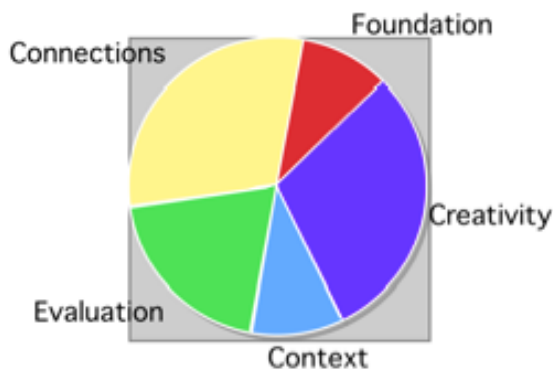


Film Production

High School



Course Title	Film Production
Course Abbreviation	FILM PRODUCTION
Course Code Number	200515/200516
Special Notes	Filmmaking 2AB is a prerequisite (or department permission)
Course Description	The purpose of this course is to provide a balanced visual arts program that guides students to achieve the standards in the visual arts. Film Production offers opportunities for the experienced, capable, and dependable student to work in a studio environment and to serve the school. The course includes activities that develop the student's ability to record and communicate through film while learning more about the historical and aesthetic traditions of film. This course offers the opportunity to enhance the quality of a portfolio for application to postsecondary educational programs or employment upon graduation.
Instructional Topics	<p>Conceptual Art and Contemporary Trends in Filmmaking Critical Comparison and Aesthetic Evaluation Production Techniques: Traditional and Contemporary Studio Organization Visual and Psychological Symbols Development of Personal Content and Style Field Resources Portfolio Presentation Educational and Career Opportunities</p> <p>Topics should be presented in an integrated manner when possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the</p>

	scheduling needs of the school.
California Visual Arts Content Standards High School Advanced	<p>Content knowledge and skills gained during this course will support student achievement of grade-level Student Learning Standards in the Visual Arts.</p> <p>Upon graduation from the LAUSD, students will be able to:</p> <p>Artistic Perception Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p>Creative Expression Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p>Historical and Cultural Context Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p>Aesthetic Valuing Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p>Connections, Relationships, Applications Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem-solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>
Representative Objectives	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Investigate a variety of visual art media, techniques and processes used by filmmakers, making choices as to what to apply in his or her work. • Demonstrate an understanding of how to solve artistic problems using filmmaking techniques in unique and expressive ways. • Integrate what he or she learns in film production to learning in other subject areas and school-wide activities. • Develop skills to communicate ideas in film production. • Develop skills that translate to careers. • Continue to expand and use art vocabulary to describe, analyze, discuss and write about films, objects in nature, events, and the environment. • Make informed judgments of increased complexity by applying the four steps of art criticism to his or her artwork and the work of others. • Respond to a variety of works of art, particularly films, and express his or her ideas about art and give reasons for preferences in works of art. • Compare, contrast, analyze, and describe purposes for and effects of film from a variety of times, places, and cultures. • Develop a portfolio of work that demonstrates learning

	in and about film.
Representative Performance Skills	<p>In accordance with their individual capacity, students will grow in the ability to:</p> <ul style="list-style-type: none"> • Produce a work of art that serves the needs of the school while effectively using the elements of art and principles of design in film, or other related media or emerging technology. • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks that communicate a message utilizing film. • Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image in film, and/or display of artwork). • Describe art and arts-related careers. • Discuss and make choices about media and materials as they relate to film production. • Make sound critical judgments about the quality and success of artworks in film based on his or her experiences in and perceptions about the visual arts. • Identify some trends of contemporary styles in film and discuss the diverse cultural developments reflected in the artworks she or he has examined. • Describe a universal concept expressed through film in visual and written form. • Discuss (compare and contrast) the purposes of art from major time periods and cultures. • Describe the role of the filmmaker in supporting the work of other professionals such as art historian, museum curator, author, or marketing consultant. • Organize and maintain a portfolio of work that demonstrates learning in and about filmmaking.
Samples of Classroom Activities for Connections/Relationships/Applications/Strand	<p>Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem-solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Job-shadow a filmmaker working in his or her studio or in an arts-related career and utilizing the skills of a Filmmaker. • Prepare and present a report on that artist's work, process and product.
Resources	<i>Film: An Introduction</i> , 4rd Edition: Phillips; Bedford, Freeman & Worth
Teachers are encouraged to select from the supplemental standards listed below to plan instruction.	
California Common Core State Standards English Language Arts	<p>Reading Standards for Literature <u>Grades 9-10:</u> 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.)

5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Grades 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.

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/archetypes are introduced and developed).

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading Standards for Informational Text

Grades 9-10:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how the author unfolds an analysis or series of

ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Grades 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.

2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Writing Standards

Grades 9-10:

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 11-12:

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a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

Grades 9-10:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grades 11-12:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

	<p>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.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Standards <u>Grades 9-10:</u> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Grades 11-12:</u> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
California English Language Development Standards	<p><u>Grades 9-12 Bridging:</u> Part I: Interacting in Meaningful Ways A. Collaborative 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and supporting opinions and negotiating with others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) B. Interpretive 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is</p>

	<p>conveyed explicitly and implicitly through language</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Supporting own opinions and evaluating others' opinions in speaking and writing</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>
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Credentials required to teach this course

One of the following:

General Secondary
Special Secondary Art
Standard Secondary with major/minor Art
Single Subject Art
Industrial Technical Education