

Unit Title: Expressions of Filmmaking

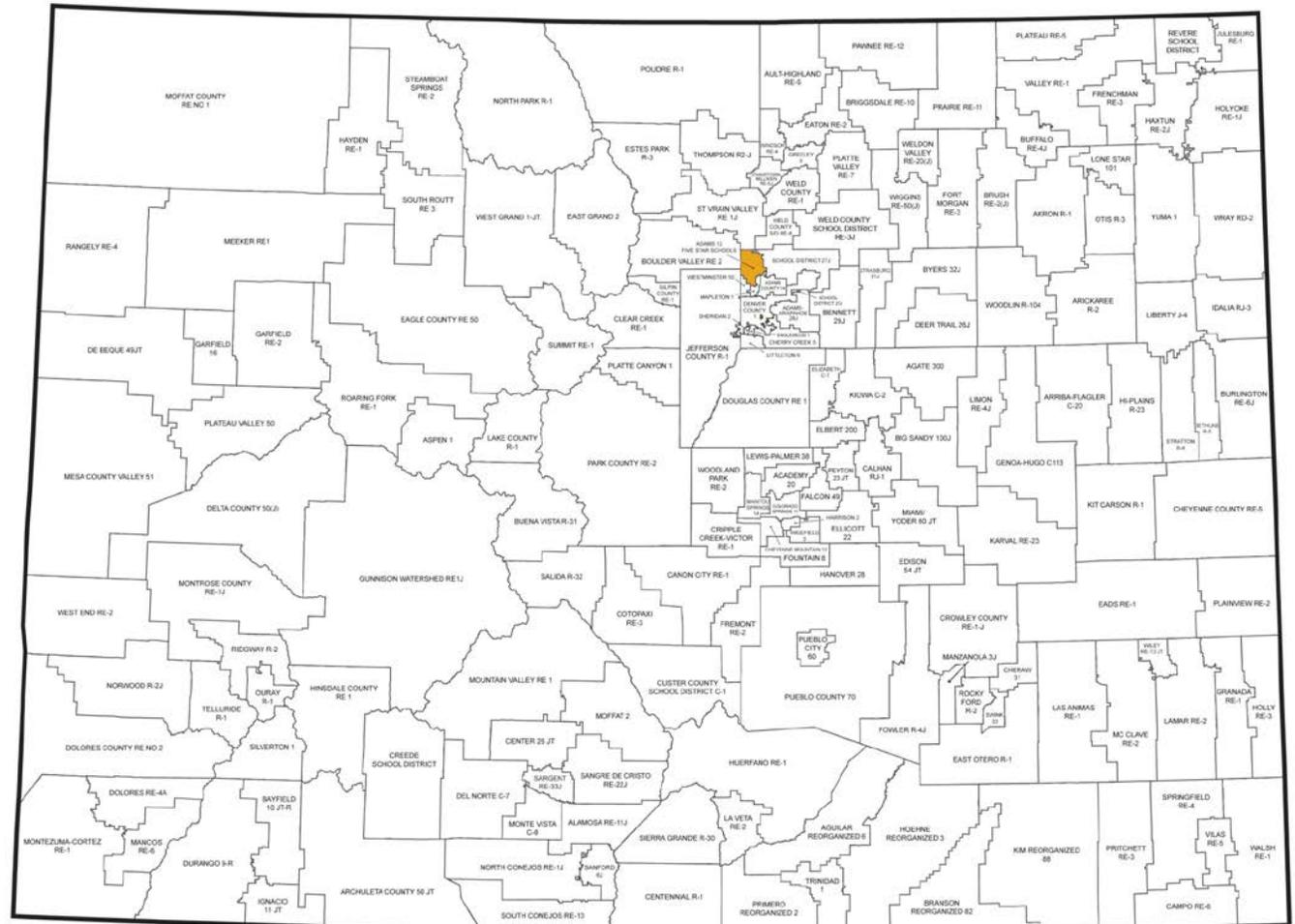
Fundamental Pathway Focus

INSTRUCTIONAL UNIT AUTHORS

University of Northern Colorado
Mary Schuttler, PhD

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Adams 12 Five Star School District
Jay Seller, PhD
Michael Bautista



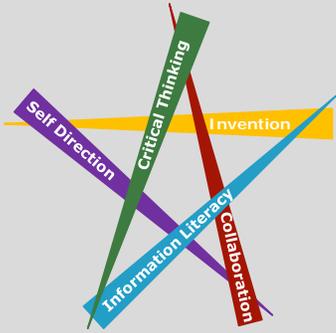
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

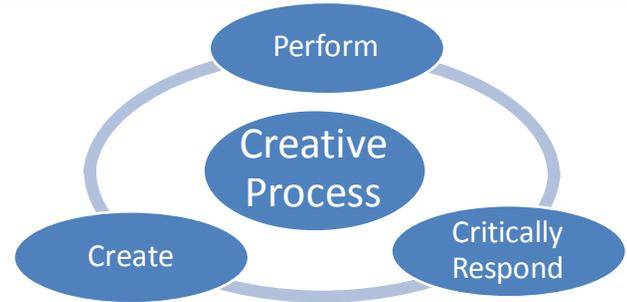
Content Area	Drama and Theatre Arts		Grade Level	High School
Course Name/Course Code	Expressions of Filmmaking			
Standard	Fundamental Pathway Grade Level Expectations (GLE)		Extended Pathway Grade Level Expectations (GLE)	
1. Create	1. Creative process in character development and script improvisation	DTA09-HSFP-S.1-GLE.1	1. Character development in improvised and scripted works	DTA09-HSEP-S.1-GLE.1
	2. Technical elements of theatre in improvised and scripted works	DTA09-HSFP-S.1-GLE.2	2. Technical design and application of technical elements	DTA09-HSEP-S.1-GLE.2
	3. Expression, imagination, and appreciation in group dynamics	DTA09-HSFP-S.1-GLE.3	3. Ideas and creative concepts in improvisation and play building	DTA09-HSEP-S.1-GLE.3
	4. Interpretation of drama using scripted material	DTA09-HSFP-S.1-GLE.4	4. Creation, appreciation, and interpretation of scripted works	DTA09-HSEP-S.1-GLE.4
2. Perform	1. Communicate meaning to engage an audience	DTA09-HSFP-S.2-GLE.1	1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences	DTA09-HSEP-S.2-GLE.1
	2. Technology reinforces, enhances, and/or alters a theatrical performance	DTA09-HSFP-S.2-GLE.2	2. Technology reinforces, enhances, and/or alters a theatrical performance	DTA09-HSEP-S.2-GLE.2
	3. Directing as an art form	DTA09-HSFP-S.2-GLE.3	3. Direction or design of a theatrical performance for an intended audience	DTA09-HSEP-S.2-GLE.3
3. Critically Respond	1. Analysis and evaluation of theatrical works	DTA09-HSFP-S.3-GLE.1	1. Contemporary and historical context of drama	DTA09-HSEP-S.3-GLE.1
	2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions	DTA09-HSFP-S.3-GLE.2	2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions	DTA09-HSEP-S.3-GLE.2
	3. Respect for theatre, its practitioners, and conventions	DTA09-HSFP-S.3-GLE.3	3. Respect for theatre professions, cultural relationships, and legal responsibilities	DTA09-HSEP-S.3-GLE.3

Colorado Teacher-Authored Sample Instructional Unit

Colorado 21st Century Skills



- Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*



The Colorado Academic Standards for Drama and Theatre Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all three drama and theatre arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Expressions of Filmmaking (Fundamental)	Quarter/Semester/Yearly	Instructor Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Expressions of Filmmaking (Fundamental)		Length of Unit	Quarterly/Semester/Yearly	
Focusing Lens(es)	Design	Standards and Grade Level Expectations Addressed in this Unit	Fundamental: DTA09-HSFP-S.1-GLE.1, DTA09-HSFP-S.1-GLE.2, DTA09-HSFP-S.1-GLE.3, DTA09-HSFP-S.1-GLE.4 DTA09-HSFP-S.2-GLE.1, DTA09-HSFP-S.2-GLE.2, DTA09-HSFP-S.2-GLE.3 DTA09-HSFP-S.3-GLE.1, DTA09-HSFP-S.3-GLE.2, DTA09-HSFP-S.3-GLE.3	Extended:	DTA09-HSEP-S.1-GLE.1, DTA09-HSEP-S.1-GLE.2, DTA09-HSEP-S.1-GLE.3, DTA09-HSEP-S.1-GLE.4 DTA09-HSEP-S.2-GLE.1, DTA09-HSEP-S.2-GLE.2, DTA09-HSEP-S.2-GLE.3 DTA09-HSEP-S.3-GLE.1, DTA09-HSEP-S.3-GLE.2, DTA09-HSEP-S.3-GLE.3
Inquiry Questions (Engaging-Debatable):	<p>Fundamental:</p> <ul style="list-style-type: none"> How can a group of students collaborate to mount a film production? (DTA09-HSFP-S.1-GLE.1,4) and (DTA09-HSFP-S2-GLE.1) and (DTA09-HSFP-S.3-GLE.1,2,3) How can a student’s knowledge of film vocabulary impact their understanding of film production? How can flexibility within the dynamics of a team allow for creative problem solving? <p>Extended:</p> <ul style="list-style-type: none"> How do design concepts reflect influences? (DTA09-HSEP-S.1-GLE.1,2) and (DTA09-HSEP-S2-GLE.1) and (DTA09-HSEP-S.3-GLE.1,2,3) 				
Unit Strands	Create, Perform, Critically Respond				
Concepts	Technique, Style, Composition, Space/Time/Energy, Investigate/Discovery, Law/Rules				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)	<p>What technical film terms align with the artistic expression of a specific production that every student would need to know?</p> <p>What specific subject matters in the arts help students understand style composition and technique?</p>	<p>How could students’ understanding of film terms contribute to the success of a production?</p> <p>How can students’ knowledge of specific subject matters in the arts help them to succeed in a film production?</p>
Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)	<p>What design elements are necessary to create a coherent production?</p> <p>What design elements need to be effectively communicated in order to create efficient problem solving for a technical crew?</p>	<p>How can time, space and energy create problems for a technical crew?</p> <p>How can time, space and energy be used effectively in a production?</p>

Colorado Teacher-Authored Sample Instructional Unit

<p>Extended: Through observation and critical investigation of script sources the collaboration with directors enhances understanding of design style within a cohesive concept. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2))</p>	<p>What circumstances within a script must be expressed in a design? What relationship does a director’s concept have with the given circumstances of a production? What role does a design team have informing the production crew of the director’s concept?</p>	<p>How can circumstances within a script be expressed in a design? How can a director’s concept enhance the given circumstances of a production? How can a design team inform the director’s concept to the production crew through collaboration?</p>
<p>Extended: Cultural traditions dictate possibilities within design choices relating to artistic expression. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.1-GLE.1,2,3)</p>	<p>What are some examples of cultural/historical influences that would dictate a specific design choice? What knowledge base would be necessary for a designer to create a cultural/historical setting?</p>	<p>How can a design choice create a cultural/historical setting? How much freedom does a designer have in expressing an artistic vision through a cultural/historical lens?</p>

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<p>Fundamental:</p> <ul style="list-style-type: none"> • Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) • Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) • Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> • Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) • Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> • Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)

Colorado Teacher-Authored Sample Instructional Unit

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Fundamental *Through collaboration and problem solving with directors and design team members; use of technical film vocabulary, design elements, and artistic expression will assist in executing a successful stage design.*

Academic Vocabulary:

Collaborate, hierarchy, culture, audience, practitioner, cinematography, filmography, storyboard

Technical Vocabulary:

Rendering, costume designer, sound designer, light designer, scenic designer, director, producer, operator, cinematographer, story board, on location, camera angles, sound stage, grip, lens, tripod, boom, cranes, dolly tracks, pan, tilt, coverage.

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit, students will develop the Fundamental strand through designing a storyboard for a film. The Fundamental strand focuses on the students’ exploring the aspects of creating a storyboard. Students will be asked to analyze and refine their design through the lens of the director’s vision. The unit will culminate in a final storyboard in which students will describe and justify their choices and decisions.
Considerations:	This unit is designed to focus on the Fundamental portion of the Filmmaking When teaching this unit, teachers should focus on students’ understanding of filmmaking techniques and demands. It is important to take into the consideration the students’ background access and grasp of filmmaking techniques and requirements.
Unit Generalizations	
Key Generalization:	<p>Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)</p> <p>Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)</p>
Supporting Generalizations:	Extended: Through observation and critical investigation of script sources the collaboration with directors enhances understanding of design style within a cohesive concept. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2)
	Extended: Cultural traditions dictate possibilities within design choices relating to artistic expression. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.1-GLE.1,2,3)

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Designing a film storyboard leads to the understanding of one key element of a filmmaker’s process.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a promising young filmmaker who has been chosen to submit a storyboard for a prominent director at Universal Studios. Your assignment is to submit a storyboard of Act I, Scene 1, for a new film she has sold to producers on a modern adaptation of Shakespeare’s <i>Measure for Measure</i> . Your deadline is fast approaching to submit your work. She has given you the screenplay and you have one week to submit your final product. Good Luck!
Product/Evidence: (Expected product from students)	<p>Students will demonstrate their understanding of the following storyboard elements:</p> <ul style="list-style-type: none"> • Breaking down your script • Evaluating each shot • Creating a shot list <p>Constructing storyboard panels</p>
Differentiation: (Multiple modes for student expression)	<p>Students may also consider the following elements:</p> <ul style="list-style-type: none"> • Hand sketches vs. CAD

Colorado Teacher-Authored Sample Instructional Unit

- Available tools for sketching
- Director’s previous style
- <https://www.youtube.com/watch?v=BNBkTxfHhc0> (Measure for Measure: Audio Book)

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>The Art of the Storyboard: A Filmmaker's Introduction, Second Edition, by John Hart</i></p> <p><i>Professional Storyboarding: Rules of Thumb, by Sergio Paez</i></p> <p><i>Framed Ink: Drawing and Composition for Visual Storytellers, by Marcos Mateu-Mestre</i></p> <p><i>The Storyboard Artist: A Guide to Freelancing in Film, TV, and Advertising, by Giuseppe Cristiano</i></p> <p><i>Storyboard Design Course: Principles, Practice, and Techniques, by Giuseppe Cristiano</i></p> <p><i>Directing the Story: Professional Storytelling and Storyboarding Techniques for Live Action and Animation, by Francis Glebas</i></p> <p><i>Storyboarding Essentials: SCAD Creative Essentials (How to Translate Your Story to the Screen for Film, TV, and Other Media), by David Harland Rousseau</i></p> <p><i>Storyboarding: Turning Script to Motion (Digital Filmmaker Series), by Stephanie Torta</i></p> <p><i>From Word to Image-2nd edition: Storyboarding and the Filmmaking Process, by Marcie Begleiter</i></p> <p><i>How to Make a Movie in 10 Easy Lessons: Learn how to write, direct, and edit your own film without a Hollywood Budget. by Robert Blofield</i></p> <p><i>Filmmaking For Dummies, by Bryan Michael Stoller and Jerry Lewis</i></p> <p><i>How To Make A Movie, by Nitin Das</i></p> <p><i>The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age: 2013 Edition, by Steven Ascher and Edward Pincus</i></p> <p><i>The Digital Filmmaking Handbook, 5th Edition, by Sonja Schenk and Ben Long</i></p> <p><i>Cinematic Storytelling: The 100 Most Powerful Film Conventions Every Filmmaker Must Know, by Jennifer Van Sijll</i></p>	<p><i>Measure for Measure, by William Shakespeare</i> https://www.youtube.com/watch?v=akDwiwpmmvE&list=PL_YkCjxrmFUOKsMi2czMZREf3QIrlk0rq (ACT’s <i>Measure for Measure</i> 2011) https://www.youtube.com/watch?v=ZoQ7u4etW18 (Harvard Lecture: <i>Measure for Measure</i>) https://www.youtube.com/watch?v=aotrn851IAM (Measure for Measure: A Prohibition Era Retelling) <i>Measure for Measure</i> (2006 film), Bob Komar, director <i>Measure for Measure</i> (1979 film), Desmond Davis, director https://en.wikipedia.org/wiki/List_of_William_Shakespeare_screen_adaptations</p>

Ongoing Discipline-Specific Learning Experiences

Colorado Teacher-Authored Sample Instructional Unit

1.	Description:	Think/Work like a film storyboard artist – use Shakespeare’s <i>Measure for Measure</i> to design a storyboard of a modern day concept for a film version of the play.	Teacher Resources:	<p>Refer to the national art standards for media arts : www.nationalartsstandards.org http://filmmaker.com/ http://www.dummies.com/how-to/content/storyboarding-your-film.html (Storyboarding Your Film: For Dummies) https://www.youtube.com/watch?v=7cWVdK5xyTs (How to Make and Use Storyboards) https://www.youtube.com/watch?v=eCxWaV5ijzQ (How to Use Storyboards) https://www.youtube.com/watch?v=Ne-e7IjNUdE (Storyboarding: How to storyboard a film) https://www.youtube.com/watch?v=MvdJq7RrSR0 (Storyboarding: Part 1) https://www.youtube.com/watch?v=oZ6THiFbcwI (Storyboarding: Part 2) http://filmmakeriq.com/</p>
	Skills:	Drawing Skills Knowledge of storyboarding techniques Knowledge of filmmaking techniques	Student Resources:	<p>Storyboard template http://film-storyboards.com/storyboards-templates/</p>
			Assessment:	Final Storyboard drawing and presentation

Prior Knowledge and Experiences

The students should have some prior knowledge of filmmaking and a director’s concept. The students should have exposure and experience in reading and/or viewing a variety of versions of *Measure for Measure*. Students should feel comfortable with basic understanding of film terms, styles, genres, and concepts. Knowledge of basic film terms and film industry vocabulary is encouraged.

Learning Experiences # 1 – 7 Instructional Timeframe: Teacher Determined

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 1		
The teacher may introduce part one of the art of storyboarding - breaking down your script - so that students can understand the craft.		
Generalization Connection(s):	<p>Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)</p> <p>Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)</p>	
Teacher Resources:	Episode of <i>Clarence</i> from DVD or HuluPlus	
Student Resources:	http://film-storyboards.com/storyboards-templates/	
Assessment:	Students will watch an episode of the Cartoon Network's <i>Clarence</i> , and break down the story as instructed.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may respond through multiple written, orally, or kinesthetic extension activities.	Students may work in small groups.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use ipads or computers.	Students may break down an additional cartoon/show.
Critical Content:	<p>Fundamental:</p> <ul style="list-style-type: none"> • Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) • Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) • Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> • Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) • Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> • Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker’s vision, director’s use of film elements

Learning Experience # 2		
The teacher may introduce part two of the art of storyboarding – evaluating each shot - so that students can understand the craft.		
Generalization Connection(s):	<p>Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)</p> <p>Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)</p>	
Teacher Resources:	Episode of <i>Clarence</i> from DVD or HuluPlus	
Student Resources:	http://film-storyboards.com/storyboards-templates/	
Assessment:	Students will evaluate each shot of the first minute of the cartoon as instructed.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may respond through multiple written, oral, or kinesthetic extension activities.	Students may work in small groups.

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use ipads or computers.	Students may evaluate an additional cartoon/show.
Critical Content:	<p>Fundamental:</p> <ul style="list-style-type: none"> • Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) • Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) • Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> • Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) • Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	
Key Skills:	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> • Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	
Critical Language:	Storyboard, opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker’s vision, director’s use of film elements	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 3		
The teacher may introduce part three of the art of storyboarding – creating a shot list - so that students can understand the craft.		
Generalization Connection(s):	<p>Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)</p> <p>Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)</p>	
Teacher Resources:	Episode of <i>Clarence</i> from DVD or HuluPlus	
Student Resources:	http://film-storyboards.com/storyboards-templates/	
Assessment:	Students will create a shot list as instructed.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may respond through multiple written, oral, or kinesthetic extension activities.	Students may work in small groups.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use ipads or computers.	Students may create a shot list for evaluate an additional cartoon/show.
Critical Content:	<p>Fundamental:</p> <ul style="list-style-type: none"> • Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) • Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) • Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> • Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) • Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) 	

Colorado Teacher-Authored Sample Instructional Unit

	and (DTA09-HSEP-S.3-GLE.1,2,3)
Key Skills:	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> • Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
Critical Language:	Storyboard, opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker’s vision, director’s use of film elements

Learning Experience # 4			
The teacher may introduce part four of the art of storyboarding – constructing storyboard panels - so that students can understand the craft.			
Generalization Connection(s):	<p>Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)</p> <p>Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)</p>		
Teacher Resources:	Episode of <i>Clarence</i> from DVD or HuluPlus		
Student Resources:	http://film-storyboards.com/storyboards-templates/		
Assessment:	Students will draw the any five frames from the cartoon and share their work with their classmates.		
Differentiation:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Access (Resources and/or Process)</td> <td style="width: 50%;">Expression (Products and/or Performance)</td> </tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)
Access (Resources and/or Process)	Expression (Products and/or Performance)		

Colorado Teacher-Authored Sample Instructional Unit

(Multiple means for students to access content and multiple modes for student to express understanding.)	Students may use CAD to draw their storyboard.	Students may create their 5-frame storyboard in small groups.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use CAD to draw their storyboard.	Students may create a 5-frame storyboard for an additional cartoon/show.
Critical Content:	<p>Fundamental:</p> <ul style="list-style-type: none"> • Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) • Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) • Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> • Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) • Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	
Key Skills:	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> • Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	
Critical Language:	Storyboard, opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue,	

Colorado Teacher-Authored Sample Instructional Unit

	conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker’s vision, director’s use of film elements
--	---

Learning Experience # 5

The teacher may discuss *Measure for Measure*, so that students can begin to visualize their storyboard.

Generalization Connection(s):	<p>Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)</p> <p>Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)</p>
--------------------------------------	--

Teacher Resources:	<p>https://www.youtube.com/watch?v=ZoQ7u4etW18 (Harvard Lecture: <i>Measure for Measure</i>)</p> <p><i>Measure for Measure</i> (2006 film), Bob Komar, director</p> <p><i>Measure for Measure</i> screenplay from the director</p>
---------------------------	--

Student Resources:	<p>Study guide (designed by teacher)</p> <p><i>Measure for Measure</i> screenplay from the director</p>
---------------------------	---

Assessment:	Students will participate in a discussion on the play.
--------------------	--

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may respond to the play through multiple written, oral, or kinesthetic extension activities.	Students may create and respond to the play in small groups.

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may refer to additional resources.	Students may act out a scene from the play.

Critical Content:	<p>Fundamental:</p> <ul style="list-style-type: none"> • Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) • Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) • Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> • Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2)
--------------------------	--

Colorado Teacher-Authored Sample Instructional Unit

	<p>and (DTA09-HSEP-S.3-GLE.1,2,3)</p> <ul style="list-style-type: none"> • Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) • Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
<p>Key Skills:</p>	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> • Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
<p>Critical Language:</p>	<p>Storyboard, opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker’s vision, director’s use of film elements</p>

<p>Learning Experience # 6</p>	
<p>The teacher may show examples of updated concepts of classical films, so that students can begin to construct ideas for updating <i>Measure for Measure</i>.</p>	
<p>Generalization Connection(s):</p>	<p>Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)</p> <p>Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)</p> <p>Extended: Through observation and critical investigation of script sources the collaboration with directors enhances understanding of design style within a cohesive concept. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2)</p> <p>Extended: Cultural traditions dictate possibilities within design choices relating to artistic expression. (DTA09-HSEP-S.1-</p>

Colorado Teacher-Authored Sample Instructional Unit

	GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.1-GLE.1,2,3)	
Teacher Resources:	https://www.youtube.com/watch?v=aotr851IAM (Measure for Measure: A Prohibition Era Retelling) https://en.wikipedia.org/wiki/List_of_William_Shakespeare_screen_adaptations <i>Measure for Measure</i> screenplay from the director	
Student Resources:	Study guide (designed by teacher) <i>Measure for Measure</i> screenplay from the director	
Assessment:	Students will individually write and orally share their ideas concerning the most effective way to update a story. They will then be asked to begin the project of creating their own storyboard for the updated version of <i>Measure for Measure</i> .	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may respond to the film clips presented through multiple written, oral or kinesthetic extension activities.	Students may create and respond to the film clips presented in small groups. Students may work on storyboards in teams.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may perform a scene from <i>Measure for Measure</i> , and improvise an updated version of the scene.
Critical Content:	<p>Fundamental:</p> <ul style="list-style-type: none"> • Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) • Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) • Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> • Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) • Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	
Key Skills:	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> • Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
Critical Language:	Storyboard, opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker’s vision, director’s use of film elements

Learning Experience # 7

The teacher may demonstrate pitching an idea, so that students can plan their approach to presenting their storyboard to the director.

Generalization Connection(s):	<p>Fundamental: Various artistic expressions collaborate to explore style, composition and technique in relationship to a concept of a specific production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)</p> <p>Fundamental: Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)</p> <p>Extended: Through observation and critical investigation of script sources the collaboration with directors enhances understanding of design style within a cohesive concept. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2)</p> <p>Extended: Cultural traditions dictate possibilities within design choices relating to artistic expression. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.1-GLE.1,2,3)</p>
Teacher Resources:	<p>https://www.youtube.com/watch?v=q6Lc-tSN1c (The Art Of Pitching A Movie Idea Using The Rule Of 3 by Marc Scott Zicree)</p> <p>http://www.filmmakingstuff.com/how-to-sell-your-movie-idea-3-steps/</p> <p>http://hollywood-movies.yoexpert.com/movies/how-do-i-pitch-my-movie-script-screenplay-idea-to-794.html</p> <p>https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea</p>
Student Resources:	Their completed storyboard
Assessment:	Students will individually pitch their storyboard idea to the class.

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may pitch their idea through multiple written, oral, or kinesthetic extension activities.	Students may pitch their idea as a team.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use multi-media to pitch their idea.	Students may draw more frames than required.
Critical Content:	<p>Fundamental:</p> <ul style="list-style-type: none"> • Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2) • Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2) • Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) <p>Extended:</p> <ul style="list-style-type: none"> • Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Cultural/historical influences of particular eras/genres (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,3) • Artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	
Key Skills:	<p>Fundamental and Extended:</p> <ul style="list-style-type: none"> • Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) • Collaborate with a design team on the specific needs of a production. (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) • Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3) 	

Colorado Teacher-Authored Sample Instructional Unit

Critical Language:	Storyboard, opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker’s vision, director’s use of film elements
---------------------------	---