Unit Title: Expressions of Filmmaking

Fundamental Pathway Focus

INSTRUCTIONAL UNIT AUTHORS
University of Northern Colorado
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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.

DATE POSTED: DECEMBER 28, 2015
<table>
<thead>
<tr>
<th>Standard</th>
<th><strong>Fundamental Pathway Grade Level Expectations (GLE)</strong></th>
<th><strong>Extended Pathway Grade Level Expectations (GLE)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Technical elements of theatre in improvised and scripted works</td>
<td>2. Technical design and application of technical elements</td>
</tr>
<tr>
<td></td>
<td>3. Expression, imagination, and appreciation in group dynamics</td>
<td>3. Ideas and creative concepts in improvisation and play building</td>
</tr>
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<td></td>
<td>4. Interpretation of drama using scripted material</td>
<td>4. Creation, appreciation, and interpretation of scripted works</td>
</tr>
<tr>
<td>2. Perform</td>
<td>1. Communicate meaning to engage an audience</td>
<td>1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences</td>
</tr>
<tr>
<td></td>
<td>2. Technology reinforces, enhances, and/or alters a theatrical performance</td>
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</tr>
<tr>
<td></td>
<td>3. Directing as an art form</td>
<td>3. Direction or design of a theatrical performance for an intended audience</td>
</tr>
<tr>
<td></td>
<td>2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions</td>
<td>2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions</td>
</tr>
<tr>
<td></td>
<td>3. Respect for theatre, its practitioners, and conventions</td>
<td>3. Respect for theatre professions, cultural relationships, and legal responsibilities</td>
</tr>
</tbody>
</table>
Colorado 21st Century Skills

Critical Thinking and Reasoning: Thinking Deeply, Thinking Differently
Information Literacy: Untangling the Web
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.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions of Filmmaking (Fundamental)</td>
<td>Quarter/Semester/Yearly</td>
<td>Instructor Choice</td>
</tr>
</tbody>
</table>
## Expressions of Filmmaking

### Unit Title

<table>
<thead>
<tr>
<th>Focusing Lens(es)</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
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<tbody>
<tr>
<td>Design</td>
<td>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</td>
</tr>
</tbody>
</table>

### Inquiry Questions (Engaging-Debatable)

**Fundamental:**
- How can a group of students collaborate to mount a film production? (DTA09-HSFP-S.1-GLE.1,4) and (DTA09-HSFP-S.2-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?

**Extended:**
- How do design concepts reflect influences? (DTA09-HSEP-S.1-GLE.1,2) and (DTA09-HSEP-S.2-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...**

**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-S.2-GLE.2) and (DTA09-HSFP-S.3-GLE.3)

**Factual**
- What technical film terms align with the artistic expression of a specific production that every student would need to know?
- What specific subject matters in the arts help students understand style composition and technique?

**Guiding Questions**

- How could students’ understanding of film terms contribute to the success of a production?
- How can students’ knowledge of specific subject matters in the arts help them to succeed in a film production?

**Conceptual**
- How can time, space and energy create problems for a technical crew?
- How can time, space and energy be used effectively in a production?

**Fundamental:** Various film design elements collaborate to solve problems involving time, space and energy. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S.2-GLE.2) and (DTA09-HSFP-S.3-GLE.2,3)

**Factual**
- What design elements are necessary to create a coherent production?
- What design elements need to be effectively communicated in order to create efficient problem solving for a technical crew?

**Guiding Questions**

- How can time, space and energy create problems for a technical crew?
- How can time, space and energy be used effectively in a production?
| 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)) | 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? | 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? |
| 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) | 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? | 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? |
# Colorado Teacher-Authored Sample Instructional Unit

## Critical Content:

**My students will Know...**

<table>
<thead>
<tr>
<th>Fundamental:</th>
<th>Key Skills:</th>
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<tbody>
<tr>
<td>• Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2)</td>
<td>• Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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<td>• Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
<td>• Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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<td>• Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
<td>• Problem solve in film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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<td>• Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2)</td>
<td>• Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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<td>• Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
<td>• Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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<td>• Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2)</td>
<td>• Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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### Extended:

<table>
<thead>
<tr>
<th>Fundamental and Extended:</th>
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<tr>
<td>• 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)</td>
<td>• 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)</td>
</tr>
<tr>
<td>• 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)</td>
<td>• 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)</td>
</tr>
<tr>
<td>• 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)</td>
<td>• 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)</td>
</tr>
</tbody>
</table>
**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.
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.

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:**

**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)

**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)

**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:** The capstone/summative assessment for this unit.

**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 Measure for Measure. 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)

Students will demonstrate their understanding of the following storyboard elements:

- Breaking down your script
- Evaluating each shot
- Creating a shot list
- Constructing storyboard panels

**Differentiation:**
(Multiple modes for student expression)

Students may also consider the following elements:

- Hand sketches vs. CAD
### Available tools for sketching
- Director’s previous style
- [https://www.youtube.com/watch?v=BNBkTxfHhcQ](https://www.youtube.com/watch?v=BNBkTxfHhcQ) (Measure for Measure: Audio Book)

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

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
</table>

### Ongoing Discipline-Specific Learning Experiences
### Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th></th>
<th>Description:</th>
<th>Teacher Resources:</th>
</tr>
</thead>
</table>
| 1 | Think/Work like a film storyboard artist – use Shakespeare’s *Measure for Measure* to design a storyboard of a modern day concept for a film version of the play. | 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=7cWvJK5xyTs (How to Make and Use Storyboards)  
https://www.youtube.com/watch?v=eCxWaVSijzQ (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/  

Student Resources:  
Storyboard template  
http://film-storyboards.com/storyboards-templates/ |

<table>
<thead>
<tr>
<th></th>
<th>Skills:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
|   | Drawing Skills  
Knowledge of storyboarding techniques  
Knowledge of filmmaking techniques | 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**
## 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):

- **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)
- **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)

### Teacher Resources:

Episode of *Clarence* from DVD or HuluPlus

### Student Resources:


### Assessment:

Students will watch an episode of the Cartoon Network's *Clarence*, and break down the story as instructed.

### Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
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<tbody>
<tr>
<td>Students may respond through multiple written, orally, or kinesthetic extension activities.</td>
<td>Students may work in small groups.</td>
</tr>
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</table>

### Extensions for depth and complexity:

<table>
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<tbody>
<tr>
<td>Students may use ipads or computers.</td>
<td>Students may break down an additional cartoon/show.</td>
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### Critical Content:

- **Fundamental:**
  - 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)
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  - 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)

- **Extended:**
  - 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:

**Fundamental and Extended:**
- 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)
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- 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):**

**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)

**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)

**Teacher Resources:**
Episode of *Clarence* 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.)

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**Extended:**
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- 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:

**Fundamental** and **Extended:**
- 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 # 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):

**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)

**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)

#### Teacher Resources:

Episode of *Clarence* from DVD or HuluPlus

#### Student Resources:

http://film-storyboards.com/storyboards-templates/

#### Assessment:

Students will create a shot list as instructed.

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may respond through multiple written, oral, or kinesthetic extension activities.</td>
<td>Students may work in small groups.</td>
</tr>
</tbody>
</table>

#### Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may use ipads or computers.</td>
<td>Students may create a shot list for evaluate an additional cartoon/show.</td>
</tr>
</tbody>
</table>

#### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may use ipads or computers.</td>
<td>Students may create a shot list for evaluate an additional cartoon/show.</td>
</tr>
</tbody>
</table>

#### Critical Content:

**Fundamental:**

- 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)

**Extended:**

- 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)
<table>
<thead>
<tr>
<th>Key Skills:</th>
<th><strong>Fundamental</strong> and Extended:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td></td>
<td>Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td></td>
<td>Problem solve in film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td></td>
<td>Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td></td>
<td>Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td></td>
<td>Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td></td>
<td>Collaborate with a design team on the specific needs of a production. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
</tbody>
</table>

| 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): | **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) **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) |
| Teacher Resources: | Episode of Clarence 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: | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
**Critical Content:**

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may use CAD to draw their storyboard.</td>
<td>Students may create their 5-frame storyboard in small groups.</td>
</tr>
</tbody>
</table>

**Extensions for depth and complexity:**

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may use CAD to draw their storyboard.</td>
<td>Students may create a 5-frame storyboard for an additional cartoon/show.</td>
</tr>
</tbody>
</table>

**Fundamental:**
- 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)

**Extended:**
- 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:**

<table>
<thead>
<tr>
<th>Fundamental and Extended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td>Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td>Problem solve in film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td>Work effectively in group collaboration settings. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td>Implement a design plan. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td>Utilize skills learned in other relevant content areas to execute a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>

**Critical Language:**

Storyboard, opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue,
### Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Learning Experience # 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may discuss <em>Measure for Measure</em>, so that students can begin to visualize their storyboard.</td>
</tr>
</tbody>
</table>

#### Generalization Connection(s):  
**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)  
**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)

#### Teacher Resources:  
- [https://www.youtube.com/watch?v=ZoQ7u4etW18](https://www.youtube.com/watch?v=ZoQ7u4etW18) (Harvard Lecture: *Measure for Measure*)  
*Measure for Measure* (2006 film), Bob Komar, director

#### Student Resources:  
- Study guide (designed by teacher)  
*Measure for Measure* screenplay from the director

#### 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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may respond to the play through multiple written, oral, or kinesthetic extension activities.</td>
<td>Students may create and respond to the play in small groups.</td>
</tr>
</tbody>
</table>

#### Extensions for depth and complexity:  

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may refer to additional resources.</td>
<td>Students may act out a scene from the play.</td>
</tr>
</tbody>
</table>

#### Critical Content:  
**Fundamental:**  
- 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)  
**Extended:**  
- Necessary requirements for a design of a specific production (DTA09-HSEP-S.1-GLE.2) and (DTA09-HSEP-S2-GLE.2)
### Key Skills:

**Fundamental and Extended:**
- 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.1,2,3) and (DTA09-HSEP-S2-GLE.1,2,3)
- Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09-HSEP-S.1-GLE.1,2,3) and (DTA09-HSEP-S2-GLE.1,2,3)
- Implement artistic expressions within a specific cultural/historical setting (DTA09-HSEP-S.1-GLE.1,2,3) and (DTA09-HSEP-S2-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 #6

The teacher may show examples of updated concepts of classical films, so that students can begin to construct ideas for updating Measure for Measure.

### Generalization Connection(s):

**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)

**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)

**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-
<table>
<thead>
<tr>
<th>Teacher Resources:</th>
<th>Student Resources:</th>
<th>Assessment:</th>
<th>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</th>
<th>Extensions for depth and complexity:</th>
<th>Critical Content:</th>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=aotrn851I3A">https://www.youtube.com/watch?v=aotrn851I3A</a> (Measure for Measure: A Prohibition Era Retelling) <a href="https://en.wikipedia.org/wiki/List_of_William_Shakespeare_screen_adaptations">https://en.wikipedia.org/wiki/List_of_William_Shakespeare_screen_adaptations</a> <em>Measure for Measure</em> screenplay from the director</td>
<td>Study guide (designed by teacher) <em>Measure for Measure</em> screenplay from the director</td>
<td>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 <em>Measure for Measure</em>.</td>
<td>Access (Resources and/or Process)</td>
<td>Expression (Products and/or Performance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students may respond to the film clips presented through multiple written, oral or kinesthetic extension activities.</td>
<td>Students may create and respond to the film clips presented in small groups. Students may work on storyboards in teams.</td>
<td></td>
<td>N/A</td>
<td>Students may perform a scene from <em>Measure for Measure</em>, and improvise an updated version of the scene.</td>
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<td></td>
</tr>
<tr>
<td>Critical Content:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Fundamental:</strong></td>
<td></td>
</tr>
<tr>
<td>• Film culture in a professional setting. (DTA09-HSFP-S.1-GLE.2)</td>
<td></td>
<td></td>
<td><strong>Extended:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
<td></td>
<td></td>
<td>• 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)</td>
<td></td>
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<tr>
<td>• Techniques used in problem solving for film. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
<td></td>
<td></td>
<td>• 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)</td>
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</tr>
<tr>
<td>• Tactics effective in group collaboration. (DTA09-HSFP-S2-GLE.2)</td>
<td></td>
<td></td>
<td>• 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)</td>
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<tr>
<td>• Steps necessary to implement a design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Connections to other content areas in relationship to film design. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
<td></td>
<td></td>
<td><strong>Fundamental and Extended:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Communicate with professional practitioners in a film setting. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Communicate using technical film terms. (DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Problem solve in film setting. ((DTA09-HSFP-S.1-GLE.2) and (DTA09-HSFP-S2-GLE.2)</td>
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</tr>
</tbody>
</table>
Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Learning Experience # 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may demonstrate pitching an idea, so that students can plan their approach to presenting their storyboard to the director.</td>
</tr>
</tbody>
</table>

**Generalization Connection(s):**

- **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)
- **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)
- **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.1,2,3)
- **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)

**Teacher Resources:**
- [https://www.youtube.com/watch?v=q6Lc-_tSN1c](https://www.youtube.com/watch?v=q6Lc-_tSN1c) (The Art Of Pitching A Movie Idea Using The Rule Of 3 by Marc Scott Zicree)
- [http://www.filmmakingstuff.com/how-to-sell-your-movie-idea-3-steps/](http://www.filmmakingstuff.com/how-to-sell-your-movie-idea-3-steps/)

**Student Resources:**
- Their completed storyboard

**Assessment:**
- Students will individually pitch their storyboard idea to the class.
**Colorado Teacher-Authored Sample Instructional Unit**

<table>
<thead>
<tr>
<th>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may pitch their idea through multiple written, oral, or kinesthetic extension activities.</td>
<td>Students may pitch their idea as a team.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may use multi-media to pitch their idea.</td>
<td>Students may draw more frames than required.</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Content:**

**Fundamental:**
- 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 of 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)

**Extended:**
- 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:**

**Fundamental and Extended:**
- 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 |