

MCS IB Film Year 2 Subject Group Overview

Unit Name		CONTINUING FILMMAKING and ANALYSIS	EFFICIENCY in FILM ANALYSIS and COLLABORATIVE FILMMAKING	MASTERING FILM ANALYSIS and FINALIZING the PORTFOLIO	FINALIZING the COMPARATIVE and COLLABORATIVE
Time Frame		10 weeks	8 weeks	9 weeks	9 weeks
	<div>Standards/ IB Topics</div> <div>GA MEDIA ARTS</div> <div>IB FILM GUIDE (2023)</div>	<p>MAHS.PR.1 Select, analyze, and interpret artistic work for presentation.</p> <p><i>Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen.</i></p> <p><i>Explore and experiment with a variety of film-production roles in order to understand the associated skills, techniques and processes employed by filmmakers.</i></p> <p>MAHS.RE.2 Interpret intent and meaning in artistic work.</p> <p><i>Critically interpret various sources of information in order to support analysis.</i></p> <p><i>Identify the film elements associated with conveying meaning in a variety of film texts.</i></p>	<p>MAHS.RE.2 Interpret intent and meaning in artistic work.</p> <p><i>Critically interpret various sources of information in order to support analysis.</i></p> <p><i>Identify the film elements associated with conveying meaning in a variety of film texts.</i></p> <p>MAHS.PR.2 Develop and refine artistic techniques and work for presentation.</p> <p><i>Select, use and apply a variety of appropriate skills and techniques.</i></p> <p><i>Collaborate effectively with others in the creation of film work.</i></p> <p><i>Reflect on the process of collaboration and on the successes and challenges encountered as a member of a core production team.</i></p>	<p>MAHS.RE.2 Interpret intent and meaning in artistic work.</p> <p><i>Critically interpret various sources of information in order to support analysis.</i></p> <p><i>Identify the film elements associated with conveying meaning in a variety of film texts.</i></p>	<p>MAHS.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><i>Demonstrate knowledge and understanding of films, filmmakers and their various cultural contexts in order to influence, inform and impact the creation of film work.</i></p> <p><i>Analyze film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.</i></p> <p>MAHS.PR.1 Select, analyze, and interpret artistic work for presentation.</p> <p><i>Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen.</i></p> <p><i>Explore and experiment with a variety of film-production roles in order to understand the associated skills, techniques and processes employed by filmmakers.</i></p>

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	Content Specific Information	<p>HL students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments, reflections (both on individual roles and as a member of a group) and completed films.</p> <p>Students will learn basic filmmaking tools (Adobe platform, 3 way lighting, shooting on cell phones, recording diegetic sound, etc.). Often they will learn the skills through videos and/or films.</p> <p>HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analyzing how film elements combine to convey meaning.</p>	<p>HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analyzing how film elements combine to convey meaning.</p> <p>HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.</p> <p>Like the production portfolio assessment, students should continue to refine and experiment with new creative and technical skills.</p>	<p>HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analyzing how film elements combine to convey meaning.</p> <p>Students will finalize their ability to reflect on their artistic choices.</p>	<p>Students will refine their exploration and evolution of film across time, space and culture. Students will continue to refine their established film focus in order to develop and explore the similarities and differences that exist between films from contrasting cultural contexts.</p> <p>In short, film is a product of time and place and culture and ideas. Students will work to explore how a film’s cultural context can affect authorial choice within a film.</p> <p>Students will find connective tissues between their two films, making sure that their overall product pertains to the focus of their topic.</p> <p>If time permits, students may engage in additional collaborative filmmaking projects.</p>
	Common Assessments/ Performance Projects	<p>Year 2 students will continue to work in at least 3 production roles (editing, directing, cinematographer, sound designer, writer) in controlled and experimental exercises and projects that encourage creativity and failure. In addition students will create first draft reflections on how they implemented and/or experimented with filmic techniques in the work.</p> <p>Students will continue to explore and reflect on context as well as cinematic techniques found in films as practice for the textual analysis.</p>	<p>Students will complete and submit a mock IB assessment of the textual analysis.</p> <p>Additionally, students will begin finalizing the different portions of their portfolio reflection and reel.</p>	<p>Students will submit a 1750 word textual analysis essay in their final attempt at the official IB assessment (both a rough draft and final copy).</p> <p>Students will submit a rough draft of the portfolio assessment. With teacher comments and guidance, students will revise and resubmit the finalized portfolio (written and video reel).</p>	<p>Students will submit a rough draft and final copy of the comparative video essay.</p> <p>Students will submit a rough draft of the collaborative assessment. With teacher comments and guidance, students will revise and resubmit the collaborative project and reflection (written and video project).</p>

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	Differentiation For Tiered Learners	<ul style="list-style-type: none">-Students only need to produce work for 3 of the 5 production roles. Students may choose the roles in which they work (and avoid the ones in which they do not wish to work).-Students are allowed to choose their films on their own for the textual analysis (within limits). Teachers do not assign nor mandate the viewing of specific films for their practice textual analysis.-Students may choose their own film/s for the comparative video (parent approval will be required/requested).-Students will be provided a reflection template for the writing portion of the production portfolio and collaborative project.	
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