



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*DP Film Y2 HL*

<b>Unit Title/ Topic</b>	<b>Unit 4: FINALIZING the COMPARATIVE and COLLABORATIVE</b>	<b>Hours</b>	30
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

2 goals here:

- 1 )HL students focus on the collaborative and reflective aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. In short, students will complete the reflection for a collaborative film project that includes an exploration of creative ideas and intentions as well as a critical reflection of working within a group on the project.
- 2) HL students will complete and finalize the year-long journey of their comparative video. They will craft an introduction, a conclusion, and make sure that the final edit of the video includes curated sources and citations as well as a logical organization.

**Unit Description and texts**

Like the production portfolio assessment (Unit 1), students should continue to refine and experiment with new creative and technical skills. However, whereas the production assessment had a narrow focus on the individual’s chosen role in a project, this unit (and assessment) specifically encourages kids to engage and reflect with the collaborative process. Equally important in this unit/assessment is the student’s ability to function, solve problems, and communicate in a collaborative project.

The students will also finalize their comparative video over two films (chosen by the students) in a ten minute or less video essay. Students will view exemplars posed on the MYIB website as well as carefully curated video submissions from former students.

<b>Transfer goals/Skills</b>	<b>Approaches to learning (ATL)</b>
<b>Skills:</b>	<b>COLLABORATIVE PROJECT</b> <b>Category:</b> Social Skills

<p>Communication - students need to communicate their intentions as well as issues that need to be resolved.</p> <p>Social - students work in small groups and will need to be aware of personal and social skills to work as a team</p> <p>Self-management - students are responsible for a specific role and that includes proficiency with the role, working with others, and communicating with the director.</p> <p>Analysis: breaking down the creative and/or technical considerations of a film.</p> <p><b>Details:</b> As much as students need to deliver a product, this assessment stresses the importance of the collaborative process in filmmaking, both in terms of communication and collaboration with others throughout the process.</p> <p>In addition, students will synthesize their understanding of film meaning by compiling the different elements of the comparative video essay.</p>	<p><b>Details:</b> students will communicate with their group members while creating a short film and reflect back on the process.</p> <p><b>COMPARATIVE VIDEO</b>  <b>Category:</b> Research  <b>Details:</b> students will conduct research and determine the validity of sources and citations that help to support and guide their inquiry in the making of the video.</p>	
<p><b>Content/skills/concepts</b></p>	<p><b>Learning process</b></p>	
<p style="text-align: center;"><b><u>Students will know the following content:</u></b></p> <p style="text-align: center;">Working in a group requires communication and flexibility.  Research requires complex cognitive and inference skills.</p> <p style="text-align: center;"><b><u>Students will develop the following skills:</u></b></p> <p style="text-align: center;">The importance of setting clear expectations as well as meeting those expectations.</p> <p style="text-align: center;"><b><u>Students will grasp the following concepts:</u></b></p> <p style="text-align: center;">Film is a collaborative art form that requires flexibility, communication, and teamwork.</p>	<p>Group presentations - pitching ideas and receiving feedback before going into production</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>Role Playing -- lesson encouraging kids to collaborate and solve problems working in pairs (students are given a “troubling” situation and asked to create a solution).</p> <p><b>Details:</b> Again, students need to bring creativity and efficiency to their roles; however, they also need to develop their social, communication, and problem solving skills.</p>	
<p style="text-align: center;"><b>Language and Learning</b></p>	<p style="text-align: center;"><b>TOK Connections</b></p>	<p style="text-align: center;"><b>CAS connections</b></p>
<p>Activating background knowledge - refining and refreshing previous skills related to production roles and topics/themes in films</p> <p>Scaffolding for new learning - building student trust and commitment to group members.</p> <p>Acquisition of new learning through practice - building</p>	<p>Personal and shared knowledge</p> <p><b>Details:</b>  Being a collaborative medium, students must bring a wealth of knowledge and experience to each task, particularly as students “cycle” through different roles. Regardless of any chosen role,</p>	<p>There are no CAS connections.</p>

<p>interpersonal skills</p> <p><b>Details:</b> Collaboration is key. Groups will create guidelines and expectations as well as a strategy to solve problems.</p>	<p>students are expected to work within a group to meet a common goal.</p>	
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**Essential Understandings and Questions**

**Factual:** Film is a collaborative medium. Films across different cultures and time periods use filmic elements to convey themes.

**Conceptual:** How does a group create a safe, responsible, and collaborative environment to solve a problem (making a film). How do different cultures and time periods work within a genre?

**Debatable:** The director has sole responsibility for the creation of a film. Film is a visual medium. Context affects a film’s meaning.

**Common Assessment Tasks**  
List of formative and summative assessments.

<b>DP Assessments</b>	<b>Assessment Objectives</b>	<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<p><b>The Comparative Video and the Collaborative Project (and reflection)</b></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>MAHS.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b></p>		<p>Rough draft of the comparative video (roughly 10 minutes) and a bibliography of sources.</p> <p>Rough draft of the collaborative project and reflection</p>		<p>Final copy of the comparative video and the bibliography.</p> <p>Final copy of the collaborative project and reflection.</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>				
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<p><b>Learning Experiences</b></p> <p>Add additional rows below as needed.</p>					
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Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
Organization and Focus	Writing the introduction and conclusion to correspond with the focus and conclusions of the argument	n/a
Visual component	Creating the visual aspect of their written script	Students pull sources to make the video cohesive and reflective of the script.
Finalizing	Editing the final video	Students can embellish the project with post-production elements like text and sound and images and transitions.
Reflection of choices	Students will revisit their creative choices according to the design cycle--inquiry, action, reflection.	n/a
Reflection of collaborative experience	Reflecting on the experience of working with a group.	n/a
Revision	Revising the two assessments based on teacher feedback to rough drafts	Each student receives individualized feedback.
Watching film	Viewing LaLa Land or Truman Show to explore topics for consideration.	Kids create their own list of topics.

<p><b>Content Resources</b></p>					
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<p><b>Additional supports in this unit should include the following: 1) video essays (some by former MHS students)</b></p> <p><b>2) exemplar collaborative reflections</b></p> <p><b>3) LaLa Land</b></p>					
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#### 4) Truman Show