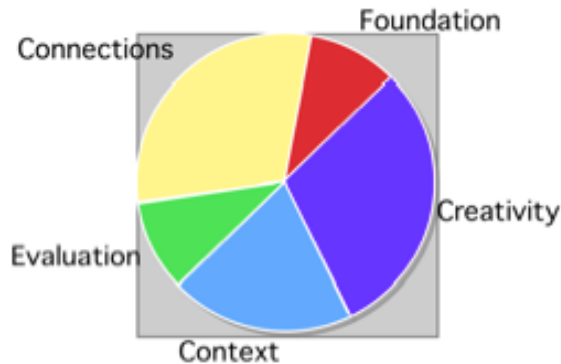


Filmmaking High School 1AB

High School



Course Title	Filmmaking High School 1A/B
Course Abbreviation	FILMMAKING 1 A/B
Course Code Number	200511/200512
Course Description	<p>The purpose of this course is to provide a balanced visual arts program that guides students to achieve the standards in the visual arts. In Filmmaking, students experience both the creative and technical aspects of filmmaking in conjunction with learning about historical and contemporary traditions. Story writing, story-based displays, basic visual composition, and general reproduction skills will be included with camera techniques, animation, and live-action planning. Traditional filmmaking traditions may be extended with video and multimedia technologies. Interdisciplinary experiences and arts activities lead to the refining of a personal aesthetic, and a heightened understanding of career opportunities in the arts and arts-related fields.</p>
Instructional Topics	<p>Historical Foundations of Cinema Aesthetic Decisions and Personal Judgment Introduction to Filmmaking and Multimedia Preproduction Planning Establishing a Theme</p>

	<p>Storyboarding and Scriptwriting Set, Prop and Costume Design Camera Techniques Design Elements in Cinema Sound, Lighting, Editing Live Action Filming Animation Techniques Documentation and Portfolio Preparation Careers in Cinema and Multimedia</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 scheduling needs of the school.</p>
<p>California Visual Arts Content Standards High School Proficient</p>	<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,</p>

	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.
Representative Objectives	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Create original works of art of increasing complexity and with increased skill using filmmaking processes. • Engage in expressive art experiences (film, video, multimedia), gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others. • Demonstrate an understanding of how to solve artistic problems in unique and expressive ways. • Compare, contrast, and analyze styles of filmmaking from a variety of times, places, and cultures. • Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of other filmmakers. • Express his or her ideas about filmmaking and give reasons for preferences in works in film, video, multimedia and/or emerging technology. • Integrate what he or she learns in filmmaking to learning in other subject areas. • Learn skills in filmmaking that translate to careers. • Identify, record, and use the elements of art and principles of design as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates in filmmaking. • Make judgments about appropriate items to include in a portfolio of images (film, video, multimedia, etc.).
Representative Performance Skills	<p>In accordance with their individual capacities, students will grow in the ability to:</p> <ul style="list-style-type: none"> • Produce a work of art (film, video, multimedia) effectively using the elements of art and principles of design. • Demonstrate in his or her artworks (film, video, multimedia, etc.) an exploration of a personal style and proficiency in communicating an idea or emotion. • Identify some trends in contemporary film, video and multimedia, etc. and discuss diverse cultural trends reflected in the artworks she or he has examined. • Investigate and discuss a universal concept expressed in filmmaking as visual and written communication.

	<ul style="list-style-type: none"> • Discuss (compare and contrast) the purposes of filmmaking from different time periods and cultures. • Make sound critical judgments about the quality and success of artworks using filmmaking processes based on his or her experiences in and perceptions about visual arts forms. • Demonstrate an understanding of the varied functions of a filmmaker, film critic, film historian, film collector, and art philosopher (aesthetician). • Research art and arts-related careers for filmmakers. • Describe the use of the elements of art and principles of design as they relate to specific images, styles, and periods of filmmaking. • Discuss and make choices about tools and materials as they relate to function and effect in filmmaking. • Identify and assemble items for a portfolio of images (film, video, multimedia, etc.).
Samples of Classroom Activities for Cultural/Historical Strand	<p>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>Students will be able to:</p> <ul style="list-style-type: none"> • Choose a universal concept, such as birth, death, war, family, nature, or progress. • Find in historical archives three to five examples of films related to that concept. • Storyboard and write about their own different presentation of that concept.
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. 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. 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.</p>

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).

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.

Reading Standards for Informational Text

Grades 9-10:

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.

Grades 11-12:

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.

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:

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 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

	<p>their own clearly and persuasively.</p> <p>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.</p> <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><u>Grades 11-12:</u></p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <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>
California English Language Development Standards	<p><u>Grades 9-12 Expanding > Bridging:</u></p> <p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</p> <p>3. Offering and supporting opinions and negotiating with others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>B. Interpretive</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>C. Productive</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>

Credentials required to teach this course

One of the following:

General Secondary
Special Secondary Art
Standard Secondary with major/minor Art
Single Subject Art

