

IB FILM COHORT@Marshall HS
10.15.15

Introductions/overview of our courses

Lesson Sampler Sharing

Recommended resources: TIP [Have students read a book in the “position” area they are thinking of doing as part of their Oral Commentary and Portfolio project. Ex: Screen writer, could read: Psychology for Screenwriters: Building Conflict in Your Script by William Indick, Ph.D.]

For understanding foreign films: The Film Book

PROJECT IDEAS: The Documentary film project [hand out—Lindsey]

PROJECT IDEAS: Do a “re-cut” with mashing two films together and recreate a trailer [Editing a Trailer project]

To prep for Oral Commentary—give them the “benchmarks” from the Commentary strands they need to cover when they do their recording. You can also give them “practice” films similar in genre to list released—BUT YOU CANNOT TEACH any of the films you select for them to choose to do their commentary.

PROJECT IDEAS: See Presentation #1: The Silent Era [handout] and the Film Home Study Assignment [hand out]

PROJECT IDEAS: Comparative of Annie Hall w/500 days of Summer [looking at the relationship montage]

PROJECT IDEAS: Using “Bringing Darkness to Light” [hand out] w/student sample; looking at visual-audio comparative [identify and transcribe]—this is a great starter for them to begin their assessment for the documentary independent study

IDENTIFY THE KIDS WHO HAVE CAMERA/EDITING EQUIPMENT [and those who don’t] and have them work together.

IDEAS FOR EQUIPMENT: B&H has cell phone kits to support cell phone recording, etc [they have microphones, etc]

Have students be creative on how they made/constructed needed equipment, etc...they can also address that in their production portfolio...IB loves to see “guerilla making” tactics they can use [look at examples from IB samples on OCC]

IDEA FOR SETTING STANDARDS—ALL FILMS SHOULD BE POSTED ON VIMEO—KIDS WILL HAVE TO SET HIGH STANDARDS FOR THEIR PROJECTS REGARDLESS

PIERCE BELLO

Show sample Portfolio and Film [Ex: "Icarus"] HL level [Film on Youtube]

Teacher predicted score: 42 /50

IB Score: 37 /50

SCORE 7

PREDICTED 6

DETAIL RAW [TEACHER PREDICTED]

DETAIL MODERATE [IB]

SCALED/COMPONENT GRADE [SEE BELOW]

FILM PRESENTATION

INDEPENDENT STUDY

PRODUCTION PORTFOLIO

	DETAIL RAW	DETAIL MODERATE	SCALED MARK	CG
FILM PRESENTATION		23	23	7
INDEPENDENT STUDY		20	20	6
PRODUCTION PORTFOLIO	42	37	37	6
		COMPOSITE	80	

Good example of :

Jump shots

Non synchronous sounds

Match edits

Synchronizing Audio-Visual [editing alignment]

Continuity

PROJECT IDEA: Give kids the "Jump Short w/Shorts Mini-Project"—have students attend the DC Film Festival [watch shorts] and complete both sides and share/teach to classmates

INDEPENDENT STUDY [paper]

Recommend that students reference at least 2 sources per page w/in analysis

See sample paper "Waving Goodbye to Classicism: WW II and Cinema in France and Hollywood"

DUSTIN FLAKE

Show sample Portfolio and Film [Ex: "in omnis"] HL level [Film on Youtube "INSOMNUS"]

Teacher predicted score: /50

IB Score: /50

SCORE

PREDICTED

NOTE: SOUND/AUDIO got “dinged” because they hired someone to do professional sound for the project—IBO WANTS ORIGINAL SCORES/SOUND USE

NOT MUCH USE OF DIALOGUE BUT STUDENTS HAVE DIFFICULTY CONVEYING MEANING WITH DIALOGUE—MORE WITH FILM SHOTS

TIP: USE 80-20 RULE—USE 80% OF AUDIO, DROP TO 20% WHEN DIALOGUE IS IMPORTANT TO TELL STORY—good BAD example is from the Godfather when Michael is talking to Diane Keaton—as they walk in the Fall—can’t hear what is going on with their dialogue

ANALYSIS OF A SCENE; COULD HAVE KIDS ACT OUT “Good Will Hunting” SCENE WHEN M. DAMON HAS VERBAL ALTERCATION or show “The Breakfast Club” SCENE WHEN ALLY SHEEDY ASKS WHY ARE YOU IN HERE FOR?

BOOK: WRITING FOR STORY by Jon Franklin

OR USE THE WEST WING SAMPLE SCRIPTS TO SHOW [AARON ZORKIN’S “TRIANGLE” USE OF DIALOGUE]

Show select scenes from feature length films; strong film shorts as exemplar of telling SUCCINCT stories in films

SAMPLE COMEDY FILMS

FILM SAMPLE: The Quest [Alan’s student film sample]—used Photoshop to create backdrop

Resource: Filmsite.org

See film: MOVE [Great example of Focal length blocking sample]

See film: DIABETIC HOTBOX [IB Student sample]; CLASS OF 2013 GMC

MOVIES TO SEE BETWEEN REALISM vs. CLASSICISM

Ex: “Remember the Titans”

CLARIFICATION QUES: FOR PIERCE’S CURRICULUM MAP—Do you use all films as listed or see some and have students see others on their own for enrichment? Use at least 2 films per chapter.

RESOURCE TIP: Norton DVDs film samples

[site: www.wwnorton.com/college/film/movies3_dvd/]

Juno sample—Shot begins to scale character, then “Look; POV; Reaction, etc” shots are established; then final frame focuses on her at end of sequence—all done to

develop context of key character; it helps viewer understand what character sees and feels [state of mind]

Cinematic Language/Film Form conveys meaning...this sample provides a great way to show how to do/show film analysis [all aspects of what IB expects kids to be able to show in their film analysis]

TIP: Need to nail down DIRECTOR'S MEANING AND INTENT—THE "SO WHAT?" FACTOR—THINK, WHAT WOULD THE MOVIE LOOK LIKE W/O THIS SCENE? Very important to help them understand the importance of a scene and the structure of it in context...

Socio-Cultural Context is a hard one for students to address [often they gloss over; need to have this stand out in analysis w/in context of scene/movie]

Q&A

What do you do to keep students on task as films are studied?

Suggestion:

A Scene list [write a synopsis/reflection]

Quick test after movie—what they should be looking for?

Start off w/archetypes; film plot structure and have them write down/identify these as they watch the film; or if focusing on color—identify what characters are fulfilling what roles and what color palate is associated with him/her

Use a Graphic Organizer [use trivia sheet from imbd w/some details on film, etc]; depending on what we're focusing on, like Editing, have them note what they see then turn in and review

Viewing Guides [year 1]—more questions related to film [terms, etc]; [year 2]—more on scene lists and areas related to film development like a jigsaw [coloring; editing; sound, etc]

Could also have students play "roles" as representative of film movements to analyze films from those perspectives

Pierce will email IB FILM PRODUCTION PORTFOLIO RUBRIC [CRITERION C BREAKDOWN]

Ex: Cinematography, Camera Movement, Editing, Sound, and Acting

FYI: Angelika rents theatre space for festivals at \$800 for 2 hours. You can charge for tickets [as a fundraiser]. During 4th quarter kids judge films to be viewed at festival. Marshall sponsors event and has judging done at festival—predominantly Marshall students but open to Fairfax County.

University Mall also hosts school festivals [free]

After Assessments are done and submitted [March], 4th quarter should be a student-led teaching unit of “what film do you think we should all see before we die” [maybe do a “bucket list” film watch]; watch a film, create an activity, watch/analyze

FILM CRITICS—In their commentaries make sure kids NEVER QUOTE OTHER CRITICS thoughts on films...needs to be ORIGINAL in their thought process; if spark notes has a write up on your film, it will be difficult to come up with an original analysis [ex: “On the Waterfront”]

ORAL COMMENTARY—Kids select the film and scene to analyze. Even if kids select same scene/film, that is okay. But keep in mind it must be ORIGINAL in thought!!! NEXT YEAR IT WILL BE VIDEOTAPED. Teacher is supposed to be in room where student delivers their Oral. Can let them see a timer as they are presenting. 15 min’s to record full presentation.

Cite criticism/research within commentary as well as note on cover sheet.

Critics: Pauline Kael, film critic—good resource to read her film commentary [film viewing is very personal]

INDEPENDENT STUDY—What do you think about Animated films? Encourage them to see a sampler to help them understand how to do a comparison and opening writing so they know how to handle this on themselves.

Narrative Essays [see Chapman University Video Essays]—they require students to do a short where the student cannot be in the essay but they reveal themselves through the film.

Opening scene from “10 things I hate about you” ...good example regarding setting tone with a visual

WRAP UP: EXAMINER’S INFO—PIERCE WILL EMAIL

FINAL SAMPLE: See hand out for written reflections students do weekly [IB Film I and II—Joanna Fellows]

Go to OCC to see sample films & portfolios [review moderator commentaries]

Note: Pics w/captions are not part of the Word Count limit for the portfolios.

ENDED@2:10pm