



**Marietta City Schools**

**2023–2024 District Unit Planner**

*Dp Film Year 2 HL*

<b>Unit Title/ Topic</b>	<b>Unit 2: FINALIZING the COLLABORATIVE FILMMAKING (w/ REFLECTION)</b>	<b>Hours</b>	<i>30 hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?* This unit furthers student learning from previous units and previous work completed during Year 1 of the production portfolio. Students must work in groups, no larger than 4 students, with each student performing one production role to create a film under 7 minutes. In addition, students will learn the need to pre-plan in terms of their creative choices as well as learn what it takes to work with a group and rely on team members.

**Unit Description and texts**

HL students will produce/create their second “longer” production (over 2 minutes). Students will not be given a script, and students will work with a group of at least 2 people but no more than 4.

Students are expected to document their work in the role and reflect not only on their creative choices but also the experience (good and bad) of being part of a group.

Students should follow the IB design cycle (inquiry, action, and reflection).

<b>Transfer goals/Skills</b>	<b>Approaches to learning (ATL)</b>
<p><b>Skills:</b></p> <p>Research - students should research not only the responsibilities of their chosen role but also the technical and creative elements related to their role.</p> <p>Communication - how do you work in a team? How do you communicate your ideas? How does an individual/group create and follow a singular vision?</p> <p>Self-management - students have five weeks to complete the video, and another several weeks to complete the reflection.</p> <p><b>Details: The teacher is always an available resource, but this is very much an assessment that relies on student efficacy.</b></p>	<p><b>Category: Thinking</b></p> <p><b>Skill Indicator: Students must think to explore how a director’s decisions affect the theme, characters, meaning of a text.</b></p>

Content/skills/concepts	Learning process
<p style="text-align: center;"><b><u>Students will know the following content:</u></b></p> <p>Responsibilities of one's chosen role and well as the technical wherewithal to use technology.</p> <p style="text-align: center;"><b><u>Students will develop the following skills:</u></b></p> <p>Teamwork as well as creative thinking to convey complex ideas visually.</p> <p style="text-align: center;"><b><u>Students will grasp the following concepts:</u></b></p> <p>A director's intention determines how technology is used creatively.</p>	<p>Lecture - exploring exemplar videos. PowerPoint lecture/notes - overview of assessment and guidelines Group presentations - pitching the idea Individual presentation - student responsibilities and choices.</p> <p><b>Details: There will be some independent work as students perform their chosen role, but the presentations will help unify the vision of the group.</b></p>

Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge - relying on previous skills. Scaffolding for new learning - students should experiment with new and innovative ways of creating meaning through experimentation and research and practice. Demonstrating Proficiency - students are building on skills learned over the last 13 months of the course.</p> <p><b>Details: Students should stand on a strong foundation and try to reach higher as expectations are higher.</b></p>	<p>Personal and shared knowledge - as this is a project that combines both the individual talents and efforts of a student with the ability to communicate ideas effectively with team members, students must constantly shift between the worlds of their personal and shared knowledge.</p> <p><b>Details: One aspect of the project is trusting and putting faith in one's team. Together, the group can do more than the individual.</b></p>	<p>This is an official IB assessment and does not lend itself to any immediate CAS connections while working on the assessment.</p> <p><b>Details: Students can apply their experience working with a team to volunteer opportunities.</b></p>

**Essential Understandings and Questions**

<p><b>Factual: Filmmaking requires teamwork and communication.</b></p>
<p><b>Conceptual: A film conveys meaning through the interworking ideas of disparate filmic elements.</b></p>
<p><b>Debatable: A film is the direct product of a director's vision.</b></p>

**Common Assessment Tasks**  
List of formative and summative assessments.

<b>DP Assessments</b>	<p><b>Assessment Objectives</b></p> <p><i>4c. Collaborate effectively with others in the creation of film work.</i></p> <p><i>3d. Reflect on the process of collaboration and on the successes and challenges encountered as a member of a core production team.</i></p> <p><i>1d. Present ideas, discoveries and learning that arise from both research and practical engagement with films, filmmakers and techniques.</i></p> <p><b>MAHS.PR.2 Develop and refine artistic techniques and work for presentation.</b></p>	<b>Formative Assessments</b>	<ol style="list-style-type: none"> <li>1. Students will present their pre-planning ideas.</li> <li>2. Students will present a living document re: working with a team / expectations.</li> <li>3. Rough draft reflection of their work in a chosen role.</li> <li>4. Rough draft reflection on working with a team.</li> <li>5. First cut of video</li> </ol>	<b>Summative Assessments</b>	<ol style="list-style-type: none"> <li>1. Final draft reflection of work in a chosen role.</li> <li>2. Final draft reflection of working with a team</li> <li>3. Final cut of video</li> </ol>
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**Learning Experiences**

Add additional rows below as needed.

<b>Topic or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b> All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
Building a team / managing and creating expectations	Researching advice, writing up an agreement/contract with expectations and workarounds.	
Reviewing past examples (videos and reflections)	Work in small groups and then come together as a class to take notes.	Teacher will provide multiple examples for students from which to choose to explore.
Pitching an idea / project	Each group has to pitch their project (60 seconds) and provide preliminary creative choices relative to each role.	
Preproduction schedule and plan	Students submit a calendar to work within the deadline.	Students will receive a printed calendar.

Production	Much of this may take place out of class. In class time will be to meet with the group, revisit issues, solve problems.	
Post Production	This really involves the editor and the director, but the group will arrange a screening for feedback.	
Reflection	Students will write their reflection based on the pre-production ideas and their experiences working with a group.	Students will receive a template.
<b>Content Resources</b>		
<p><b>Additional support in this unit should include:</b> students may choose to watch other videos from previous years' students or find videos online (American High School Film Festival) that may relate to the same genre. Students should also be researching components related to teamwork and technical and creative decisions.</p>		