

DRAMA 2: FILMMAKING

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Drama 1 and/or Consent of Instructor

Course Overview:

Students in Drama 2: Intermediate Theatre become acquainted with several selected areas of film emphasizing:

- acting for film
- storyboarding and writing for film
- directing and editing
- television studio work
- cinematography
- video editing
- production which includes the teamwork of film production
- analysis and appreciation of film.

Study of film is a central feature of this class. Public and in-class screenings are an aspect of this class. Students are expected to invest time out of class for production projects and participate in various film festivals. Students are assessed on pre- and post-production tasks and through in-class and public viewing of video and studio work.

Units of Study:

- Film terminology
- Cinematic history
- Ensemble
- Performance
- Cinematic literacy
- Etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students will demonstrate, understand and apply the basic techniques of video production and editing.

Benchmark 1: Students construct imaginative scripts and collaborate with actors and technicians to create and edit various media arts.

Learning Targets (Type K, R, S, P):

- 1) I can select and use techniques and processes, analyze what makes them effective or not effective in communicating ideas and reflect upon the effectiveness of their choices.

- 2) I can demonstrate the ability to use the camera equipment and editing equipment in a safe and responsible manner.
- 3) I can understand the importance of self-discipline, concentration, and focus in the cinematic process.

NATIONAL STANDARD 2: Students demonstrate an understanding of the use of storyboarding and script writing for media arts projects.

Benchmark 1: Students create, compare, and present various storyboards and scripts to develop techniques and methods.

Learning Targets (Type K, R, S, P):

- 1) I can show my ideas through the use of a storyboard.
- 2) I can use principles, processes, and structures of storyboards to script write for media arts projects.
- 3) I can create small group and individual student-written material for media arts projects.

NATIONAL STANDARD 3: Students design environments for media arts, including location and studio presentation.

Benchmark 1: Students use studio equipment in a safe and reliable manner.

Learning Targets (Type K, R, S, P):

- 1) I can collaborate with others to use studio equipment in a safe and reliable manner.
- 2) I can use communication skills as a participant in media arts.

Benchmark 2: Students demonstrate the ability to select and produce works that are appropriate to the high school setting.

Learning Targets (Type K, R, S, P):

- 1) I can employ organizational structure and analyze what makes media appropriate or not appropriate in the communication of ideas.
- 2) I can use collaborative skills to create small group and individual media arts presentations with coherence, appropriateness, and aesthetic unity.

Benchmark 3: Students develop teamwork and self-direction through organizing media arts projects and studio presentations.

Learning Targets (Type K, R, S, P):

- 1) I can understand and enact the roles of the production team.
- 2) I can communicate understanding of cinematic theatre language.
- 3) I can collaborate with others to produce and evaluate media arts.

NATIONAL STANDARD 4: Students interpret and study cinematic history as a basis for their own media projects.

Benchmark 1: Students analyze common characteristics of film across time and among cultural ethnic groups.

Learning Targets (Type K, R, S, P):

- 1) I can reflect upon the aesthetic qualities of past and present media arts/cinema.
- 2) I can reflect upon personal and universal meanings in cinematic theatre.

Benchmark 2: Students analyze how film relates to historical and cultural contexts.

Learning Targets (Type K, R, S, P):

- 1) I can review selected works and place them in a historical, social, and cultural context.

NATIONAL STANDARD 5: Students understand media arts in relation to history and cultures (including Montana American Indian cultural and historical information).

Benchmark 1: Students identify and research cultural, historical, and symbolic clues (including Montana American Indian cultural, historical, and symbolic clues) in cinema, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

Learning Targets (Type K, R, S, P):

- 1) I can apply research skills to assist in making artistic choices.
- 2) I can correlate responses to works communicating meanings, ideas, attitudes, views, and intentions.

NATIONAL STANDARD 6: Students compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Benchmark 1: Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts.

Learning Targets (Type K, R, S, P):

- 1) I can gain an understanding of media arts through the study of a variety of film genres, directors, acting styles, and other filmmaking techniques.
- 2) I can articulate, reflect and assess the characteristics and merits of the work of others.

Benchmark 2: Students illustrate the integration of several arts media in informal presentations.

Learning Targets (Type K, R, S, P):

- 1) I can examine relationships between film, television and other disciplines.
- 2) I can evaluate media arts using selected criteria.

NATIONAL STANDARD 7: Students analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.

Benchmark 1: Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods (including Montana American Indian cultures and historical periods), and relate these to current personal, national, and international issues.

Learning Targets (Type K, R, S, P):

- 1) I can identify and analyze the intentions of those creating film and explore the implications of various purposes.

Benchmark 2: Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.

Learning Targets (Type K, R, S, P):

- 1) I can identify and analyze the intentions of those creating film and explore the implications of various purposes.

Benchmark 3: Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternatives artistic choices.

Learning Targets (Type K, R, S, P):

- 1) I can identify and analyze the intentions of those creating film and explore the implications of various purposes.

Benchmark 4: Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Learning Targets (Type K, R, S, P):

- 1) I can identify and analyze the intentions of those creating film and explore the implications of various purposes.