



Learning that works for Washington

CTE™

# Spokane Public Schools Film Making

Course: Film Making	<b>Total Framework Hours up to: 180</b>
CIP Code: 100202	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory
Career Cluster: Arts A/V Technology and Communications	<b>Cluster Pathway: Audio and Video Technology and Film</b>

## COMPONENTS AND ASSESSMENTS

### Performance Assessments:

- Video Scavenger Hunt- students will demonstrate camera functions, ability to follow directions and to collaborate with their groups
- Film Interpretation- students will demonstrate ability to understand symbolism, differences between story and theme, how art direction, cinematography and sound design can be discerned and analyzed
- Film crew paper-students will choose a career field in the film business, research what that field entails, how one is trained for that field as well as follows one professional through their career—written as a 1.5 page paper
- Sharing symbolism presentation-students bring items that symbolism who they are—they present this symbolism bag to the class, demonstrating speaking skills as well as understanding of symbolism

### Leadership Alignment:

Think Creatively  
 Work Creatively with Others  
 Collaborate with Others

### Classroom Focus:

- Develop story ideas and produce show (Think Creatively, Work Creatively with Others, Collaborate with Others)
- Report on and write stories (Think Creatively, Work Creatively with Others, Collaborate with Others)
- Set up camera, lights, and edit show to completion (Collaborate with Others)
- Video Presentation and Analysis: Select present and analyze media in front of the class (Think Creatively, Work Creatively with Others)

### Community Focus:

- Students will think creatively, work creatively with others and collaborate with others when they produce community service pieces for the school and special programs within the school, such as the Newcomer's Center, Community Service Contests
- Students will think creatively, work creatively with others and collaborate with others when they produce the annual Film Festival in collaboration with another school

<b>Standards and Competencies</b>	
<b>Standard/Unit:1 Seeing with Artist Eyes</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 14 Hours</b>
<ol style="list-style-type: none"> <li>1. Interprets visual metaphors</li> <li>2. Identifies film genres</li> <li>3. Demonstrates ability to perform basic camera operation</li> <li>4. Identifies major film crew roles</li> </ol>	
<b>Aligned Washington State Standards</b>	
<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology EALR 2.2 Operate Systems: Understand technology systems and use hardware to support learning
<b>Speaking and Listening</b>	SL 11-12 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL 11-12 5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
<b>Writing</b>	WHST 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b>	
<ul style="list-style-type: none"> <li>• Design scavenger hunt-students demonstrate principles of design and effective camera use</li> <li>• Test on design elements-students demonstrate knowledge of design elements</li> <li>• Use design footage to learn the basics of editing and editing effectively with music-students demonstrate basic editing of Adobe Premiere edit software. They will produce a short film using their design footage and allowing the music track to direct the edit, paying attention to length of shots and beats and off beats of the music</li> </ul>	
<b>Leadership Alignment:</b>	
Think Creatively Work Creatively with Others Make Judgments and Decision	

<p>Solve Problems          Communicate Clearly          Collaborate with Others</p> <p>Classroom Focus:</p> <ul style="list-style-type: none"> <li>Collaborate with others, think creatively and work creatively with others to make judgements and solve problems developing scavenger hunt videos</li> <li>Video Presentation and Analysis: Communicate clearly and solve problems when presenting and analyze media in front of the class</li> </ul>
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***Standards and Competencies***

**Standard/Unit: 2 Design Elements**

<b>Competencies</b>	<b>Total Learning Hours for Unit: 15 hours</b>
<ol style="list-style-type: none"> <li>Recognize elements of design</li> <li>Design shots that demonstrate elements of design</li> </ol>	

***Aligned Washington State Standards***

<b>Arts</b>	Recognize elements of design, Design shots that demonstrate elements of design, VA:Re.7.2.IIa, (MA:Cr1.1.I), (MA:Cr3.1.I)(MA:Pr4.1.I)
<b>Educational Technology</b>	<p>EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others</p> <p>EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources</p>
<b>Writing</b>	WHST 11-12 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**COMPONENTS AND ASSESSMENTS**

<p><b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>Produce a commercial or PSA-students will write a commercial script and produce and direct a 30 or 60 second advertisement. The commercial demonstrates creativity, smooth and stable camerawork, clean sound recording and precise editing</li> <li>Research ad agencies-students will choose an ad that they like then research who produced the ad and the history of that ad agency</li> </ul>
<p><b>Leadership Alignment:</b></p> <p>Access and Evaluate Information          Use and Manage Information          Create Media Products          Analyze Media          Apply Technology Effectively</p> <p>Classroom Focus:</p> <ul style="list-style-type: none"> <li>Access and evaluate information to produce a commercial or PSA</li> <li>Use and manage information to develop commercial or PSA</li> <li>Create media products for PSA or commercials</li> <li>Analyze media for purpose, effectiveness, ethics</li> <li>Apply technology effectively when producing PSA' and/or commercials</li> </ul>

**Standards and Competencies**

**Standard/Unit: 3 Advertising**

**Competencies**

**Total Learning Hours for Unit: 12 hours**

1. Analyses effective ads
2. Demonstrates ability to write in advertising script format
3. Uses design elements in film shooting
4. Revises editing of ad for maximum impact

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources
	EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology
	EALR 2.2 Operate Systems: Understand technology systems and use hardware to support learning
	EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively
	EALR 2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	RST 11-12 2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	RST 11-12 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	SL 11-12 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>Writing</b>	WHST 11-12 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST 11-12 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
	WHST 11-12 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Vocabulary test on genres, film crew roles, studio rules, documentary language-students demonstrate the variety of film genres available, documentary language
- Produce a video portrait of a classmate-students know how to produce both A role and B role, record clean sound, engaging visuals, interesting questions, develops trust with the film subject, culminating in an engaging 2-3 minute film

**Leadership Alignment:**

- Manage Projects
- Produce Results

**Classroom Focus:**

- Work in small groups to manage projects while developing a video portrait documentary
- Produce results in small teams while completing video portraits

**Standard/Unit: 4 Documentary**

**Competencies**

**Total Learning Hours for Unit: 15 Hours**

1. Categorizes documentary film language
2. Organizes a film production
3. Demonstrates effective camera angles
4. Demonstrates effective sound recording
5. Revises film through self-reflection and external critique
6. Continues to develop editing skills

***Aligned Washington State Standards***

Arts		
<b>Educational Technology</b>	EALR 1.1 EALR 1.2 EALR 1.3 EALR 2.1 EALR 2.2 EALR 2.3 EALR 2.4	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology Operate Systems: Understand technology systems and use hardware to support learning Select and Use Applications: Use productivity tools and common applications effectively and constructively Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Speaking and Listening</b>	SL 11-12 2 SL 11-12 4	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and

	informal tasks.
<b>Writing</b>	WHST 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b>	
<ul style="list-style-type: none"> <li>Produce a short film for a club or department-students will meet with their client to ascertain what the client needs, proceed to produce an effective short film that promotes that program or club. Students will demonstrate organization skills, engaging camerawork, clean sound recording, precise editing</li> </ul>	
<b>Leadership Alignment:</b>	
Guide and Lead Others Be Responsible to Others Classroom Focus: <ul style="list-style-type: none"> <li>Guide and lead others while planning out-of-school projects</li> <li>Be responsible to others following through with classroom projects and planning for out-of-class projects</li> <li>Guide and lead others and be responsible to others during production meetings</li> </ul> Community Focus: <ul style="list-style-type: none"> <li>Guide and lead others while producing projects for the school and special programs within the school, such as the Newcomer's Center, Community Service Contests</li> <li>Be responsible to others while producing a short film for a school club, department, or community group that may be published via the annual Film Festival in collaboration with another school</li> </ul>	

***Standards and Competencies***

**Standard/Unit: 5 One Picture Equals a Thousand Words**

<b>Competencies</b>	<b>Total Learning Hours for Unit: 15 Hours</b>
<ol style="list-style-type: none"> <li>Understands the power of the image</li> <li>Learns persuasive media techniques in a real life situation</li> <li>Understands the need for organization and excellent communication with crew and clients</li> </ol>	

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources
	EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology
	EALR 2.2 Operate Systems: Understand technology systems and use hardware to support learning
	EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively
	EALR 2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies

<b>Speaking and Listening</b>	SL 11-12 2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL 11-12 4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	SL 11-12 5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
<b>Writing</b>	WHST 11-12 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Produce a film poem –students research a poem or write their own poem, create a two column script for visuals and sound, and employ their best camera work and sound recording, culminating in a precise edit that demonstrates their understanding of the mood and intent of the poem

**Leadership Alignment:**

- Think Creatively
- Apply Technology Effectively

**Classroom Focus:**

- Think creatively to express personal vision through film poem project
- Apply technology effectively to demonstrate control over self-expression in film poem project

### ***Standards and Competencies***

**Standard/Unit: 6 Finding your Vision**

**Competencies**

**Total Learning Hours for Unit: 11 Hours**

1. Creates expressive visual symbolism
2. Applies precise and effective editing techniques, paying particular attention to tone/mood.
3. Effectively reflects upon and revises edited work.

### ***Aligned Washington State Standards***

<b>Arts</b>		
<b>Educational Technology</b>	EALR 1.1	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology
	EALR 1.2	Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	EALR 1.3	Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources

	EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology EALR 2.2 Operate Systems: Understand technology systems and use hardware to support learning EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively EALR 2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Speaking and Listening</b>	
<b>Writing</b>	WHST 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Film analyses of the film, *Duel*-Students answer questions regarding how the film was shot—they demonstrate understanding of importance of framing, art and sound direction
- Write in screenplay format-Students demonstrate ability to follow screenplay format with dialogue in the center, action and description flush left, and sounds all capped.
- Within a collaborative team write, create a storyboard, and produce narrative short inanimate object film- Students demonstrate ability to collaborate, produce a creative, engaging short film where everyone has a distinct role: Writer, storyboard artist, director, camera and editor

**Leadership Alignment:**

Work Creatively with Others  
Collaborate with Others

Classroom Focus:

- Work collaboratively and creatively with others to produce an inanimate object film

### **Standards and Competencies**

**Standard/Unit: 7 Narrative**

**Competencies**

**Total Learning Hours for Unit: 16 hours**

1. Demonstrates ability to write in narrative screenplay format
2. Relates positive collaborative attitudes and leadership to real life experience
3. Critiques collaborative experience and connects behavior to cause and effect

### **Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology



	EALR 2.2 EALR 2.3 EALR 2.4	Operate Systems: Understand technology systems and use hardware to support learning Select and Use Applications: Use productivity tools and common applications effectively and constructively Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Speaking and Listening</b>	SL 11-12 2: SL 11-12 5	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
<b>Writing</b>	WHST 11-12 4 WHST 11-12 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Annotate texts on camera placement and directing for story- Students demonstrates ability to annotate for deeper understanding.
- Analysis of shooting scenes with actors in the film, *Kit-Students demonstrate knowledge of: Subjective inserts, high angles, pacing of sequences, swish pans, POV shots, 180 degree rule, etc.*
- Recreate a scene from selected movie: students demonstrate an understanding of how a scene is structured from the camera angle, the dialogue, the movement, the props, the pacing, and the art direction. Students also demonstrate an ability to effectively collaborate.
- Write three page scene for actors- Students create and write a three page screenplay that tells a story and shows change within at least one character
- Analyze: film noir, comedy and drama- Students, through discussion, are able to pick out aspects, tropes that are utilized within different film genres.

#### Leadership Alignment:

Collaborate with Others  
Make Judgments and Decision  
Solve Problems  
Adapt to Change  
Manage Goals and Time

#### Classroom Focus:

- Producer: Collaborate with Others to develop story ideas and produce projects
- Writer: Make judgements and decisions while working on scripts for in and out-of-class projects
- Anchor: Solve problems and adapt to change while acting as on-screen talent and representative for projects that may be published as a school production
- Tech Producer: Solve problems, adapt to change, and make judgements and decisions while setting up camera, lights, and editing projects
- Post Show Producer: Manage goals and time while producing engaging, informative shorts to add value features to the news show

#### Community Focus:

- Collaborate with Others, Make Judgments and Decision, Solve Problems, Solve Problems, Adapt to Change, and Manage Goals and Time to develop story ideas and produce projects, Community Service Production: Produce for the school and special programs within the school, such as the Newcomer's Center, Community Service Contests

- Collaborate with Others, Make Judgments and Decision, Solve Problems, Adapt to Change, and Manage Goals and Time to Produce the annual Film Festival in collaboration with another school

***Standards and Competencies***

**Standard/Unit: 8 Filming and Directing Actors for Different Genres**

**Competencies**

**Total Learning Hours for Unit:60 hours**

1. Further understanding of framing, camera language and continuity
2. Explore camera positions for filming narrative scenes
3. Direct actors for best performances
4. Understand the hallmarks of film noir, comedy and drama

***Aligned Washington State Standards***

Arts		
<b>Educational Technology</b>	EALR 1.1 EALR 1.2 EALR 1.3 EALR 2.1 EALR 2.2 EALR 2.3 EALR 2.4	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology Operate Systems: Understand technology systems and use hardware to support learning Select and Use Applications: Use productivity tools and common applications effectively and constructively Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies
<b>Reading</b>	RST 11-12 9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Speaking and Listening</b>	SL 11-12 2 SL 11-12 5	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Along with selected viewing of Buster Keaton, Charles Chaplin, Woody Allen and read and annotate information about comedies-Students demonstrate annotation that draws connections to their own lives, their own experiences, as well as annotating for vocabulary, and extending questions and concerns. Students can effectively discuss what makes comedy, comedy.
- Produce and direct a short 1-3 minute comedy-Through collaboration students write, produce, direct and edit a short witty film that engages the audience.

<p><b>Leadership Alignment:</b> Make Judgments and Decision</p> <p>Classroom Focus:</p> <ul style="list-style-type: none"> <li>• Producer: Make judgements and decisions while developing story ideas and producing shows</li> <li>• Writer: Make judgements and decisions while developing and testing script elements for humor</li> <li>• Video Presentation and Analysis: Make judgements and decisions while selecting, presenting and analyzing media in front of the class</li> </ul>
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**Standards and Competencies**

**Standard/Unit: 9 What's Funny?**

<b>Competencies</b>	<b>Total Learning Hours for Unit: 7 hours</b>
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1. Recognizes different kinds of comedy
2. Writes an amusing scene/script

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
<b>Reading</b>	RI 11-12 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
<b>Speaking and Listening</b>	SL 11-12 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>Writing</b>	WHST 11-12 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST 11-12 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

**COMPONENTS AND ASSESSMENTS**

- Performance Assessments:**
- Analysis of Hitchcock's *Marnie* (partial screening) and *Wait Until Dark*-Students can effectively analyze what makes suspense work.
  - Produce or crew on a suspenseful short film-Students write, produce, and edit a short suspense film that makes full use of sound effects, score, and impactful framing that creates a powerful level of suspense for the audience.

<p><b>Leadership Alignment:</b> Make Judgments and Decision</p> <p>Classroom Focus:</p> <ul style="list-style-type: none"> <li>• Producer: Develop story ideas and produce show</li> <li>• Writer: Report on and write stories</li> <li>• Video Presentation and Analysis: Select present and analyze media in front of the class</li> </ul>
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**Standards and Competencies**

<b>Standard/Unit: 10 Suspense</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 5 hours</b>
1. Analyzes what makes a scene suspenseful 2. Helps produce a film that is suspenseful	
<b><i>Aligned Washington State Standards</i></b>	
<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
<b>Reading</b>	RI 11-12 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	SL 11-12 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>Writing</b>	WHST 11-12 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST 11-12 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b>	
<ul style="list-style-type: none"> <li>Produce a music video with a focus on art direction-Students demonstrate an ability to select appropriate music for a short juke box musical. They effectively visualize and produce engaging camera movement, framing, casting, art direction and location. They demonstrate precise editing creating a film that is engaging to the audience and visually stunning.</li> </ul>	
<b>Leadership Alignment:</b>	
Make Judgments and Decision Think Creatively	
Classroom Focus:	
<ul style="list-style-type: none"> <li>Think creatively, make judgements and decisions while producing a music video with a focus in the art direction</li> </ul>	
<b><i>Standards and Competencies</i></b>	
<b>Standard/Unit: 11 Conscience Art Direction</b>	

Competencies		Total Learning Hours for Unit: 10 hours
1. Creates expressive visuals that demonstrate engaging design 2. Learns theory behind font and graphic selection 3. Reflects upon success and places for improvement, revising and re-editing as needed		
<b>Aligned Washington State Standards</b>		
<b>Arts</b>	1.1.2 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 1.1.3 Remembers, applies, and creates the element <i>value</i> when producing a work of art. 1.1.4 Remembers, applies, and creates the element <i>texture</i> when producing a work of art. 1.1.6 Remembers, applies, and creates the element <i>color</i> when producing a work of art. 1.1.7 Remembers, applies, and creates repetition/pattern in a work of art.	
<b>Educational Technology</b>	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources EALR 2.1 Practice Safety: Practice safe, legal, and ethical behavior in the use of information and technology EALR 2.2 Operate Systems: Understand technology systems and use hardware to support learning EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively EALR 2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies	
<b>Reading</b>	RI 11-12 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
<b>Speaking and Listening</b>	SL 11-12 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	

**21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course:

**LEARNING & INNOVATION****Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS****Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE & CAREER SKILLS****Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others