Differentiation All information included by PLC in the differentiation box</p>
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		is the responsibility and ownership of the local school to review and approve per Board Policy IKB
1. Learning about the DSLR camera	students have a corresponding handout wherein the fill in missing information	Choice of approach to a project
2. Production	a project that brings students and skills together.	Availability of specific resources
3. Reflection	Types of documentation resources that will help students reflect according to the design cycle process.	

Content Resources

Additional supports in this unit should include:

Storyboard Template

Guidelines for the production portfolio to help writing the reflection

Junior rubric for written reflection

Short film rubric for completed film