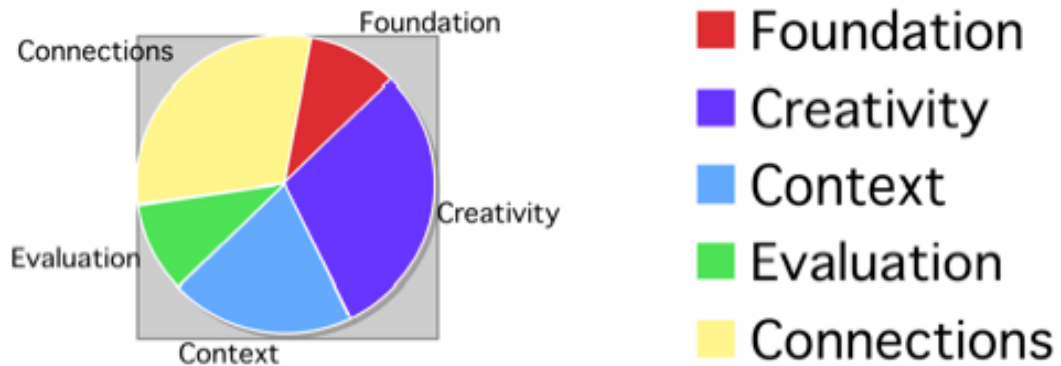


# Filmmaking High School 2AB

## High School



Course Title	Filmmaking High School 2A/B
Course Abbreviation	FILMMAKING 2 A/B
Course Code Number	200511/200512
Special Notes	Filmmaking 1AB is a prerequisite.
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. Filmmaking 2AB offers advanced experiences for the student in both the creative and technical aspects of filmmaking in relationship to heightened investigations of historical and contemporary foundations of film. Traditional filmmaking traditions will be extended with digital and multimedia technologies. This course offers the opportunity to develop a portfolio for application to postsecondary or vocational education programs or employment upon graduation.
Instructional Topics	Historical Foundations of Film Critical Comparison and Aesthetic Evaluation Contemporary Film and Cinema Multimedia Techniques in Filmmaking Nontraditional Media and Techniques Development of Personal Content and Style Structure and Composition Perceptual and Conceptual Aspects of Film Film Presentation Careers in Film

	<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><b>California Visual Arts Content Standards High School Advanced</b></p>	<p><b>Content knowledge and skills gained during this course will support student achievement of grade-level Student Learning Standards in the Visual Arts.</b></p> <p>Upon graduation from the LAUSD, students will be able to:</p> <p><b>Artistic Perception</b> 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><b>Creative Expression</b> 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><b>Historical and Cultural Context</b> 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><b>Aesthetic Valuing</b> 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><b>Connections, Relationships, Applications</b> 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><b>Representative Objectives</b></p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• Explore a variety of visual art media, techniques, and processes available for creating films, and then making choices as to what to apply in his or her work.</li> <li>• Create and display original works of art using filmmaking media of increasing complexity and with increased skill.</li> <li>• Respond to a variety of works of art in film and talk about his or her interpretations of the artists' intentions.</li> <li>• Express his or her ideas about art and give reasons for preferences in works of film.</li> <li>• Explore careers in filmmaking and in related fields using film and photographic arts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize, describe, analyze, discuss, and write with specificity and detail about the visual characteristics of works of film, objects in nature, events, and the environment.</li> <li>• Use to great effect 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 film.</li> <li>• Recognize that the visual arts, artists, and specifically filmmakers reflect, play a role in, and influence culture.</li> </ul>
<b>Representative Performance Skills</b>	<p>In accordance with their individual capacities, students will grow in the ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate in his or her visual artworks in filmmaking an exploration of a personal style and proficiency in communicating an idea or emotion.</li> <li>• Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks in film.</li> <li>• Make sound critical judgments about the quality and success of artworks created with filmmaking media and techniques based on his or her experiences in and perceptions about visual arts forms.</li> <li>• Use criteria for making judgments and identify the difference between preference and judgment.</li> <li>• Organize, maintain, interpret, and communicate information (oral and written, creation and/or exhibition of an original film).</li> <li>• Research and describe filmmaking and film-related careers.</li> <li>• Articulate the use of the elements of art and principles of design as they relate to specific images, styles, and periods of film.</li> <li>• Discuss complex issues in photography, such as the use of distortion of shapes/form, space, use of light, simplified and actual texture, scale, expressive content, and real vs. virtual.</li> <li>• Identify filmmakers who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture.</li> <li>• Discuss (compare and contrast) the purposes of filmmaking from major time periods and cultures.</li> </ul>
<b>Samples of Classroom Activities for Connections/Relationships/Applications Strand</b>	<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 choose five elements of a film from their portfolio to use in writing about the following points:</p> <ul style="list-style-type: none"> <li>• the total quality of the work;</li> </ul>

	<ul style="list-style-type: none"> <li>historical influences on the work;</li> <li>the use of the elements of art and principles of design; and</li> <li>their interest in a particular idea as expressed visually in the work.</li> </ul>
<b>Resources</b>	<i>Film: An Introduction</i> , 4rd Edition: Phillips; Bedford, Freeman & Worth
<b>Teachers are encouraged to select from the supplemental standards listed below to plan instruction.</b>	
<b>California Common Core State Standards English Language Arts</b>	<p><b>Reading Standards for Literature</b></p> <p><u>Grades 9-10:</u></p> <p>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> <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.</p> <p>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.)</p> <p>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> <p><u>Grades 11-12:</u></p> <p>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.</p> <p>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).</p> <p>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.</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where</p>

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.

#### 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.

### **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,

	<p>purposes, and audiences.</p> <p><b>Speaking and Listening Standards</b>  <u>Grades 9-10:</u>  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.  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>  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.  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><b>Language Standards</b>  <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.</p> <p><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.</p>
<b>California English Language Development Standards</b>	<p><u>Grades 9-12 Expanding &gt; 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</p>

	<p>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>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>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>
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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