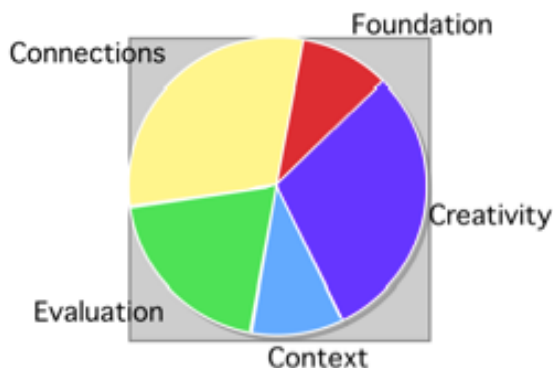


Filmmaking A/B

Middle School



| Course Title | Filmmaking Middle School A/B |
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| Course Abbreviation | FILM MS A/B |
| Course Code Number | 200509/200510 |
| 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. In Filmmaking, students learn how to communicate ideas visually using basic filmmaking techniques while incorporating historical and contemporary traditions. Traditional filmmaking traditions may be extended with video cameras and multimedia technologies, including the addition of text as well as scanned and digitized photographic images. |
| Instructional Topics | History Foundations of Cinema Critical Comparison and Aesthetic Evaluation Introduction to Filmmaking and Multimedia Design Elements in Cinema Preproduction Planning Storyboarding and Scriptwriting Sound and Lighting Live-Action Filming Set, Prop and Costume Design Camera Techniques and Editing Claymation Careers in the Cinema and Multimedia |

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| | <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</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. They analyze and justify their artistic choices.</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. They demonstrate technical skills by creating works of art: video, film, etc.</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 diversity as it relates to the visual arts and artists (Western versus non-Western cultures, works made by women, etc.).</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. They develop and apply criteria to critique works of art.</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. They understand the effects of visual communication. They work collaboratively to create works of art. They understand the conventions of filmmaking: expanding or compressing time, crosscutting, etc.</p> |
| <p>Representative Objectives</p> | <p>Student will be able to:</p> <ul style="list-style-type: none"> • Create original films of increasing complexity and with increased skill. • Explore a variety of media, techniques, and processes |

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| | <p>used in filmmaking and choose what to apply in his her work.</p> <ul style="list-style-type: none"> • Engage in expressive filmmaking experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others. • Compare, contrast, and analyze styles in filmmaking from a variety of times, places, and cultures. • Recognize, describe, analyze, discuss, and write about the visual characteristics of films, and how they represent objects in nature, events and the environment. • 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. • Develop specific criteria to assess the qualities and merits of the cinematic arts. • Apply appropriate criteria when analyzing content and technique in the cinematic arts. • Discuss and describe various purposes for creating films and or video productions. • Apply what he or she learns in filmmaking to learning in other subject areas. • Learn about careers in the cinematic arts, as well as opportunities in related careers. • Learn to manage time and use materials of the filmmaker, cinematographer, editor, costume designer, etc. efficiently. |
| Representative Performance Skills | <p>In accordance with their individual capacities, students will grow in the ability to:</p> <ul style="list-style-type: none"> • Create original artworks in film or video that includes personal symbols and celebrate individuality. • Create a film or video that reflects an idea, emotion or point of view. • Analyze films and videos of other artists for inspiration and technique. • Identify and discuss major works of cinema created by women or by members of diverse ethnic groups. • Examine and discuss films, videos created as a social comment or to promote an idea or product. • Identify and discuss various art media used to create a film or video. • Explain use of the elements of art and principles of design in filmmaking, focusing on a specific element or principle. • Identify and use skills for making judgments about films and identify between a preference and a judgment. • Develop criteria for interpreting meaning and apply criteria to their own film/videos to determine its success. • Identify multiple purposes for a film or video. • Reflect on how knowledge and skills learned in filmmaking apply to their future. • Carry out a leadership role in filmmaking class by filling various crew roles and demonstrating teamwork. |
| Samples of Classroom Activities for | <p>Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what</p> |

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| Connections/ Applications/ Relationship Strand | <p>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"> • Present the assignment of the day in filmmaking to their small group; • Provide the leadership to allocate, maintain and troubleshoot materials and equipment needed for the day's work; • Monitor and guide an assessment of the group's performance in achieving the expectations of the assignment of the day in filmmaking; and • Defend their artistic choices |
| Resources | <p><i>Film, An Introduction</i>, 3rd Edition: Phillips; Bedford, Freeman & Worth</p> |
| The California English Language Arts Content Standards | <p>Teachers are encouraged to select from the supplemental standards listed below to plan instruction so that students are able to develop appropriate literacy skills.</p> <p>Grade 6:</p> <p>Speaking & Listening CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>Grade 7: CCSS.ELA-LITERACY.SL.7.1</p> |

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| | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.7.1.A</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-LITERACY.SL.7.1.B</p> <p>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-LITERACY.SL.7.2</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.7.4</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.7.5</p> <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>Grade 8: CCSS.ELA-LITERACY.SL.8.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.8.1.B</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-LITERACY.SL.8.2</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.8.4</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.8.5</p> |
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| | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| The California English Language Development Standards | <p>Teachers are encouraged to select from the supplemental standards listed below.</p> <p>Grades 6-8</p> <p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions 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 justifying opinions, negotiating with and persuading others in communicative exchanges <p>B. Interpretive</p> <ol style="list-style-type: none"> 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>C. Productive</p> <ol style="list-style-type: none"> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology |

Credentials required to teach this course

One of the following:

General Secondary
 Special Secondary Art
 Standard Secondary with major/minor Art
 Single Subject Art
 Supplementary Authorization Art
 Supplementary Authorization Introductory Art
 Subject Matter Authorization Art