

Orange Public Schools Office of Innovation

Advanced Topics in Filmmaking





Advanced Topics in Filmmaking Curriculum Writers

Faith Alcantara - Executive Director of Innovation, Community Engagement,
Titles/Grants, and Special Projects

Jahmel Drakeford - Supervisor of Career and Technical Education and PE and Health K-8

Danielle Earle - Teacher of TV Production



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"GOOD TO GREAT"

Revised: 8/14/24

Advanced Topics in Filmmaking Grade(s) 11-12

Course Description: This advanced level course within the Audio Visual Technology and Film Program, will further develop the skills and knowledge of screenwriting, story development, pre-production, production and post production concepts used in the Film industry. The objective of this advanced course is to structure and write a completed script of a feature length screenplay.

Students will practice advanced level directing techniques, to help students produce from conception to completion of 1 full length film presented by the entire class as a whole group project.

The course will also incorporate advantage level pre-production concepts for casting actors, in depth analysis of character traits, references, set design and wardrobe to establish a sense of place and setting of a film. Students will also learn an in depth structure of establishing a film budget, licensing, permits, and actor contracts used in the film industry. The course will also incorporate grant-writing, and fundraising practices used for funding a project.

Scope and Sequence

Timeline	Concepts
Semester 1	<p>Unit 1: <u>Filmmaking Review</u> (Screenwriting 101 - Concept, Treatment, Story Structure, Character Goals, Research, Character Development, 3 Act Structure, Cause / Effect, Screenplay terms, Advance your Movie Script - First Draft).</p> <p>Unit 2: 2nd Draft, Contracts, Permits, Fundraising Strategies, Grant writing, and pitch decks, used for production.</p>
Semester 2	<p>Unit 3: 3rd Draft Screenplay (Final), Casting for Films, Character traits, Wardrobe, Art Direction, Set Design used for Feature films.</p> <p>Unit 4: Production: Directing Actors in Films, Advanced Cinematography, Advanced Sound Design, Sound Editing.</p> <p>Unit 5: Advanced Post Production: VFX, and Motion Graphics</p> <p>Unit 6: Social Media Marketing and Distribution</p>

Unit 1	<u>Filmmaking Review</u> (Screenwriting 101 - Concept, Treatment, Story Structure, Character Goals, Research, Character Development, 3 Act Structure, Cause / Effect, Screenplay terms, Advance your Movie Script - First Draft)	Grade(s)	11-12
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Overview/Rationale

In this Advanced Topics in Filmmaking unit, students will learn about story concepts, developing a written treatment for their story, story structure, character goals / motivations, character development practices, 3 Act Structure, Cause and Effect of a story, screenplay terms, and how to advance their movie script starting with the 1st draft. Students will identify and locate the best sources of information for the topic of their film.

New Jersey Student Learning Standards

- 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways
- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within
- 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Technology/Computer Science and Design Thinking

Interdisciplinary Standards

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| <ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). ● 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. | <ul style="list-style-type: none"> ● (HS.N.RN) The real number system ● (HSN.RN.B.3) Use properties of rational and irrational numbers ● (HSN.Q) Quantities ● (HSN.Q.A.1, 2,3) Reason quantitatively and use units to solve problems
 ● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. ● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. ● RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. ● RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. ● RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to |
|---|---|

	<p>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).</p> <ul style="list-style-type: none"> ● RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. ● RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
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21 st Century Skills: Check all that apply			
X	Civic Literacy	T,A	Communication
X	Global Awareness	T,A	Critical Thinking and Problem Solving
X	Health Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"> ● How would you describe the 3 Act Structure of a screenplay? ● How would you describe the character traits of a protagonist? ● How would you describe the character traits of an antagonist? 			

- How would you describe the rising action in a screenplay?
- How would you describe 3 examples of research materials that are used for gathering factual information for a film or documentary?
- How important is it to have that structure or format in your screenplay?

Enduring Understandings

- Script writing is based on personal experience, prior knowledge, literature, story development and imagination.
- A “writing voice,” is necessary for character development.
- There are three components of a screenplay: 3 Act Structure, plot points, and pacing.
- Character development includes establishing well-rounded dynamic characters with clear motivations and growth arcs within a screenplay.
- Screenwriters explore themes and messages that resonate with audiences on multiple levels.
- Realistic and purposeful dialogue reveals characterization, which will improve the plot of a film.

Student Learning Targets/Objectives

- I can correctly format a screenplay.
- I can define screenwriting terminology such as “EXT.,” “EXT,” high concept,” dialogue, and “parenthetical.”
- I can evaluate and conduct research for a story.
- I can effectively use screenwriting techniques to guide dialogue, and action.
- I can identify the main characters, settings, and events in a story.
- I can apply research methods, and identify news sources used in preparation of developing a screenplay.
- I can verify facts, and story accuracy.
- I can gather visual story components used in writing a screenplay.

Assessments

- **Pre and Formative** – Exit Tickets, Journal Reflection, and Trivia
- **Summative**– Quiz and Tests
- **Authentic Assessment**– Character Profile Development for their main characters including goals, motivations, and arcs.

Teaching and Learning Actions	
Instructional Strategies	<p>Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling</p>
Activities: Including G/T, SE, and ELL Differentiation	<p>Classroom Activity:</p> <p>Week 1: Students will work on a “Getting to know you” activity based on the student’s interests, family and cultural background. Students will learn about the CTE program, and areas of study. They will also review safety procedures on a film set.</p> <p>Week 2: Students will review screenplay formatting, screenplay terms, and a screenplay structure. Students will work individually during the brainstorming process for the pre-production process of their screenplay. 4-5 students will form several groups in the classroom. This will be considered a “Writers Room.” Every week, each team will review the individual screenplays by the students in their group and give feedback to each other. Students will start with a logline that must be completed before the end of the 2nd week of school.</p> <p>Week 3: Students will work on their synopsis for their feature film screenplay. They will have to come up with 3 ideas for their screenplay, and narrow it down to 1, while reviewing it with their group (Writers Room - Team Members).</p> <p>Week 4: Students will use their synopsis idea / concept, to create an outline for their screenplay (3 Act Structure) while reviewing it with their group (Writers Room - Team Members).</p> <p>Week 5: Students will use their synopsis idea, and create the film summary of their screenplay, based on their script outline (3 Act Structure, Conflict, Plot) while reviewing it with their group (Writers Room - Team Members).</p> <p>Week 6 - Students will work on a character development activity based on their film summary. The character development activity will be based on character</p>

traits, character goals (adjectives to describe the main character's mood, ambitions, flaws, motives, etc.

Week 7 - 8: *Students will be working on the 1st Draft of their screenplay. We will review story structure (rising action, climax, resolution, falling action, inciting incident). Students will also learn how to conduct research for a story (news article, archive footage, video interviews, etc.).*

Special education students:

- Adhere to all modifications and health concerns stated in each IEP
- Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines

English Language Learners (ELL) students:

- Google Translate extension addition.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified instructional strategies, Read alouds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Peer Support, one on one instruction
- Constant parental contact

Experiences (virtual and live field trips)

Guest Speakers: Zoom/In Person Q&A:

- Spencer Kelly - Screenwriter/Producer/Director
- Kim Wright-Johns - Sesame Street Producer
- Rashaad Mubarak - TV Production Manager
- Bobby Ashley - Actor/Producer/ Director
- Alex Nemo Hanse - Graphic Design

Field Trip - FilmBoot 24 (Cinema Ed and Drew University)

- News 12 NJ
- Liberty State Park

Resources

Week 1:

- [CTE 101](#)
- [7 Quick Safety Tips on a Film Set](#)
- [Film Set 101 Safety Procedures](#)
- [Indie Film Production Process - Safety Procedures](#)
- [Writers Roundtable: Jordan Peele Rian Johnson, Daniel Kwan, Tony Kushner, and more](#)

Articles:

- [Student Filmmaker Magazine - Safety Tips](#)
- [Safety on Set - LA Times Article](#)
- [Safety on Set - Cinematographer Halyna Hutchins](#)
- [Actor Brandon Lee's Sister Speaks out on better safety procedures on a film set](#)
- [A Conversation of "Lady in the Lake," Showrunner Alma Har'el](#)
- [Pre-Shoot Q&A with Harvey John](#)
- [Success Stories](#)

Week 2:

- [Conversation of Creativity - Writers Roundtable - THR - Lin-Manuel Miranda, Donald Glover, Issa Rae and Damien Chazelle](#)
- Anatomy of a Screenplay - Movie Script Format Explained - <https://www.youtube.com/watch?v=6PLSJBZaGw>
- [500 Days of Summer Screenplay](#)
- Screenplay Formatting 101 - https://www.youtube.com/watch?v=_2uZ7labVOM

Articles:

- [Screenplay Terms and Abbreviations](#)
- [8 Mile Screenplay](#)
- [12 Angry Men Screenplay](#)

- [Avengers Screenplay](#)
- Pre-Production State of a Film: <https://www.youtube.com/watch?v=U6l1tMgjW-I>
- Success Stories - <https://www.shorescripts.com/success-stories/>
- The writing process of M. Knight's "Trap," Screenplay - <https://nofilmschool.com/trap-m-night-shyamalan>

Week 3:

- [Creating a logline](#)

Articles:

- [StudioBinder - Screenplay Synopsis - Explained](#)
- [The Do's in Writing a Movie Synopsis](#)
- [The Don'ts in Writing a Movie Synopsis](#)
- [Synopsis Example](#)
- [1 Page Summary Example of a Film \(logline, cause / effect, and synopsis\)](#)

Week 4:

- 3 Act Structure - <https://www.youtube.com/watch?v=tvqjp1CxD8>
- Screenplay Outline: <https://www.squibler.io/learn/writing/screenplay/screenplay-outline/>

Students will use their synopsis idea / concept, to create an outline for their screenplay (3 Act Structure) while reviewing it with their group (Writers Room - Team Members).

Week 5: *Students will use their synopsis idea, and continue writing their script outline (3 Act Structure, Conflict, Plot) while reviewing it with their group (Writers Room - Team Members).*

Week 6 - *Students will work on a character development activity based on their film summary. The character development activity will be based on character traits, character goals (adjectives to describe the main character's mood, ambitions, flaws, motives, etc.*

Week 5:

- [Purpose of Conflict](#)
- [Story Structure & Conflict](#)
- [Write Compelling Films - Screenwriting Tricks](#)

Articles:

- [Cinematic Conflict for Your Screenplay](#)
- [Screenplay outline](#)
- [Establishing a Plot](#)
- [The Art of Screenwriting](#)
- [Synopsis](#)

Week 6:

- [Character Development](#)
- [Writing strong characters](#)

- [Create Dramatic Characters](#)
- [Character Development & Arc](#)
- [Creating Characters](#)
- [Character Traits - Screenwriting Magazine](#)

Week 7 - 8:

- [First Draft Screenplay](#) (Creating Scenes, Writing Dialogue, Refining Your Action).
- How to Hook A Reader's Attention in the first 10 pages of a screenplay - <https://www.youtube.com/watch?v=zDReQ3MZ8qo>
- [Movie Makers Magazine - First Draft](#)

Textbooks/Online Resources:

- "Save the Cat," by Blake Snyder
- [Script Magazine - Establishing a Plot](#)
- [Debate and Tips for Outlining a Script - Screenwriting Magazine](#)
- [Breaking Down a Script - Studio Binder](#)

Pacing/ Time Frame:

35 - 40 periods, 45 minutes each

Unit 2

2nd Draft, Contracts, Permits, Fundraising Strategies, Grant writing, and pitch decks, used for production.

Grade(s)

11-12

Overview/Rationale

In this unit, students will develop critical skills in persuasive writing and oral presentation, essential for effective communication in the film industry. They will learn to create comprehensive film treatments, loglines, and script outlines, organizing their ideas into a cohesive three-act structure. This process culminates in presenting their screenplays to peers, enhancing their ability to pitch and advocate for their creative visions.

Understanding and mastering persuasive writing techniques are vital for aspiring filmmakers, enabling them to convey their stories compellingly and convincingly. Students will also gain practical knowledge of essential industry contracts, such as Actor's Contracts, Permits, Workers' Compensation Contracts for Crew, and Health Benefits for SAG Actors. This includes insights into protections for WGAE members, DGA members, and PGA members, emphasizing the significance of union membership and its benefits.

Furthermore, students will explore the intricacies of grant writing, learning to identify suitable funding opportunities and understanding the specific requirements for screenwriters. They will research and select appropriate grants, mastering the art of writing and formatting grant proposals and pitch decks. This knowledge is crucial for securing funding and support for their projects, preparing students for successful careers in the film industry.

New Jersey Student Learning Standards

- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.
- PATHWAY: JOURNALISM & BROADCASTING (AR-JB)
- 9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet mobile).
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

<ul style="list-style-type: none"> ● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	
Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). ● 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 	<ul style="list-style-type: none"> ● (HS.N.RN) The real number system ● (HSN.RN.B.3) Use properties of rational and irrational numbers ● (HSN.Q) Quantities ● (HSN.Q.A.1, 2,3) Reason quantitatively and use units to solve problems ● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. ● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. ● RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are

- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

21st Century Skills: Check all that apply

X	Civic Literacy	T,A	Communication
	Global Awareness	T,A	Critical Thinking and Problem Solving
X	Health Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How would you describe the importance of rewriting a screenplay?
- How would you describe the importance of an Actor's Contract?
- How would you describe / define a permit used for a feature film? (How would you describe the importance of a permit?)
- How would you describe the importance of a worker's comp contract?
- How would you describe the content and sections used for a grant?
- How would you describe the process of researching for a film grant?

Enduring Understandings

- Screenwriters write several drafts of their screenplays before filming the final version of the script.
- When writing the 2nd Draft, screenwriters realize that writing a film is an ongoing process, and they must make revisions to improve the screenplay.
- Filmmakers must meet the legal requirements and file the proper documentation necessary for their film production, which includes securing location permits, copyright laws, as well as negotiating contracts with talent and crew.

Student Learning Targets/Objectives

- I can learn the process of revising a screenplay, focusing on improving dialogue, structure, and character development.
- I can research, identify, and demonstrate the proper format used for a 2nd Draft Screenplay to further develop the characters goals, motives and establish the plot, 3 Act Structure of a story.
- I can identify an SAG Actor's Contract
- I can research, identify and demonstrate how to fill out an application for a Permit.
- I can research, identify and demonstrate how to apply for a film grant
- I can research, identify and demonstrate fundraising strategies used for film production.

Assessments

- **Pre and Formative** – Exit Tickets, Journal Reflections, and Trivia
- **Summative**– Quiz and Tests
- **Authentic Assessment**– 2nd Draft Development (Rubric)

Teaching and Learning Actions

Instructional Strategies

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling;

Activities: Including G/T, SE, and ELL Differentiation

Classroom Activity:

Week 1 - 2:

Rewrite Plan: Students will create a detailed plan outlining specific changes they intend to make in their second draft including justification for their changes. Each student shares a section of their screenplays 2nd draft with their group. Each group will provide constructive feedback, highlighting strengths and suggest specific areas for improvement.

Homework: Students will work individually to revise their screenplays based on the feedback received. The focus areas will consist of dialogue (ensure it sounds natural, and serves the character and plot), structure (students will check for a clear developed beginning, middle and end. Ensure pacing is appropriate). Character development (make sure characters have clear motivations and character arcs).

Week 3: Students will pair up and read their revised sections aloud with their team, focusing on remaining issues. They will discuss how revisions have improved the screenplay and what further changes could be made. Students will continue refining their screenplays based on their group's feedback. The focus will be based on detail such as grammar, spelling, and proper screenplay formatting. Resources will be provided on screenplay formatting and structure used as a reference.

Homework: Students will write a one page reflection essay based on what was discussed in terms of the revision process and challenges faced and lessons learned. Students will reflect individually on the importance of rewriting and the impact it has on the final screenplay.

Week 4: Students will research and present on different SAG-AFTRA agreements (Student Film Agreement, Short Project Agreement, etc.). Students will be paired up into groups of 2-4. They will practice negotiation role play using a mock contract.

Homework: Students will write one page summary on the importance of SAG-AFTRA for independent filmmakers.

Week 5: Film Permits and Locations: Students will research local permit requirements and create a checklist for obtaining permits.

Homework: Identify a potential filmmaking location and outline the necessary permits and permissions required.

Week 6: Safety and Legal Compliance - Students will create a safety plan with their team for a film shoot. This will include a risk assessment and mitigation strategies.

Homework: Students will write a two-page report on the importance of legal compliance and safety in filmmaking.

Week 7 - 8: Fundraising and Budgeting - Students will develop a crowdfunding campaign for a hypothetical film project and include a 1 minute pitch video and reward tiers. Students will also work with their group to create a preliminary budget for their short film project and include all necessary expenses.

Homework: Students will research and identify three grants or sponsorship opportunities for independent filmmakers. During week 8, they will refine the budget and prepare a presentation on the financial plan for their film project.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP
- Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.

	<ul style="list-style-type: none"> ● Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines <p>English Language Learners (ELL) students:</p> <ul style="list-style-type: none"> ● Google Translate extension addition. ● Vocabulary Spelling City word banks ● Use visuals whenever possible to support classroom instruction and classroom activities. ● Teacher modeling and written instructions for every assignment <p>At risk of failure students:</p> <ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. ● Modified instructional strategies, Read alouds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Peer Support, one on one instruction ● Constant parental contact
Experiences (virtual and live field trips)	<p>Guest Speakers: Zoom Q&A:</p> <ul style="list-style-type: none"> ● Maria Nieto - Former Line Producer A&E Network ● Patty Hughs - Producer and Showrunner - Patty Finds It For You ● Tamioka Briscoe - LA Award Winning Producer, Director, Writer of QT Series <p>Field Trip:</p> <ul style="list-style-type: none"> ● Paterson Great Falls National Park ● Liberty State Park
Resources	
<p>Week 1 - 2:</p> <ul style="list-style-type: none"> ● 2nd Draft of a Screenplay ● 3 Mistakes Screenwriters Make in Act 2 That Ruin A Screenplay ● Rewrite Process - Pre-planning <p>Week 3:</p> <ul style="list-style-type: none"> ● The Importance of Rewriting a Screenplay 	

- [Rewriting the 2nd and 3rd Draft with Screenwriter - Wendy Kram](#)
- [Script Rewrite Strategies](#)
- [Hands-On-Check List](#)
- [Importance of receiving feedback for a Screenplay](#)

Week 4:

- [SAG-AFTRA and the Importance of being in a Union](#)
- [How the WGA Decided to Harness, but not ban AI](#)
- [SAG AFTRA President Fran Drescher](#)
- [SAG AFTRA Strike with Video Game Companies](#)
- [Actors Contract](#)
- [Crew Contracts](#)
- [DGA](#)
- [WGAE](#)
- [PGA](#)
- [Location Contract](#)

Week 5:

- [Importance of Film Permits](#)
- [How to get a film permit - step by step breakdown](#)
- [NJ Film Commission - Regulations and Requirements for Film Permits](#)
- [Film Permit Application](#)
- [COVID-19's Impact on Bringing Filmmakers to New Jersey](#)

Week 6:

- [Safety on Set](#)
- [Producer's Guide: Best Practices for Set Safety](#)
- [Safety Procedures During Production](#)
- [On Set Key Terms](#)

Week 7 - 8:

- [Crafting a Film Budget](#)
- [How to Create a Film Budget](#)
- [Film Budget Template](#)
- [Film Finance Terms](#)
- [20 Fundraising Strategies](#)

Pacing/ Time Frame:

35 - 40 periods, 45 minutes each

Unit 3	3rd Draft Screenplay (Final), Casting for Films, Character traits, Wardrobe, Art Direction, Set Design used for Feature films.	Grade(s)	11-12
Overview/Rationale			
<p>The rationale / overview of this union is designed to provide students with a comprehensive understanding of advanced screenwriting, casting, character development, and the visual and practical elements of filmmaking. By incorporating these components. Students will be prepared to create a cohesive and compelling feature film (3rd draft screenplay finalization, Casting for Films, Character Traits, Wardrobe, and Art Direction / Set Design for Feature Films).</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology. ● 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. ● 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. ● 9.3.12.AR-AV.4 Design an audio, video and/or film production. ● 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles. ● 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats. ● 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social ● 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 			

- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols
- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and financial well-being
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). ● 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on 	<ul style="list-style-type: none"> ● (HS.N.RN) The real number system ● (HSN.RN.B.3) Use properties of rational and irrational numbers ● (HSN.Q) Quantities ● (HSN.Q.A.1, 2,3) Reason quantitatively and use units to solve problems ● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. ● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

innovation and on a society's economy, politics, and culture.

- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

21st Century Skills: Check all that apply

X	Civic Literacy	T,A	Communication
X	Global Awareness	T,A	Critical Thinking and Problem Solving
X	Health Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How would you describe the 3rd Draft stage of your screenplay?
- How would you describe the Casting process for a feature film?
- How would you describe the importance of a Casting Director?
- How would you describe the job role responsibilities of a Casting Director?
- How would you describe the job role responsibilities of a Wardrobe Stylist for a feature film?
- How would you describe the job role responsibilities of an Art Director?
- How would describe the job role responsibilities of a Set Designer used for feature films?

Enduring Understandings

- A well-crafted screenplay is the foundation of any successful film.
- The 3rd draft is critical for establishing the narrative, enhancing character development, and perfecting dialogue, ensuring that the story is engaging and cohesive.
- Matching actors to roles based on character traits and ensuring on-screen chemistry are important components of the casting process that contribute to the film's success with the audience.
- Wardrobe, set design and art direction are elements that work together to enhance storytelling, creating a visually compelling film that connects with the narrative's themes and tone of the film.

Student Learning Targets/Objectives

- I can research, identify and demonstrate the 3rd Draft Screenplay format for a feature film
- I can research and identify the job role responsibilities of a Casting Director
- I can research and identify the job role responsibilities of a Wardrobe Stylist
- I can research and identify the job role responsibilities of a Set Designer

Assessments

- **Pre and Formative** – Exit Tickets, Journal Reflection, and Trivia
- **Summative**– Quiz and Tests
- **Authentic Assessment**– Screenplay with all the elements below:

1. **Criteria - Narrative Structure** - Clear, engaging plot with a well-defined beginning, middle and end

2. **Character Development** - Deep and believable character arcs
3. **Dialogue** - Natural purposeful and enhancing the story and character
4. **Formatting** - Professional screenplay format
5. **Reflection**: Students write a one page reflection on the revisions made from the second draft and the reasoning behind those changes.
6. **Casting Portfolio** - Students create a casting portfolio for their screenplay
 - a. **Actor Selection** - A list of chosen actors for their major role with justifications
 - b. **Character Analysis** - Detailed analysis of each character's traits and why the chosen actor fits the role.

Teaching and Learning Actions

<p><i>Instructional Strategies</i></p>	<p>Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling;</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Classroom Activity:</p> <p>Week 1 - 2: Students will work with their team to review detailed feedback based on their narration and dialogue. Students will create backstories and will analyze the protagonist and antagonist character relationships within their story. Students will work with their team on reading their script aloud. Each team will critique dialogue. Final peer review and submission of polished 3rd draft.</p> <p>Homework:</p> <p>Week 2 - 4 - We will have a professional casting director as our Guest Speaker. Students will organize mock auditions with peer feedback, review chemistry reads, group discussion on actor choices, and finalize actor choices and discuss the decision making process.</p> <p>Homework:</p>

Week 4 - 6: Students will create a wardrobe plan for main characters based on their traits. They will analyze scenes with their group, to understand effective art direction. Students will also create a basic set design plan for 1 scene in their feature film.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP
- Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines

English Language Learners (ELL) students:

- Google Translate extension addition.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified instructional strategies, Read alouds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Peer Support, one on one instruction
- Constant parental contact

Experiences (virtual and live field trips)

Guest Speakers: Zoom

- Alvin Charles - Production Designer
- Alex Nemo Hanse - Graphic Design / Production Designer
- Mello Monroe - Producer/Director/Writer

Field Trips:

- BronxNet T.V. Studio - Tour - Lehman College Bronx, NY

- William Paterson - Communications Department - Radio Station

Resources

Week 1 - 2

- [Casting Process for Films](#)
- [How to Hold an Audition](#)
- [Actors - 3 Tips from a Casting Director](#)
- [How to Write Character Development](#)

Week 3 - 4

- [Characterization in Films](#)
- [Inside Look in the Costume and Wardrobe Department](#)
- [Costumes vs Fashion](#)
- [Joker Costume Design](#)

Week 5 - 6

- [Production Design and How to Create a Specific Mood](#)
- [Production Design - Job Roles and Responsibilities](#)
- [Production Design for "Poor Things"](#)
- [Art Director's Job Role and Responsibilities](#)
- [Color Theory and Wes Anderson](#)

Week 7 - 8

- [Variety Directors Roundtable - TV](#)

Pacing/ Time Frame:

15 - 20 periods, 45 minutes each

Unit 4	Production: Directing Actors in Films, Advanced Cinematography, Advanced Sound Design, Sound Editing.	Grade(s)	11-12
Overview/Rationale			
<p>This unit focuses on advanced skills for students in directing actors, as well as examine cinematography and sound design. Students will review critical areas that will help them produce polished, professional films. This lesson ensures that students develop a comprehensive understanding of the filmmaking process from working with actors to capture high quality visuals and sound for a feature film.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology. ● 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. ● 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. ● 9.3.12.AR-AV.4 Design an audio, video and/or film production. ● 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles. ● 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats. ● 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social ● 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 			

- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols
- 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and financial well-being
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). ● 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 	<ul style="list-style-type: none"> ● (HSN.RN.B.3) Use properties of rational and irrational numbers ● (HSN.Q) Quantities ● (HS.N.RN) The real number system ● (HSN.Q.A.1, 2,3) Reason quantitatively and use units to solve problems ● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. ● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly

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| <ul style="list-style-type: none"> ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. | <p>and inferentially, as well as interpretations of the text.</p> <ul style="list-style-type: none"> ● RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. ● RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. ● RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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). ● RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. ● RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. |
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21st Century Skills: Check all that apply

X	Civic Literacy	T,A	Communication
	Global Awareness	T,A	Critical Thinking and Problem Solving
X	Health Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can a director effectively communicate their vision to actors to achieve authentic performances?
- How would you describe the techniques needed to build trust and collaboration between directors and actors?
- How do different acting methods influence a director's approach to working with actors?
- How would you describe the strategies directors use during rehearsals to prepare actors for their roles?
- How does lighting influence mood and atmosphere for a film?
- How would you describe various camera movements and angles and how do they impact storytelling?
- How can composition and framing enhance the visual storytelling of a scene?
- How can sound design contribute to the overall atmosphere and emotional impact of a film?

Enduring Understandings

- Effective directing is crucial for eliciting authentic and compelling performances from actors.
- Trust and collaboration are essential for bringing out the best in actors and ensuring that their performances align with the director's vision.
- Advanced cinematography techniques, including lighting, camera movement, and composition are fundamental to visual storytelling.
- Visual style and techniques such as color and camera angles enhance the emotional narrative development of a film.
- Design is a powerful tool for enhancing a film's atmosphere and emotional impact.

Student Learning Targets/Objectives

- I can clearly and effectively communicate my vision to actors, and provide feedback that leads to authentic performances.

- I can understand and apply techniques for building trust and collaboration with actors to create a positive working environment.
- I can master rehearsal techniques that include blocking, scene analysis and preparation strategies to ensure a well-rehearsed performance.
- I can learn and apply advanced lighting techniques to create specific moods and effects in a feature film.
- I can research, identify and demonstrate order of operation on a film shoot
- I can research, identify, and demonstrate how to adjust sound effects and correct sound for a feature film
- I can understand and apply advanced composition and framing techniques to create visually dynamic and compelling scenes.
- I can master advanced techniques for recording dialogue, foley and ambient sound to ensure high quality audio for films.
- I can use editing and mixing to achieve clear, balanced and impactful audio.

Assessments

- **Pre and Formative** – Exit Tickets, Journal Reflections, and Trivia
- **Summative**– Quiz and Tests
- **Authentic Assessment**– Rehearsal Reflection Assessment
 - Rehearsal Reflection Assessment Students will document and reflect on a rehearsal process, including notes on direction given, actor responses and adjustments made. Students will show their understanding of the rehearsal process and their ability to refine their directing approach.

Teaching and Learning Actions

Instructional Strategies

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling;

*Activities: Including G/T,
SE, and ELL Differentiation*

Classroom Activity:

Week 1 - 2:

Scene Study Rehearsal - Students will be working with groups of 4-5 . Each group will be assigned a scene from a popular movie. Have them rehearse and perform the scene, focusing on character development, blocking and emotional beats.

Improvisation Exercise - Conduct improvisation practices - Students will practice creating characters and scenarios on the spot. This helps students (actors) think on their feet and directors to learn how to guide them.

Actor - Director Collaboration - Pair students in groups of 2 (1 Director, 1 Actor). Each group will be given a short script and have the director work with the actor to explore different interpretations and approaches to the character and scene.

Week 2 -4:

Foley Workshop - Have students set up a mini Foley studio in the TV studio for a silent clip used from a previous student film.. Discuss the importance of Foley in creating a realistic soundscape for a motion picture.

Sound-Mixing Practice: Provide students with audio tracks from a previous scene from a student film and have the students proactive mixing these tracks, leveling dialogue, sound effects, and music.

Framing and composition: Students will take photographs or short videos focusing on framing and composition. Students will review and critique these in class to discuss what works and what doesn't.

Sound Design for Genre:

Students will be working in groups of 4-5. Each group will be assigned a genre . Students will pick musician arrangements that fit their genre using recording and synthesized sounds.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP
- Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSOLA software, which can revise the reading Lexile level to meet students at current reading level.

	<ul style="list-style-type: none"> ● Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines <p>English Language Learners (ELL) students:</p> <ul style="list-style-type: none"> ● Google Translate extension addition. ● Vocabulary Spelling City word banks ● Use visuals whenever possible to support classroom instruction and classroom activities. ● Teacher modeling and written instructions for every assignment <p>At risk of failure students:</p> <ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. ● Modified instructional strategies, Read alouds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Peer Support, one on one instruction ● Constant parental contact
Experiences (virtual and live field trips)	<p>Zoom Q&A with Industry Professionals:</p> <ul style="list-style-type: none"> ● Djoser Garrison-Quick - Music Composer ● Brianna Taylor - Producer/Director/Writer ● Aaliyah - Janay Williams - Producer/Director <p>Field Trips</p> <ul style="list-style-type: none"> ● Kean University or Fairleigh Dickinson University ● Montclair Films
Resources	
<p>Week 1 - 2:</p> <ul style="list-style-type: none"> ● Directing Actors 101- How to Give Clear Notes ● Directing Actors - How Task and Blocking brings Emotion ● Spike Breaks Down His Film Heroes ● Directing Actors - How to get the best performances ● How to Director Actors for Film - 12 Tips and Techniques Explained ● 30 Best Cinematography Techniques and Tips You Didn't Learn in Film School <p>Week 3 - 4:</p>	

- [The Sound Illusion that Makes Dunkirk so Intense](#)
- [Advanced Audio Editing in Premiere Pro - Sound Design](#)
- [Audio Editing Tips - Adobe Premiere Pro - Edit on the Consonant, and Audio Dialogue Replacement](#)
- [Sound Design](#)
- [Advanced Sound -Diegetic vs Non-Diegetic Sound, Definitions, Examples, and How to Break the Rules](#)
- [The Beautiful Lies of Sound Design - TedTalk with Tasos Frantzolas](#)

Pacing/ Time Frame:

15 - 20 periods, 45 minutes each

Unit 5	Advanced Post Production: VFX, and Motion Graphics	Grade(s)	11-12
Overview/Rationale			
<p>The focus of Unit 5, is for students to understand the integration of visual effects and graphics in featuring films. This aspect of filmmaking is essential and showcases various techniques used to enhance, transform, and create visual elements that support the narrative of their feature film. The following key areas that are included in this unit are the following - Visual Effects VFX, Motion Graphics, Integration, and Post-Production Workflow.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology. ● 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. ● 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. ● 9.3.12.AR-AV.4 Design an audio, video and/or film production. ● 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles. ● 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats. ● 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social ● 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 			

- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols
- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and financial well-being
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). ● 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on 	<ul style="list-style-type: none"> ● (HS.N.RN) The real number system ● (HSN.RN.B.3) Use properties of rational and irrational numbers ● (HSN.Q) Quantities ● (HSN.Q.A.1, 2,3) Reason quantitatively and use units to solve problems ● ● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. ● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

innovation and on a society's economy, politics, and culture.

- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

21st Century Skills: Check all that apply

X	Civic Literacy	T,A	Communication
X	Global Awareness	T,A	Critical Thinking and Problem Solving
X	Health Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can advanced VFX techniques enhance and transform visual storytelling ?
- How would you describe the best practices for integrating VFX and Motion Graphics with live action footage?
- How can motion graphics be effectively used to communicate and support your storytelling process?
- How would you describe the key technical or collaborative skills required for a successful VFX or Motion Graphics project?

Enduring Understandings

- Advanced VFX techniques are essential for creating visually compelling and imaginative elements that enhance the storytelling experience.
- Motion Graphics play an important role in supporting the narrative for your feature film by clarifying visuals and detail.
- Mastering Motion Graphics and VFX requires a combination of technical skills and collaboration among different departments in the film industry.

Student Learning Targets/Objectives

- I can learn and apply advanced VFX techniques such as sCGI, motion graphics, and compositing to create and enhance visual elements in film.
- I can develop skills to incorporate VFX and motion graphics, footage to ensure visual continuity.
- I can create motion graphics such as animation clips, to effectively communicate with the audience, and support the film's narrative.

Assessments

Pre and Formative – Exit Tickets, Journal Reflections,, and Trivia

Summative– Quiz and Tests

Authentic Assessment– Feature Film Trailer

Students will be given footage based on what they have filmed already for their feature film trailer. Use one scene from what they had filmed and incorporate motion graphics. Students will create an assessment based on quality of VFX, visuals, creatively and technical execution. Students will evaluate based on creativity, technical proficiency and storytelling effectiveness.

Teaching and Learning Actions

Instructional Strategies

Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling

*Activities: Including G/T,
SE, and ELL Differentiation*

Classroom Activity:

Week 1 -2:

Scene Editing Challenge: Footage Distribution

1.) Students will be provided raw footage from a short film or scene. 2.) Students will edit the scene, focus on pacing, continuity and storytelling. 3.) Students will also begin color grading their scene using Adobe Premiere. 5.) Presentation - Students will present their edited scene and explain their editing process and choices, as well color grading decisions.

Sound Design Activity: Students will be provided access to a sound effects library. Students will select a silent scene or create a short scene. Finally they will add dialogue, foley sounds, ambient sounds, and music to enhance the scene, balance audio. They will discuss the final project and discuss the impact of the sound doesn't on the scene.

Week 2 -4:

Action Scene Editing - Edit action sequences to enhance excitement and pacing. Students will be given raw footage of a n action scene. Students will focus on pacing, rhythm, and the use of cuts to enhance action. Students will incorporate sound effects to enhance the sound. They will present their final product to the class. The process will consist of 1.) research , 2.) Storyboard, Design and Edit).

Motion Graphics Activity Students will work on a Motion Graphics Assignment using the footage that they have already edited. Students will add title sequences using motion graphics.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP
- Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines

	<p>English Language Learners (ELL) students:</p> <ul style="list-style-type: none"> ● Google Translate extension addition. ● Vocabulary Spelling City word banks ● Use visuals whenever possible to support classroom instruction and classroom activities. ● Teacher modeling and written instructions for every assignment <p>At risk of failure students:</p> <ul style="list-style-type: none"> ● Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. ● Modified instructional strategies, Read alouds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Peer Support, one on one instruction ● Constant parental contact
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom/In Person Q&A:</p> <ul style="list-style-type: none"> ● Demetrius Justice - Producer ● Calvin C Winsbush II - Producer ● Krystal Monique Harris - Actress <p>Field Trips:</p> <ul style="list-style-type: none"> ● BronxNet T.V. Studio - Tour - Lehman College Bronx, NY ● William Paterson - Communications Department - Radio Station
<p>Resources</p>	
<p>Week 1 -2:</p> <ul style="list-style-type: none"> ● Visual Effects Terms ● Inception - Recreating a Scene (Cafe Scene) ● John Wick 4 Behind the Scenes - Stunts, Cinematography & VFX Explained ● Chrome Ball in Visual Effects ● Toy Story vs Toy Story 4 - The Transformation of Animation and VFX ● The Crown - Opening Credits ● Palm Royale Opening Credits ● The Flight Attendant Opening Credits ● Terminator 2 Behind the Scenes - The Making of James Cameron's Sci-Fi Action Film <p>Week 2 -4:</p> <ul style="list-style-type: none"> ● Wes Anderson and Editing Cuts ● Cuts and Transitions 101 	

- [Post Production: Editing Workflow](#)
- [VFX Compositing in Adobe Premiere](#)
- [How to change a landscape or environment in Adobe Premiere](#)
- [4 Advanced Motion Graphics Techniques](#)

Pacing/ Time Frame:

15 - 20 periods, 45 minutes each

Unit 6	Social Media Marketing and Distribution	Grade(s)	11-12
Overview/Rationale			
<p>This unit focuses on the strategies and techniques of promoting and distributing films through digital platforms. This unit also focuses on the use of social media online marketing and distribution channels to reach audiences, build engagement, and maximize a film's reach and impact (reach and engagement, cost-effective promotion, direct feedback and analytics,and global distribution opportunity).</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology. ● 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. ● 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. ● 9.3.12.AR-AV.4 Design an audio, video and/or film production. ● 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles. ● 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats. ● 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.4.5.DC.4: Model safe, `legal, and ethical behavior when using online or offline technology ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social ● • 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. ● 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 			

- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols
- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and financial well-being
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). ● 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 	<ul style="list-style-type: none"> ● (HS.N.RN) The real number system ● (HSN.RN.B.3) Use properties of rational and irrational numbers ● (HSN.Q) Quantities ● (HSN.Q.A.1, 2,3) Reason quantitatively and use units to solve problems ● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. ● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

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| <ul style="list-style-type: none"> ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. | <ul style="list-style-type: none"> ● RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. ● RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. ● RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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). ● RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. ● RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. |
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21st Century Skills: Check all that apply

X	Civic Literacy	T,A	Communication
X	Global Awareness	T,A	Critical Thinking and Problem Solving
X	Health Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can filmmakers effectively use social media to promote their films and engage with audiences?
- How would you describe the most effective digital marketing techniques for increasing a film's visibility and audience engagement?
- How can filmmakers leverage online distribution platforms to maximize their film's reach and success?
- How would you describe the role that data analytics play in shaping marketing strategies and distribution?
- How do different social media platforms cater to various audiences and what are the unique features and strengths of each platform?
- How do Filmmakers determine which social media platforms are best suited for their target audience?
- How would you describe the unique characteristics of major social media platforms like Facebook, Instagram, Twitter, LinkedIn, TikTok?

Enduring Understandings

- Social media is a powerful tool for film promotion, enabling filmmakers to connect with audiences, generate buzz and build a loyal fanbase.
- There are a variety of online and digital marketing techniques that are used to enhance a film's visibility and engagement with an audience.
- Online distribution platforms provide diverse opportunities for reaching global audiences, offering flexibility beyond traditional distribution methods.
- Data analytics are essential for evaluating marketing effectiveness and making decisions about distribution and promotional strategies.

Student Learning Targets/Objectives	
<ul style="list-style-type: none"> I can create and incorporate social media strategies for promoting a film, including content planning, audience engagement and campaign management. I can use various digital marketing techniques to enhance their film's visibility and reach (social media ads, email marketing, and content creation). I can explore and apply online distribution strategies, including selecting appropriate platforms for digital release. I can use data analytics tools to evaluate the performance of their marketing and distribution effects making adjustments as needed. 	
Assessments	
<p>Pre and Formative – Exit Tickets, Journal Reflections, and Trivia</p> <p>Summative– Quiz and Tests</p> <p>Authentic Assessment– Influencer Research Project</p> <ul style="list-style-type: none"> <u>Influencer Research</u> - Identify potential influencers that align with the brand's value and target audience. Analyze their engagement rates, audience demographics and previous collaborations. Proposal Development - draft a collaboration proposal outline the campaign goals, content ideas, and expected outcomes and benefits for both the brand and the influencer. Include a timeline, budget for success. Pitch presentation - Present the proposal to your classmates (whole group). as if you are pitching to investors. 	
Teaching and Learning Actions	
<i>Instructional Strategies</i>	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling
<i>Activities: Including G/T, SE, and ELL Differentiation</i>	<p>Classroom Activity:</p> <p>Week 1: <u>Platform & Exploration Activity</u>: Students will research a social media platform of their choice and present its features , demographics and benefits for filmmakers. Students will also conduct a case study discussion with their</p>

	<p>group. They will analyze a successful social media campaign by a filmmaker and discuss what made it effective.</p> <p>Week 2 - 3:</p> <p><u>Branding and Online Presence</u>: Students will create a personal branding statement and design a simple logo or visual identity using Canva.</p> <p>Week 4:</p> <p><u>Website Portfolio Activity</u>: Students can create a website using the Google Site Platform.</p>
Experiences (virtual and live field trips)	<p>Guest Speakers: Zoom/In Person Q&A:</p> <ul style="list-style-type: none"> ● Charter Roc Mangan Jr. - Roc Productions- Producer ● Kimberly Joseph - Producer, Director, Writer <p>Field Trips:</p> <ul style="list-style-type: none"> ● Montclair University ● The View ● Montclair Film
Resources	
<p>Week 1:</p> <ul style="list-style-type: none"> ● 10 Ways to Promote your Film Through Social Media & Marketing ● Benefits of using Social Media for a Film ● Promotion and Audience Engagement ● The Role of Social Media Filmmaking Careers: Building YOur Online Audience <p>Week 2:</p> <ul style="list-style-type: none"> ● 10 Personal Brand Statement Examples ● You and Your Film - As a Brand, which comes first? ● Exploring the power of Social Media ● Establishing a Platform <p>Week 3:</p> <ul style="list-style-type: none"> ● How to grow your audience on Instagram ● Email Mailing List for Filmmakers <p>Week 4:</p> <ul style="list-style-type: none"> ● Branding vs. Promotion ● 2024 Social Media Algorithms: A Guide for All Networks 	
Pacing/ Time Frame:	15 - 20 periods, 45 minutes each

