

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*William Allen Middle School
Arts & Technology: Media Arts*

*Movie Making
Grade - 8*

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Prepared/Revised by: *Shawn Pickul*

Supervisor: Patricia Rowe

Contents

[**Administration**](#)

[**Course Description and Fundamental Concepts**](#)

[**New Jersey Student Learning Standards**](#)

[**Pacing Guide**](#)

[**Units Scope and Sequence**](#)

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[Course Description and Fundamental Concepts](#)

Movie Making is an eighth grade middle school enrichment class. The class is a forty-five day semester class, which meets every other day. Enrichment classes like this one operate on an A day and B day schedule.

Movie Making is designed for students to gain the required skills to use technology creatively, ethically and appropriately in creating videos for academic and personal use. Students will plan, film, edit and render video using given genres, equipment, techniques, strategies and copyright and fair use guidelines.

Fundamental Concepts

- Ethical & Appropriate use of technology
- “Creativity”
- Collaboration
- Influence
- Process

Movie Making Class topics are addressed at the same time throughout the semester. Time on topic is not specified as topics are interwoven to achieve curriculum goals.

[New Jersey Student Learning Standards \(NJSLS\)](#)

NJSLS 9.3: 9.3 CAREER AND TECHNICAL EDUCATION ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER[®]	
Number	Standard Statement
<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>	
CAREER CLUSTER[®]:	ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

NJ Media Arts

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Essential Question(s): How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

Content / Standard #	Standard Description
1.2.8.Cr1 Anchor Standard 1: Generating and conceptualizing ideas.	a. Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. b. Organize and design artistic ideas for media arts productions. c. Critique plans, prototypes and production processes considering purposeful and expressive intent.
1.2.8.Cr3 Anchor Standard 3: Refining and completing work.	b. Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

1.2.8.Pr5 Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	a. Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks c. Develop and demonstrate creativity and adaptability, in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.
1.2.5.Pr6 Anchor Standard 6: Conveying meaning through art.	b. Analyze benefits and impacts from presenting media artworks.
11.2.8.Re8 Anchor Standard 8: Interpreting intent and meaning.	a. Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
	There are a variety of resources available to help navigate the career planning process.	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1	Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
1	Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

1	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	<i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i>
1	Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	<i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i> <i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i> <i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i>
	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
	Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
	Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	<i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>
	Information and Media Literacy: There are ethical and unethical uses of information and media.	<i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i> <i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i> <i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i>

	<p>Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p>
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Interdisciplinary Connections
List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration ([Standard 1](#))
List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1	Creating	<p><i>Anchor Standard 1: Generating and conceptualizing ideas.</i></p> <p><i>Anchor Standard 2: Organizing and developing ideas.</i></p> <p><i>Anchor Standard 3: Refining and completing products.</i></p>
1	Connecting	<p><i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i></p> <p><i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i></p>
1	Performing/ Presenting/ Producing	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i></p> <p><i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i></p> <p><i>Anchor Standard 6: Conveying meaning through art.</i></p>
1	Responding	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i></p> <p><i>Anchor Standard 8: Applying criteria to evaluate products.</i></p> <p><i>Anchor Standard 9: Interpreting intent and meaning.</i></p>

Pacing Guide (All Dates are approximate based on the school calendar)

All topics spiral throughout every project within a 45 day course.

Unit/ Topic	Month (w/Approx number of Teaching Days)
Video Creation Ethical & Appropriate use of technology “Creativity” Collaboration Influence Process	September/ February (~10 days)
Video Creation Ethical & Appropriate use of technology “Creativity” Collaboration Influence Process	October/ March (~10 days)
Video Creation Ethical & Appropriate use of technology Creativity” Collaboration Influence Process	November/ April (~8 days)
Video Creation Ethical & Appropriate use of technology “Creativity” Collaboration Influence Process	December/ May (~7 days)
Video Creation Ethical & Appropriate use of technology “Creativity” Collaboration Influence Process	January/ June (~10 days)

Unit Scope and Sequence

Unit 1: Spiraling Concepts: Video Creation, Ethical & Appropriate use of technology, “Creativity”, Collaboration, Influence, Process

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#): ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER: 9.3.12.AR.4, 9.3.12.AR-AV.2, 9.3.12.AR-AV.4, 9.3.12.AR-PRF.6, 9.3.12.AR-PRT.2, 9.3.12.AR-JB.3

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Ethical & Appropriate use of technology: How do I use technology ethically and appropriately?
- Transference - How could I use “this” in my other classes?
- “Creativity” - How can technology increase creativity?
- Collaboration - How can we collaborate with others to solve a problem?
- Influence - How can the media influence us?
- Process - What are the steps in the creation process?
- Video - How do I make a video?

Objectives

Students will be able to...

- Demonstrate appropriate and ethical use of technology.
- Evaluate and use appropriate tools and digital resources to accomplish given tasks and to solve given problems.
- Apply copyright and fair use guidelines when adding sound and visual elements to multi media projects.
- Use the classroom computers
- Propose a video plan based on a filming genre.
- Produce a video script.
- Propose a filming plan
- Frame a video “shot”
- Produce, film, edit and render a video.
- Design a scene using a sequence of filming shots.
- Demonstrate appropriate use of camera support systems.
- Demonstrate the basic functions of a camera.
- Demonstrate camera movement techniques
- Apply lighting techniques.
- Demonstrate Importing, editing and rendering of video
- Show how to transfer video from a camera to a computer.
- Show file management.
- Produce a broadcast

- Render video in multiple formats.
- Create a video soundtrack.
- Critique video.
- Compose a hook.

Please contact the content supervisor for any questions.