# NEW MILFORD PUBLIC SCHOOLS
## New Milford, Connecticut

Advanced Video Production
June 2016

# 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.

# Course Overview

Advanced Video Production is a full year course open to students in 11th and 12th grade (Introduction to Video Production is a prerequisite beginning in the fall of 2017). This is a one credit English course. This course builds upon the knowledge and skills of the technical aspects of video production. The emphasis of this course is on the responsibility and production of video media for a variety of purposes and a range of audiences. This course involves analyzing, writing, and creating content, and will give students experience working in many different roles and phases of production. Students will also study diverse genres of film and apply the learned techniques to their own work. Students in this class will develop original video projects both individually and collaboratively. As an advanced course, students are expected to produce videos and manage *Green Wave TV*. In addition, students are expected to film school and community related events outside of class time.  All senior electives include the core text reading requirement and, in the fall semester, the "writing the college essay" assignment. Students may also choose to participate in the summer reading activity for extra credit.

# Pacing Guide

| Unit # | Title | Weeks | Pages |
|--------|-------|-------|-------|
| 1 | Expectations, Responsibility, and Ethics | 2 | 6-8 |
| 2 | Screenwriting | 6 | 9-11 |
| 3 | Promotional Video Production | 6 | 12-14 |
| 4 | Broadcast Journalism | 6 | 15-18 |
| 5 | Film Analysis | 8 | 19-22 |

# New Milford Public Schools

| Committee Member(s):<br>Alessandro Amenta, Jeffrey Bronn<br><br>Unit Title: **Expectations, Responsibility, and Ethics in Video Production** | Course/Subject:<br>*Advanced Video Production*<br><br>Grade Level: 11, 12<br><br># of Weeks: 2 |
|---|---|

## Identify Desired Results

### Common Core Standards

- 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.
- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

| Enduring Understandings<br>Generalizations of desired understanding via essential questions<br>(Students will understand that …) | Essential Questions<br>Inquiry used to explore generalizations |
|---|---|
| - Safety is the top priority in the production process<br>- Using filming equipment is an important responsibility and commitment for students<br>- Maintenance and management of studio equipment is a shared responsibility<br>- Equipment that is well-maintained saves costs and increases production<br>- Ethical and appropriate decision-making are essential to a filmmaker's credibility and respect | - What safety measures need to be followed in studio and field production?<br>- How can equipment be well-maintained?<br>- What is ethical filmmaking?<br>- What ethical situations and dilemmas are experienced in the production process?<br>- How does studio environment affect the success of a production?<br>- Why is shared responsibility necessary for success in the studio? |

### Expected Performances
What students should know and be able to do

Students will know the following:
- Cameras and other filming equipment such as tripods and lighting must be properly maintained, stored, and charged (if applicable)
- All school rules and policies must be applied when creating media for school or for a school audience
- Inappropriate language and behaviors either in front of or behind the camera is strictly prohibited
- The perspectives of all members of the school community must be strongly considered when creating media
- Classroom procedures must be followed in order to ensure maximum efficiency
- Safety procedures and measures must be followed and assessed before beginning any stage of production

- Filming, producing, and presenting inappropriate content will result in negative consequences for all those involved

Students will be able to do the following:
- Assess the safety conditions and equipment before beginning to film both in the studio and in the field
- Take safety precautions when planning a production by considering whether or not any equipment being used may be unsafe and if film crew and actors will be placed in situations where physical harm is a possibility.
- Follow protocol when seeking permission to film certain persons or in a certain area
- Halt production in scenarios where school rules and policies may be violated
- Eliminate content in any stage of the production process that may be deemed offensive or inappropriate by the audience
- Know how each piece of equipment must be properly used, maintained, and stored
- Follow established classroom procedures to prevent any conflict over roles, space, production equipment, and/or computer software.
- Manage the computer and software by doing the following: download content for course productions only; respect the content of others; close programs when not in use; follow a schedule of computer use; remove and store input devices such as memory cards and USB cables when not in use

| Character Attributes |
|---|
| - Responsibility<br>- Respect<br>- Trustworthiness |

| Technology Competencies |
|---|
| - Google Education Suite |

## Develop Teaching and Learning Plan

Teaching Strategies:
- Establish safe and respectful classroom environment
- Demonstrate maintenance of various models of camera equipment
- Provide copies of manuals for proper equipment use
- Create a chart of classroom procedures
- Read and review school rules and policies
- Pose filming scenarios for students to determine level of appropriateness
- Show examples of previous student videos that may have been deemed inappropriate or unethical

Learning Activities:
- Evaluate various situations of ethical and unethical filmmaking
- Develop a maintenance schedule of filming equipment
- Develop a schedule for computer and software usage
- Conduct a safety inspection of the studio following proper guidelines
- Conduct a safety inspection of a field location following proper guidelines
- Read and discuss school rules and policies regarding profanity and harassment
- Create charts, posters, and/or signs for proper maintenance and storage of studio equipment

| |
|---|
| • Provide list of potential safety risks on and off camera<br>• Model how to assess the condition of a location for safety precautions |

| Assessments | |
|---|---|
| **Performance Task(s)**<br>Authentic application to evaluate student achievement of desired results designed according to GRASPS<br>(one per marking period) | **Other Evidence**<br>Application that is functional in a classroom context to evaluate student achievement of desired results |
| Goal: Code of Ethics and Responsibility in Video Production<br><br>Role: Studio Manager<br><br>Audience: Studio Employees<br><br>Situation: Draft a comprehensive agreement of safety procedures and ethical behavior to be signed and followed by all members of the studio team<br><br>Product or Performance: Approved, comprehensive, and signed Code of Ethics and Responsibility<br><br>Standards for Success: Code considers all safety measures, equipment responsibility, and ethical behaviors | • Application of reviewed safety guidelines<br>• Application of reviewed school rules and policies<br>• Application of reviewed equipment usage and management<br>• Practice of following classroom procedures<br><br>• Input and agreement from all members of the studio team |
| **Suggested Resources** ||
| • Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age.* New York: Plume, 2013. Print.<br>• "Code of Ethics in Film." *Tech Media Ethics.* N.p., 03 Dec. 2013. Web. 03 June 2016. ||

# New Milford Public Schools

| Committee Member(s):<br>Alessandro Amenta, Jeffrey Bronn<br><br>Unit Title: **Screenwriting** | Course/Subject: *Advanced Video Production*<br><br>Grade Level: 11,12<br><br># of Weeks: 6 |
|---|---|

## Identify Desired Results

### Common Core Standards

- CCSS.ELA-LITERACY.RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- 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.
- 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.)
- CCSS.ELA-LITERACY.W.11-12.5: 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.)

| Enduring Understandings<br>Generalizations of desired understanding via essential questions<br>(Students will understand that …) | Essential Questions<br>Inquiry used to explore generalizations |
|---|---|
| - Detailed screenwriting forms the foundation for a successful production<br>- Screenwriting process involves constant revision<br>- Screenplays are written for all members of the production team<br>- Screenwriters must have knowledge of a wide-range of film and literary genres and the characteristics of each<br>- Screenwriters must understand basic story structures<br>- Screenwriters must have a strong understanding of how a story becomes an actual production | - Why is screenwriting the important first step in the production process?<br>- What is the difference between a screenplay and a script?<br>- What is the difference between an author and a screenwriter?<br>- How does a writer create a film adaptation of an established work?<br>- What information is included in a screenplay?<br>- How does the screenwriting process begin?<br>- What background knowledge and skills must a screenwriter possess? |

### Expected Performances
What students should know and be able to do

Students will know the following:
- A screenplay gives a production focus, purpose, and structure

- A screenplay is the blueprint of a visual medium
- Terms of screenwriting: slugline/action/character/dialogue/parenthetical/transition
- Different genres and the characteristics of each
- Basic story structure
- A screenplay encompasses all parts of production while a script primarily involves the dialogue of the performers
- A screenwriter does not write in prose but includes pertinent information and directions for all members of the production team
- When writing an adaptation, a screenwriter primarily considers the visual performance of the established work

Students will be able to do the following:
- Read and understand others' screenplays
- Identify and analyze various parts of a screenplay
- Compare screenplays to finished films/television episodes
- Write original screenplays
- Write screenplays that are adaptations of other literary works
- Revise screenplays based on feedback from others
- Confer with other members of the production team on the ideas and execution of the screenplay

| Character Attributes |
| --- |

- Responsibility
- Perseverance
- Citizenship

| Technology Competencies |
| --- |

- Google Education Suite

| Develop Teaching and Learning Plan |
| --- |

| Teaching Strategies: | Learning Activities: |
| --- | --- |
| <ul><li>Actively read aloud several screenplays</li><li>Identify and explain the significance of various parts of a screenplay including: slugline/action/character/dialogue/ parenthetical/transition</li><li>Model writing a sample screenplay</li><li>Confer with students and offer feedback during the writing process</li><li>Show clips of television shows or movies for purposes of teaching story structure and various genres</li><li>Provide sample stories for students to read, understand, and adapt to screenplay</li></ul> | <ul><li>Read and annotate several screenplays</li><li>Compare an original literary work with its screenplay adaptation</li><li>Collaborate with a partner in writing an original one scene screenplay for a sketch</li><li>Write a screenplay of a scene from a television show or movie</li><li>Identify and analyze parts of a story within a television show and/or movie</li></ul> |

## Assessments

| Performance Task(s)<br>Authentic application to evaluate student achievement of desired results designed according to GRASPS<br>(one per marking period) | Other Evidence<br>Application that is functional in a classroom context to evaluate student achievement of desired results |
|---|---|
| Goal: Write a screenplay to be accepted by a production company<br><br>Role: Screenwriter<br><br>Audience: Production Company<br><br>Situation: Submit an original screenplay for approval/acceptance<br><br>Product or Performance: Finished screenplay<br><br>Standards for Success:<br>    Screenplay is accepted by a production company | • Screenplay is original<br><br>• Purpose of the screenplay is clear and appropriate for intended audience<br>• Screenplay follows the standard format of screenplays<br>• Screenplay contains information and directions on setting, characters, dialogue, actions, and transitions<br>• Screenplay contains no grammatical errors and is the result of revisions |

## Suggested Resources

- Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age.* New York: Plume, 2013. Print.
- Barsam, Richard. *Looking at Movies.*
- Blofield, Robert. *How to Make a Movie in 10 Easy Lessons.* Print.
- Boggs, Joe. *The Art of Watching Films.*
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres.* Print.
- Golden, John. *Reading In The Dark*
- 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.
- *http://www.teachwithmovies.org/index.html*

# New Milford Public Schools

| Committee Member(s):<br>Alessandro Amenta, Jeffrey Bronn<br><br>Unit Title: **Promotional Video Production** | Course/Subject: *Advanced Video Production*<br><br>Grade Level: 11,12<br><br># of Weeks: 6 |
|---|---|

<table>
<tr><td colspan="2" align="center"><b>Identify Desired Results</b></td></tr>
<tr><td colspan="2" align="center"><b>Common Core Standards</b></td></tr>
<tr><td colspan="2">

- <u>CCSS.ELA-LITERACY.W.11-12.1:</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- <u>CCSS.ELA-LITERACY.W.11-12.2:</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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<tr>
<td align="center"><b>Enduring Understandings</b><br>Generalizations of desired understanding via essential questions<br>(Students will understand that …)</td>
<td align="center"><b>Essential Questions</b><br>Inquiry used to explore generalizations</td>
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- The quality of a promotional video can play a pivotal role in the success of a product or event
- Persuasive techniques are a necessary component of promotional video
- Intended audience is the driving force of all stages of the promotional video
- Ethical behavior must be demonstrated in promotional filming
- All information in a promotional video must be presented accurately and clearly
- Each phase of production is necessary for success in creating a promotional video

</td>
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- 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 audience the most important factor in promotional videos?
- How does the production of a promotional video differ from that of other types of videos?
- What effect does a promotional video have on its product or event?

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<tr><td colspan="2" align="center"><b>Expected Performances</b><br>What students should know and be able to do</td></tr>
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Students will know the following:
- The Aristotelian appeals (ethos, pathos, logos) form the foundation of persuasion
- Persuasive techniques such as slogan, repetition, bandwagon, and testimonial
- The effect of music and special effects on the quality of promotional videos
- Promotional videos can have a variety of subject matter ranging from a product to a person to an event
- A promotional video must not present false or inaccurate information or mislead an audience in any way
- The intended audience must react favorably to promotional video to ensure its success
- The challenge of a promotional video is to convince the intended audience to do

</td></tr>
</table>

something.
- The structure and characteristics of a promotional video vary depending on its purpose and intended effect on audience

Students will be able to do the following:
- Identify Aristotelian appeals in various promotional videos
- Identify persuasive techniques in various promotional videos
- Compare and contrast characteristics of a various promotional videos on different subject matter
- Gather all pertinent information from the source of the promotion
- Demonstrate accuracy of information and appropriateness of content while producing an original promotional video
- Identify the demographic of an intended audience and analyze their common wants and needs
- Apply special effects in post-production to a promotional video to enhance its quality and effectiveness of message
- Write a screenplay and develop a storyboard for an original promotional video

**Character Attributes**

- Respect
- Responsibility
- Cooperation
- Loyalty

**Technology Competencies**

- Google Education Suite
- Adobe Creative Cloud

## Develop Teaching and Learning Plan

| Teaching Strategies: | Learning Activities: |
|---|---|
| <ul><li>Present samples of promotional videos that have a variety purposes</li><li>Read and review literature on Aristotelian appeals and various persuasive techniques</li><li>Model adding special effects to an example of a promotional film</li><li>Expose students to multiple types of promotional videos and identify techniques being employed by the directors</li><li>Provide a sample of a screenplay and storyboard of a promotional film and discuss their features with the students</li></ul> | <ul><li>Analyze and evaluate effectiveness of several promotional videos</li><li>Identify target audience of select promotional videos and analyze how those videos appeal to certain audiences</li><li>Write a screenplay and create a storyboard of an original promotion</li><li>Create an original promotional video of an established product</li><li>Research examples of various persuasive techniques and share with peers</li><li>Create multiple versions of the same promotional video with different effects</li><li>Hold a screening of a promotional video and analyze the effect on</li></ul> |

| | audience of various special effects |
|---|---|

## Assessments

| Performance Task(s)<br>Authentic application to evaluate student achievement of desired results designed according to GRASPS<br>(one per marking period) | Other Evidence<br>Application that is functional in a classroom context to evaluate student achievement of desired results |
|---|---|
| Goal: Create a successful promotional video of a school event<br><br>Role: Producer<br><br>Audience: Student Body<br><br>Situation: Event organizers hired a producer to create a promotional video<br><br>Product or Performance: Completed 30 second promotional video<br><br>Standards for Success: Event organizers approve of the video; video achieves intended effect on audience | • Promotional video contains persuasive techniques and Aristotelian appeals<br>• Promotional video includes information gathered from the event organizer (source)<br>• Information presented in the promotional video is accurate and clear<br>• Screenplay and storyboard were created for the video<br>• Multiple effects were added to enhance the quality and effectiveness of video<br>• During post production, a screening was held to gather feedback from an audience |

## Suggested Resources

- "5 Points: How To Make A Promotional Video." *Reel Marketer*. N.p., 21 Jan. 2011. Web.
- Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age*. New York: Plume, 2013. Print.
- Barsam, Richard. *Looking at Movies.*
- Blofield, Robert. *How to Make a Movie in 10 Easy Lessons*. Print.
- Boggs, Joe. *The Art of Watching Films.*
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres*. Print.
- Golden, John. *Reading In The Dark*
- 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.
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# New Milford Public Schools

| Committee Member(s):<br>Alessandro Amenta, Jeffrey Bronn | Course/Subject: *Advanced Video Production* |
|---|---|
| Unit Title: **Broadcast Journalism** | Grade Level: 11,12 |
| | # of Weeks: 6 |

## Identify Desired Results

### Common Core Standards

- 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.
- 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.
- 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.
- 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 understanding of findings, reasoning, and evidence and to add interest.

| Enduring Understandings<br>Generalizations of desired understanding via essential questions<br>(Students will understand that …) | Essential Questions<br>Inquiry used to explore generalizations |
|---|---|
| <ul><li>Broadcast journalism is an informative, unbiased production of an event or multiple events</li><li>Video broadcasting requires detailed planning and coordination</li><li>Coordination of various roles in broadcasting is essential to its success</li><li>A successful broadcast combines journalism skills and knowledge with video skills and knowledge</li><li>Reporting information in a fair, accurate, and unbiased manner is essential to broadcast journalism</li><li>Identifying meaningful stories and interviews are keys for successful broadcasting</li></ul> | <ul><li>What is broadcast journalism?</li><li>What are the characteristics of a successful broadcast?</li><li>What are the various production roles in broadcast journalism?</li><li>What journalism skills are necessary in producing a broadcast?</li><li>What video footage is needed in a broadcast?</li><li>What is the production process in creating a broadcast?</li><li>How can information be reported accurately and fairly?</li><li>How is broadcast content identified and approached?</li><li>What is the format of typical broadcast?</li></ul> |

| | |
|---|---|
| • Journalists need to know how to gather and report information concisely and ethically<br>• Capturing engaging and relevant footage is essential in creating a successful broadcast<br>• All phases of production are crucial in creating a broadcast | |

**Expected Performances**
What students should know and be able to do

Students will know the following:
- Information that is not reported accurately or fairly will affect the credibility of the journalist and production team
- Broadcast journalism involves field production which requires a production team to set up camera equipment and lighting outside of a studio
- Proper audio equipment and microphones must be prepared and used in field productions
- News stories are prioritized in order of importance in regards to time, space, and effect on audience
- Hard news is breaking, serious, and immediate information while soft news focuses on human interest information
- Broadcast journalism contains multiple roles including an anchor team, field reporters, camera operators, lighting and sound technicians, a production manager, and editors
- Special effects including graphics and a green screen are used in broadcast journalism
- The broadcast and production team must employ a serious tone to emphasize the importance of all content being reported
- Interviews conducted during broadcast must include applying the Rule of Thirds, using multiple camera angles, recording voice-overs, and filming additional footage

Students will be able to do the following:
- Mimic an actual news broadcast
- Serve in various on camera and behind camera roles during a video broadcast
- Identify and prioritize broadcast-worthy news stories and interviews
- Plan an interview by preparing meaningful questions and setting up multiple camera angles along with proper lighting and sound
- Apply the Rule of Thirds in principal production when conducting interviews
- Plan a field broadcast by setting up multiple camera angles and preparing proper lighting and sound
- Film in front of a green screen to add various backgrounds in post-production
- Add relevant and complementary graphics, such as picture-in-picture, in post-production
- Research and verify all information for validity and accuracy
- Plan and organize transitions between news stories
- Add voice-overs and narration to certain video takes

**Character Attributes**
- Responsibility

- Perseverance
- Cooperation
- Integrity

| Technology Competencies |
|---|
| • Google Education Suite<br>• Adobe Creative Cloud |

## Develop Teaching and Learning Plan

| Teaching Strategies: | Learning Activities: |
|---|---|
| • Present several examples of newscasts<br>• Rotate students in various roles of the broadcast team<br>• Model how to set up a field broadcast in various locations and demonstrate light and audio set up<br>• Identify special effects and transitions used in a typical broadcast<br>• Provide samples of broadcast schedules<br>• Tutorial on how to use a green screen and add backgrounds in post-production<br>• Tutorial on how to add graphics and text in post-production<br>• Explain application of Rule of Thirds when conducting interviews | • View several professional newscasts and identify various characteristics and roles<br>• Read several hard and soft new stories<br>• Brainstorm, research, and investigate news stories happening within school<br>• View several professional interviews and identify the nature of the questions and camera set up<br>• Practice setting up a field report and assess the quality of light and sound<br>• Interview classmates on camera to practice interview skills and applying the Rule of Thirds<br>• Experiment filming in front of the green screen and adding backgrounds using computer editing software<br>• Experiment in adding various graphics using computer editing software<br>• Practice reporting information from both the studio and field locations |

## Assessments

| Performance Task(s)<br>Authentic application to evaluate student achievement of desired results designed according to GRASPS<br>(one per marking period) | Other Evidence<br>Application that is functional in a classroom context to evaluate student achievement of desired results |
|---|---|
| Goal: Broadcast of School News<br><br>Role: News Team<br><br>Audience: Members of the school community<br><br>Situation: News team reporting on current school events<br><br>Product or Performance: 15-20 minute | • Each student successfully executes his/her role in the news team<br>• Proper lighting and audio are used throughout the newscast<br>• Information is reported accurately and appropriately<br>• Transitions between stories are smooth and appropriate<br>• The order of new stories is logical<br>• The interview is engaging and employs |

| broadcast featuring 4-5 news stories and at least 2 interview<br><br>Standards for Success: The production of the newscast is similar to that of a professional newscast | • the Rule of Thirds<br>• Green screen and graphics are used effectively to enhance the quality of the broadcast and complement information in the broadcast |
|---|---|

## Suggested Resources

- Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age*. New York: Plume, 2013. Print.
- Barsam, Richard. *Looking at Movies.*
- Blofield, Robert. *How to Make a Movie in 10 Easy Lessons*. Print.
- Boggs, Joe. *The Art of Watching Films.*
- "Broadcast Journalism" *School Video News.* Web.
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres*. Print.
- Golden, John. *Reading In The Dark*
- 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.
- *http://www.teachwithmovies.org/index.html*

# New Milford Public Schools

| Committee Member(s):<br>Alessandro Amenta, Jeffrey Bronn<br><br>Unit Title: **Film Analysis** | Course/Subject: *Advanced Video Production*<br><br>Grade Level: 11,12<br><br># of Weeks: 8 |
|---|---|

## Identify Desired Results

### Common Core Standards

- 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.
- CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 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).
- CCSS.ELA-LITERACY.RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

| Enduring Understandings<br>Generalizations of desired understanding via essential questions<br>(Students will understand that …) | Essential Questions<br>Inquiry used to explore generalizations |
|---|---|
| - Great filmmakers combine effective storytelling and cinematography to fulfill purpose<br>- The story forms the backbone of a great film<br>- Various cinematic techniques contribute to high quality of a production<br>- Each film genre has its own unique characteristics and purpose<br>- Film analysis focuses on the director's choices and how they contribute to the purpose/vision of the film<br>- Great films are the result of detailed writing and meticulous planning in pre-production<br>- Great films have lasting impacts on a wide-range of audiences<br>- Great films influence pop culture | - Do films contribute to a shared universal culture?<br>- What is the impact of film on society?<br>- What makes certain directors great?<br>- What are the characteristics of a great film?<br>- What is cinematography?<br>- What are various cinematic techniques?<br>- What is active viewing?<br>- What are the various film genres?<br>- How does analyzing film improve one's own video production skills? |

| and present diverse perspectives |  |
| • Great directors understand the vision and message of a screenplay |  |
| • Great directors make a wide-range of choices that fulfill the vision and/or message of a film |  |

**Expected Performances**
What students should know and be able to do

Students will know the following:
- Analyzing how other films are made increases one's knowledge and background of the various skills needed to produce effective content
- Film genres are groups of films that have similar patterns, techniques, and conventions
- There are 12 main types of film genres (action, comedy, adventure, drama, crime, epics, horror, musical, science-fiction, war, westerns) along with numerous sub-genres and hybrids of genres
- Cinematography is the art of making motion pictures
- Various cinematic techniques include tilt, over-the-shoulder, 180 degree rule, panning, tracking, crane, and mixed-focal length shots
- Great films have a lasting impact on audiences for different reasons
- Directors are considered great for different reasons but they all achieve a certain purpose and effect on audiences
- There are several points of analysis when viewing a scene of full-length film
- A film analysis identifies several directorial choices of a given scene/film and discusses the intended effect of each
- Every single angle and scene is a directorial choice that contributes to the overall purpose of a film
- Films that are considered great are often considered so by multiple cultures around the world
- Great films both reflect and influence pop culture
- Active viewing is the process of analyzing, identifying, comparing, and contrasting both content and techniques when viewing a presented piece

Students will be able to do the following:
- Actively view a variety of scenes and films
- Identify cinematic techniques in multiple films
- Research critically acclaimed films and identify similar characteristics
- Research critically acclaimed directors and identify similar styles and techniques
- Write a research-based critical analysis of a scene
- Write a research-based critical analysis of a full-length film
- Identify the various film genres and subgenres and explain characteristics of each
- Analyze the effect of various cinematic techniques used in various films within the same genre
- Analyze and compare the cinematic effects of the same director in multiple films

**Character Attributes**
- Perseverance

- Citizenship

- Google Education Suite
- Adobe Creative Cloud

## Develop Teaching and Learning Plan

| Teaching Strategies: | Learning Activities: |
|---|---|
| <ul><li>Introduce and provide examples of several cinematic techniques</li><li>Provide a glossary of essential theatrical and cinematic terms</li><li>Create a word wall of learned terms</li><li>View a scene from a film and discuss various directorial choices along with their intended effect; model active viewing/close reading skills</li><li>Use SmartBoard to highlight important theatrical and cinematic elements of still frames from popular films</li><li>Disseminate literature on the difference between active and passive viewing</li><li>Expose students to several genres of film and directors</li><li>Provide samples of film analyses</li><li>Read and discuss film reviews in print</li><li>Share readings on the impact of certain films on society and world culture</li></ul> | <ul><li>Read, annotate, and analyze a novel</li><li>Keep a viewing journal</li><li>Research cinematic techniques and identify examples in film of each</li><li>Actively view a film and read several samples of analyses from that film</li><li>Analyze cinematic elements such as camera placement, movement, etc. and the effect of these choices</li><li>Identify 5-10 directorial choices in a given scene and analyze their effect</li><li>Write an analysis of a scene</li><li>Identify 20-30 directorial choices in a given film and analyze their effect</li><li>Write an analysis of the film</li><li>View a sample of film from each major film genre and compare/contrast characteristics of each</li><li>View landmark films and discuss their impact on society and pop culture</li><li>Practice filming with various cinematic techniques in class</li></ul> |

## Assessments

| Performance Task(s)<br>Authentic application to evaluate student achievement of desired results designed according to GRASPS<br>(one per marking period) | Other Evidence<br>Application that is functional in a classroom context to evaluate student achievement of desired results |
|---|---|
| Goal:  Critique of recently-released movie<br><br>Role: Film critic<br><br>Audience: Readers of Rotten Tomatoes (movie review website)<br><br>Situation: Actively view, write, and submit a | <ul><li>Purpose and genre of the film is discussed</li><li>Director's style and decisions are discussed</li><li>Previous works of the director are included within discussion</li><li>Various cinematic techniques are discussed</li></ul> |

| film critique  Product or Performance: Comprehensive film critique  Standards for Success: Film Review that mimics those of acclaimed critics in content and style | • Impact on audience and society are discussed • All points of analysis are supported by examples from the film |
|---|---|

## Suggested Resources

- Ascher, Steven, and Edward Pincus. *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age.* New York: Plume, 2013. Print.
- Barsam, Richard. *Looking at Movies.*
- Blofield, Robert. *How to Make a Movie in 10 Easy Lessons.* Print.
- Boggs, Joe. *The Art of Watching Films.*
- "Cinematic Terms - A FilmMaking Glossary." *Cinematic Terms - A FilmMaking Glossary.* N.p.,Web.
- "Film Analysis. Yale Film Studies. N.p., n.d. Web.
- Friedman, Lester D., David Desser, Sarah Kozloff, Martha Nochimson, and Stephen Prince. *An Introduction to Film Genres.* Print.
- Golden, John. *Reading In The Dark*
- 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.
- *The Revenant* by Michael Punke
- *The Revenant* dir.by Alejandro G. Iñárritu
- Trottier, David. *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script.* Los Angeles: Silman-James, 2010. Print.
- *http://www.teachwithmovies.org/index.html*