

MCS IB Film Year 2 Subject Group Overview

Unit Name	CULTIVATING the PRODUCTION PORTFOLIO	FINALIZING the COLLABORATIVE FILMMAKING (w/ REFLECTION)	ASSEMBLING the FINAL COMPARATIVE VIDEO	TEXTUAL ANALYSIS ASSESSMENT
Time Frame	9 weeks	9 weeks	9 weeks	9 weeks
<p>Standards/ IB Topics</p> <p>GA MEDIA ARTS</p> <p><i>IB FILM GUIDE (2023)</i></p>	<p>MAHS.CR.2 Organize and develop artistic ideas and work.</p> <p><i>1c. Identify informative moments and examples from their own filmmaking work to support analysis.</i></p> <p><i>2c. 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><i>1b. Formulate personal intentions for work, which arise from both research and artistic endeavor.</i></p> <p><i>4b. Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen.</i></p>	<p>MAHS.PR.2 Develop and refine artistic techniques and work for presentation.</p> <p><i>4c. Collaborate effectively with others in the creation of film work.</i></p> <p><i>3d. Reflect on the process of collaboration and on the successes and challenges encountered as a member of a core production team.</i></p> <p><i>1d. Present ideas, discoveries and learning that arise from both research and practical engagement with films, filmmakers and techniques.</i></p>	<p>MAHS.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><i>2b. 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>2a. Analyze film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.</i></p> <p><i>3b. Compare and contrast filmmakers, their films and their various cultural contexts in order to further understanding of particular areas of film focus.</i></p> <p><i>4a. Make appropriate choices in the selection of words, images, sounds and techniques when assembling their own work for presentation.</i></p>	<p>MAHS.RE.2 Interpret intent and meaning in artistic work.</p> <p><i>3a. Critically interpret various sources of information in order to support analysis.</i></p> <p><i>1a. Identify the film elements associated with conveying meaning in a variety of film texts.</i></p> <p><i>3c. Evaluate films created by themselves and others and articulate an informed personal response using appropriate cinematic language and vocabulary.</i></p>

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<p>Content Specific Information</p>	<p>HL students will continue to explore their chosen film production roles. Students will begin shooting short, student driven (and student written) projects in their chosen roles. Students generally produce three next products/videos.</p> <p>Students are expected to vary their exploration into technical and creative elements (dolly, Vertigo effect, asynchronous sound, Folley work, lighting gels, camera lenses) beyond year 1 expectations.</p> <p>In addition, students will begin reflecting and revising their portfolio reflection pages based on the chosen roles and videos that they deem most appropriate to send to IB.</p> <p>Students should follow the IB design cycle (inquiry, action, and reflection).</p>	<p>HL students will produce/create their second “longer” production (over 2 minutes). Students will not be given a script, and students will work with a group of at least 2 people but no more than 4.</p> <p>Students are expected to document their work in the role and reflect not only on their creative choices but also the experience (good and bad) of being part of a group.</p> <p>Students should follow the IB design cycle (inquiry, action, and reflection).</p>	<p>HL students will continue work with their two chosen films in order to satisfy the requirements of the video essay. Students will explore two other topics, relative to their focus (genre, gender, auteur, and formalist theory) and develop, research, write, and record commentary. Key here is editing a larger film to meet the 10 minute requirement of the comparison. Students select their own films for this assessment.</p> <p>Research related to the topics and film features prominently in this assessment.</p>	<p>Students must focus on context, cinematography, mise-en-scene, and possibly editing and/or sound design.</p> <p>Research related to the filmic elements and the films features prominently in this assessment.</p>
<p>Common Assessment s/ Performance Projects</p>	<p>Year 2 students will submit a rough draft of two things: 1) a 9 minute portfolio video that highlights 3 minutes of work from the program from 3 different roles and 2) a 9 page written component that chronicles the chosen work (3 pages per each of the three roles).</p> <p>Students receive feedback on this draft, revise accordingly, and submit the final video and written component as an official IB assessment.</p>	<p>Similar to the production portfolio, students will choose their best product from their two collaborative films and submit it as their official IB assessment.</p> <p>Students will submit two items: 1) a 2-7 minute video product and 2) a 2,000 word reflection that explores both the students’ creative intentions and their reflections on working within a group to achieve a goal.</p> <p>Again, students receive feedback on both of these products. They may revise and their resubmission will be their official IB assessment.</p>	<p>Students will submit roughly 4 short videos (60-90 seconds each). Each of these videos will consist of a verbal commentary laid over selected scenes from the student’s choice of two films that are being compared.</p> <p>Students will receive feedback on each of these sections. They may revise accordingly.</p> <p>Their final assessment will be to submit two things: 1) a ten minute (or less) comparative video and 2) a bibliography.</p> <p>These two products are externally assessed by IB.</p>	<p>Year 2 students will approach this assessment twice with two different films.</p> <p>Students will select the better of the two attempts.</p> <p>Each student will submit a rough draft of the assessment (1750 words), receive feedback, and resubmit the work (along with a works cited page) to Turnitin and the teachers to be submitted to IB. This work is externally assessed.</p>

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Differentiation For Tiered Learners	<ul style="list-style-type: none">-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).-Students are allowed to choose their films on their own for the textual analysis. Teachers do not assign nor mandate the viewing of specific films for their practice nor assessment work. We do not screen the prescribed films for the IB assessment in class. Students are expected to choose and view the film on their own. If a parent asks for a copy or access to a film, we can provide access and/or the file to the parent.-Students may choose their own film/s for the comparative video (parent approval will be required/requested).-Students will be provided a reflection template for the writing portion of the production portfolio and collaborative project.
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