Course Title	Mass Communications- Level 2- Beginner

INNOVATIVE ARTS ACADEMY

Course Overview

This course introduces students to the multifaceted world of film and media production through hands-on exploration, critical viewing, and creative expression. Students will gain foundational knowledge in broadcasting, cinematography, special effects, comedy and musical storytelling, sitcom structures, and screenwriting, culminating in basic film analysis. Through collaborative projects, script development, video production, and critiques, students will learn how media is created, how it influences society, and how to effectively craft their own media messages.
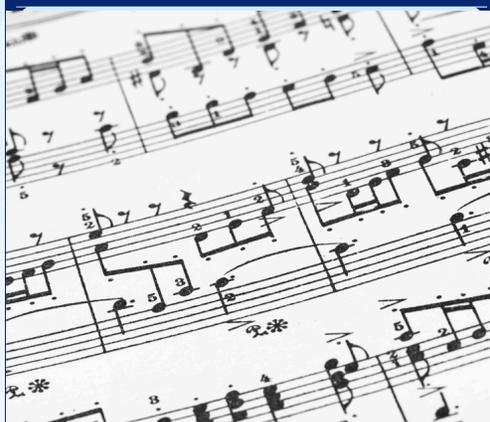
Unit 1: Introduction to Broadcasting

Time Frame	4 Weeks

Focus of the Unit

Students will explore the fundamentals of broadcasting, including the structure of radio and television broadcasts, roles in a broadcast team, and technical basics such as scripting, vocal performance, and studio operation. Students will gain hands-on experience by producing short broadcast segments using audio/video recording tools.

Unit 2: "Musicals & the Camera – Telling Stories Through Song and Screen"

Time Frame	4 Weeks

Focus of the Unit

This unit explores the intersection of musical theatre and film by examining how songs, dance, acting, and cinematography work together to tell compelling visual stories. Students will analyze musical numbers from film and television, explore camera techniques specific to musicals, and collaborate to stage and film a short musical scene.

Unit 3: Learning Film Analysis – Watching with Purpose

Time Frame	4 Weeks

Focus of the Unit

This unit guides students in critically watching and analyzing films by examining story structure, cinematic techniques, sound, performance, and genre. Students will learn to interpret meaning, intent, and emotional impact in film through guided analysis, reflection, and discussion. The goal is to transform students from passive viewers into informed, analytical observers of visual storytelling.

Unit 4: Laughing with Purpose – Intro to Comedy Films

Time Frame	6 Weeks

Focus of the Unit

This unit introduces students to the genre of comedy in film, exploring how humor is constructed through scriptwriting, timing, performance, editing, and visual storytelling. Students will watch, analyze, and critique comedic films and create short comedic scenes of their own, learning to identify various subgenres, techniques, and the cultural impact of comedy in media.

Board Approved 8/25

Course Title	Mass Communications- Level 2- Beginner

INNOVATIVE
ARTS ACADEMY

Course Overview	This course introduces students to the multifaceted world of film and media production through hands-on exploration, critical viewing, and creative expression. Students will gain foundational knowledge in broadcasting, cinematography, special effects, comedy and musical storytelling, sitcom structures, and screenwriting, culminating in basic film analysis. Through collaborative projects, script development, video production, and critiques, students will learn how media is created, how it influences society, and how to effectively craft their own media messages.

Unit 5: Laugh Tracks & Life Lessons – Intro to Sitcoms	Unit 6: Seeing Through the Lens – Intro to Cinematography	Unit 7: Movie Magic – An Introduction to Special Effects	Unit 8: From Idea to Page – Introduction to Scriptwriting
Time Frame 6 Weeks	**Time Frame** 4 Weeks	**Time Frame** 4 Weeks	**Time Frame** 4 Weeks

Focus of the Unit	Focus of the Unit	Focus of the Unit	Focus of the Unit
This unit introduces students to the structure, style, and cultural impact of sitcoms (situational comedies). Students will explore character development, comedic timing, recurring themes, and how sitcoms reflect social issues. Through watching, analyzing, and creating, students will examine both classic and modern sitcoms, and develop their own mini-sitcom scenes.	This unit introduces students to the art and technique of cinematography–the visual language of film. Students will explore camera angles, shot composition, lighting, color, and movement as tools to tell a story visually. Through hands-on practice and analysis, learners will begin to understand how cinematographers shape the mood, tone, and impact of a film.	This unit introduces students to the world of special effects in film and video production, both practical and digital. Students will explore how SFX supports storytelling by creating illusions that enhance audience immersion. Through hands-on activities and visual analysis, students will understand how filmmakers use effects responsibly and creatively to achieve compelling results.	This unit introduces students to the foundational elements of scriptwriting for film, television, or digital media. Students will explore story structure, dialogue, formatting, and character development while analyzing professional scripts and drafting original scenes. By the end, students will create and revise a short script using industry-standard techniques.

Unit Title	Unit 1: Intro To Broadcasting
Time Frame	4 Weeks

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- What are the key components of an effective broadcast?
- How does a broadcast reach and influence its audience?
- What roles and responsibilities exist within a broadcast team?
- How do technical and creative choices impact the quality and clarity of a broadcast?
- How has broadcasting changed over time, and what skills are needed in the modern broadcast industry?

Focus of the Unit

Students will explore the fundamentals of broadcasting, including the structure of radio and television broadcasts, roles in a broadcast team, and technical basics such as scripting, vocal performance, and studio operation. Students will gain hands-on experience by producing short broadcast segments using audio/video recording tools.

Standards

- 9.1.8.A / 9.1.12.A: Know and use media arts elements (e.g., audio, video, timing, script, visuals) in broadcasting.
- 9.1.8.C / 9.1.12.C: Use equipment (e.g., microphones, cameras, editing software) safely and effectively.
- 9.1.8.E / 9.1.12.E: Demonstrate refinement in scripting, vocal delivery, and audio/video editing.

Learning Targets

I can describe the purpose and parts of a radio or TV broadcast.

Learning Targets

I can identify the roles in a broadcast team (anchor, reporter, director, editor).

Learning Targets

I can read from a script and record a clear audio/video segment.

Learning Targets

I can use basic equipment to record and edit a short broadcast.

Resources   Green Screen, Youtube, Canva, iMovie, DSLR/Lighting

Unit Title	Unit 2: "Musicals & the Camera – Telling Stories Through Song and Screen"
Time Frame	4 Weeks

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- How do music, movement, and camera work together to tell a story in film musicals?
- What are the unique challenges and opportunities of filming a musical number?
- How do directors use shot choices, editing, and staging to enhance emotional impact in musicals?
- In what ways have musicals evolved from stage to screen?
- What are my responsibilities as a performer, choreographer, or director when producing a filmed musical scene?

Focus of the Unit

This unit explores the intersection of musical theatre and film by examining how songs, dance, acting, and cinematography work together to tell compelling visual stories. Students will analyze musical numbers from film and television, explore camera techniques specific to musicals, and collaborate to stage and film a short musical scene.

Standards

- 9.1.8.A / 9.1.12.A: Know and use media, techniques, and processes in the arts.
- 9.1.8.C / 9.1.12.C: Apply elements and principles in media arts (movement, timing, rhythm, space).
- 9.1.8.E / 9.1.12.E: Apply editing and refinement processes in filming and performance.
- 9.1.8.F / 9.1.12.F: Use technology and safety procedures during filming and performance.

Learning Targets

I can explain how camera work, choreography, and music work together in filmed musicals.

Learning Targets

I can identify basic shot types used in musical numbers (wide, close-up, tracking).

Learning Targets

I can collaborate with classmates to plan and record a musical performance on video.

Learning Targets

I can reflect on what makes a filmed performance visually and emotionally effective.

Resources

Tick Tick Boom, The Greatest Showman, Wicked

Unit Title	Unit 3: Learning Film Analysis – Watching with Purpose
Time Frame	4 Weeks

INNOVATIVE ARTS ACADEMY

Essential Question(s)

What are the key elements that make a film effective or memorable?
How do filmmakers use camera angles, lighting, sound, and editing to tell a story?
How does understanding genre, symbolism, and narrative structure deepen our appreciation of film?
In what ways can film influence our perceptions, beliefs, and culture?
How can we articulate our thoughts about a film using evidence and vocabulary from film analysis?

Focus of the Unit

This unit guides students in critically watching and analyzing films by examining story structure, cinematic techniques, sound, performance, and genre. Students will learn to interpret meaning, intent, and emotional impact in film through guided analysis, reflection, and discussion. The goal is to transform students from passive viewers into informed, analytical observers of visual storytelling.

Standards

- 9.1.12.A: Demonstrate knowledge of the elements and principles of film/media arts (e.g., line, space, color, rhythm, movement).
- 9.1.12.C: Integrate and apply advanced tools and techniques in media analysis (e.g., visual composition, editing, sound design).

Learning Targets

I can identify basic elements of film like plot, setting, characters, and genre.
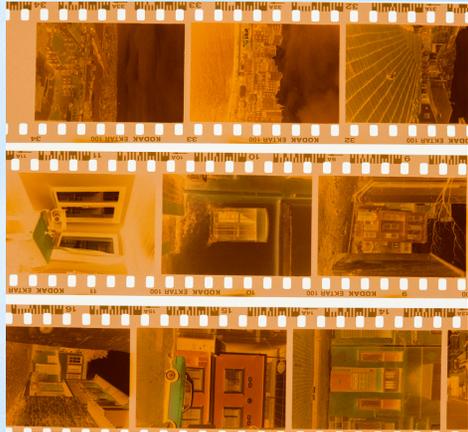
Learning Targets

I can describe how lighting, camera angles, and sound affect a scene's mood.

Learning Targets

I can take notes on key details while watching a film.

Learning Targets

I can summarize the themes and message of a movie.

Resources	Short Films (Disney's), Coraline, Ferris Bueller's Day Off

Unit Title	Unit 4: Laughing with Purpose – Intro to Comedy Films
Time Frame	6 Weeks

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- What makes something funny—and why does humor vary across cultures and time?
- What techniques do filmmakers use to create humor (e.g., timing, irony, exaggeration)?
- How does comedy reflect and challenge social norms and cultural values?
- What are the characteristics of different comedy subgenres (slapstick, satire, parody, romantic comedy)?
- How can I use visual storytelling and performance to create humor?

Focus of the Unit

This unit introduces students to the genre of comedy in film, exploring how humor is constructed through scriptwriting, timing, performance, editing, and visual storytelling. Students will watch, analyze, and critique comedic films and create short comedic scenes of their own, learning to identify various subgenres, techniques, and the cultural impact of comedy in media.

Standards

- 9.1.12.A: Apply elements and principles of art in media and film (e.g., timing, rhythm, movement, contrast).
- 9.1.12.C: Use media technologies (editing, sound, camera angles) to develop comedic storytelling.
- 9.1.12.E: Create, rehearse, and revise scripted comedy scenes.

Learning Targets

I can identify basic types of comedy such as slapstick, parody, and romantic comedy

Learning Targets

I can describe how editing, timing, and music contribute to humor.

Learning Targets

I can recognize famous comedians, films, and comedy traditions

Learning Targets

I can participate in discussions about what makes a scene funny or effective.

Resources

BTS W/ Adam Sandler, Charlie Chaplin, famous comedians, DSLR, Green Screen, Scripts, iMovie

Unit Title	Unit 5: Laugh Tracks & Life Lessons – Intro to Sitcoms
Time Frame	6 Weeks

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- What are the defining characteristics of a sitcom?
- How do sitcoms use humor to reflect or critique social and cultural norms?
- What role do characters, settings, and recurring themes play in creating a successful sitcom?
- How has the sitcom genre evolved over time?
- What techniques do writers and directors use to develop comedic timing and pacing?

Focus of the Unit

This unit introduces students to the structure, style, and cultural impact of sitcoms (situational comedies). Students will explore character development, comedic timing, recurring themes, and how sitcoms reflect social issues. Through watching, analyzing, and creating, students will examine both classic and modern sitcoms, and develop their own mini-sitcom scenes.

Standards

- 9.1.12.A: Apply elements and principles of art in scriptwriting and performance (structure, timing, tone).
- 9.1.12.C: Use production tools (e.g., cameras, editing software, sound) to develop sitcom scenes.
- 9.1.12.E: Create, rehearse, and revise sitcom scripts and performances.

Learning Targets

I can define what a sitcom is and explain its basic structure.

Learning Targets

I can identify common character archetypes in sitcoms (e.g., the goofball, the straight man).

Learning Targets

I can recognize the use of a laugh track and understand its impact on audience experience.

Learning Targets

I can compare different sitcoms based on tone, setting, and humor style.

Resources	Ex: I love Lucy, Friends, The Office, Abbott Elementary, Green Screen, DSLR, iMovie

Unit Title	Unit 6: Seeing Through the Lens – Intro to Cinematography
Time Frame	4 Weeks

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- How does cinematography contribute to the visual storytelling of a film?
- What do different camera angles and shot types communicate to the audience?
- How does lighting affect the tone and emotion of a scene?
- How do cinematographers collaborate with directors to shape a film's vision?
- In what ways can cinematography influence the audience's interpretation of a scene?

Focus of the Unit

This unit introduces students to the art and technique of cinematography—the visual language of film. Students will explore camera angles, shot composition, lighting, color, and movement as tools to tell a story visually. Through hands-on practice and analysis, learners will begin to understand how cinematographers shape the mood, tone, and impact of a film.

Standards

- 9.1.12.A: Know and use the elements and principles of visual design (composition, contrast, focus).
- 9.1.12.B: Demonstrate how to use tools (cameras, lenses, stabilizers) to create cinematic images.
- 9.1.12.C: Use media, techniques, and processes to create original cinematographic work.
- 9.1.12.H: Incorporate a variety of art forms in production (visual art and movement).

Learning Targets

- I can identify and explain basic shot types (e.g., wide shot, close-up, over-the-shoulder).

Learning Targets

I can recognize how lighting affects mood and visibility in a scene.

Learning Targets

I can use a camera to film basic shots following the rule of thirds.

Learning Targets

I can describe the purpose of common camera movements like pans and zooms.

Resources	Saving Mr. Banks, Canva

Unit Title	Unit 7: Movie Magic – An Introduction to Special Effects
Time Frame	4 Weeks

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- How do special effects contribute to storytelling in film and media?
- What is the difference between practical and digital (visual) effects?
- What ethical considerations arise in the use of special effects?
- How has the history of special effects shaped today's film and television industries?
- How can simple techniques create convincing illusions on screen?

Focus of the Unit

This unit introduces students to the world of special effects in film and video production, both practical and digital. Students will explore how SFX supports storytelling by creating illusions that enhance audience immersion. Through hands-on activities and visual analysis, students will understand how filmmakers use effects responsibly and creatively to achieve compelling results.

Standards

9.1.12.A – Know and use elements and principles of media arts (visual illusion, motion, space).
9.1.12.C – Integrate media tools and processes (practical and digital) in original work.
9.1.12.D – Demonstrate knowledge of production tools and materials in SFX creation.

Learning Targets

I can describe the difference between practical and visual (digital) effects.

Learning Targets

I can identify examples of special effects used in film and media.

Learning Targets

I can use basic green screen technology to composite video scenes.

Learning Targets

I can experiment with simple camera tricks (forced perspective, miniatures, makeup).

Resources	Star Wars, Jurassic Park, Avatar. Clay, Molds, Paint

Unit Title	Unit 8 From Idea to Page – Introduction to Scriptwriting
Time Frame	4 Weeks

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- What makes a story worth telling through film or media?
- How is a script different from other forms of writing?
- How do formatting and structure help communicate a story to a production team?
- What makes dialogue realistic, engaging, and purposeful?
- How can writers develop complex characters within a limited time or space?

Focus of the Unit

This unit introduces students to the foundational elements of scriptwriting for film, television, or digital media. Students will explore story structure, dialogue, formatting, and character development while analyzing professional scripts and drafting original scenes. By the end, students will create and revise a short script using industry-standard techniques.

Standards

- 9.1.12.A – Use elements and principles of media arts in original scriptwriting.
- 9.1.12.B – Apply vocabulary (e.g., scene, slug line, action line, dialogue) in writing.
- 9.1.12.C – Use tools like screenwriting software or templates to format scripts.
- 9.1.12.F – Collaborate in writing groups to revise and refine scripts

Learning Targets

I can identify the basic structure of a script (beginning, middle, end).

Learning Targets

I can use scriptwriting terms like "slug line," "action," and "dialogue."

Learning Targets

I can format a short script using a template or writing software.

Learning Targets

I can create a basic character with a goal and conflict.

Once Upon A Time...

Resources

Celtx, Ever Scene Needs these 3 Elements, Writing Great Dialogue