Movie Making - Unit 2 - The Hero We Deserve

Unit Focus

In this unit, students will explore the structural precepts of plot development and apply them to a unique narrative challenge: the "Hero's Journey" of a personified inanimate object navigating the school environment. Students will collaborate on group production while maintaining autonomy over an individual edit. This project integrates Idea Generation and Design. Students will act as strategists, refining their plot for an intended audience and purpose. Success in this unit requires balancing the creative "what if" of the object's journey with a rigorous design plan that ensures the visual narrative remains cohesive, logically sequenced, and emotionally resonant.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Visual Arts: HS Proficient

- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI.a)
- Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. (VA:Cr2.3.HSI.a)
- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. (VA:Re8.1.HSI.a)
- Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a)

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- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/ transformations. (POG.2.1)
- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

Transfer

Students will be able to independently use their learning to...
T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent
T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place
T3 Capture the feeling or emotional response which an artistic piece elicits

Meaning

Understanding(s)

Students will understand that...
U1 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.
U2 Artists' creative choices are influenced by their expertise, context, and expressive intent.
U3 The context an artist provides as their work is being seen/viewed can have an impact on the audience.

Essential Question(s)

Students will keep considering...
Q1 How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work?
Q2 How is what I'm/we're doing in real time impact the audience? What changes might we need to make (if any) to keep or create the feeling/ emotional response?
Q3 How much freedom do I have to be creative and also work within established criteria?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 The Hero's Journey or Monomyth Story Structure
K2 Freytag Plot Diagram

Skill(s)

Students will be skilled at...
S1 Developing a coherent storyline to build meaning