



Film Networking Session J.E.B. Stuart High School Friday, October 14, 2016

Session Agenda:

8:30-9am	Arrival / Sign-in
9-9:30am	Breakfast and Introductions
9:30am-12pm w/ breaks as needed	Current IB Film Curriculum <ul style="list-style-type: none"> • Oral Presentation (list is out for May 2017)! • Production Portfolio (have your students started yet?) • Independent Study (everyone's favorite . . .)
12-12:30pm	Chipotle Lunch!
12:30-2pm	Roundtable discussion of IB Film Curriculum Changes
2-2:30pm	Session Feedback and Closing Thoughts

Session Minutes/Discussion Notes:

Name	School	E-mail Address
Linda Dull	Lee-Davis H.S.	ldull@heps.us
PERSE BULLO	MARSHALL HIGH SCHOOL	pbullo@feps.edu
Laure McHewitt	Ablee H.S.	mmchewitt@heps.us
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Rosam Reyes	W-L	rosa.reyes@apeva.us
Jen Golobic	JEB Stuart HS	jggolobic@feps.edu <small>Host</small>

Oral Presentation (discussion from around 9:30am-10:30am)

- **Selecting films**
 - Pierce shared his process on how he involves students in the selection; Examiner insights and rubric (see folder)
 - Lindsay / Jody - practice with another selection by that director / in tune with the style and sociocultural, sounds fresh / model the process / helps reduce anxiety
 - Claire - have the students practice with a peer presenting on the same film and practice with a peer who chose a different film
- **Genre**
 - Dr. Horrible's Sing Along Blog (Joanna) - good intro to the musical genre
 - Pierce / Dustin - Dancer in the Dark - musical genre
- **Sociocultural context (when the film was made) - Joanna / Pierce**
- **Criticism**
 - Pierce encourages students to find quote-lets / shared a presentation scoring a 25 (see folder)
 - Critics mentioned were Edelstein, A.O. Scott, Pauline Kael, Bob Mandela, NPR
 - Alan - students should speak with passion, find a nugget of what a critic says and engage with this, also to encourage students to go find the contrary voice
 - Lindsay - encourage students to use rhetoric strategy / find the contrasting voice / if you can find an updated review
 - Dustin - revisiting reviews to support your thesis / uses the first 15 minutes of Magnolia to discuss critical reception of P.T. Anderson and postmodernism
- **Extract**
 - Pierce - As an examiner, he has found that Criterion E Extract Analysis is the core, other categories make help with top markband scores.
 - Alan - students should address what would this film look like without this extract? This gets to the significance.
- **TOK - perhaps this could be a future PD; seemed to be interest in integrating TOK concepts into Film**

Production Portfolio (discussion from around 10:30-11am; revisited after lunch as well)

- **Budget/Equipment**
 - Jody/Lindsay - Ask your principal to give you a budget. They get \$2,000 a year / Also hold a film festival and charge \$3 a ticket. Ask IB program / English department for tools and resources; Lav to smartphone was mentioned as a good new purchase; utilize your alums and IB II kids come in to teach
 - Pierce - sell your school on IB Film by taking on projects such as making the BTSN video
 - Rosa - use websites like Zulily and Overstock.com to find deep discounts (she included sample equipment list and budget in the folder)
 - Claire - use social media to promote program and get \$ from your school / involve students as social media directors
 - Sabra - collaborate with other electives such as newspaper
 - Rosa - building the program by partnering with other electives
- **Class Projects**
 - Jody - Scarytales (theory, auteur, lighting and cinematography) and Visions of Light (in the folder)
 - Alan - recreate a scene shot for shot (1-2 minutes) / shows the student attempt and original side by side (with the original on mute)
 - Jody / Lindsay - 1 minute shorts with IB Film I
 - Joanna - recreate a Soviet Montage inspired by theorist
- **Copyright issues / trademark**
 - Alan - websites use an algorithms that can check for plagiarism with creative content
 - Pierce - IB is noticing continued use of copyright issues in both the music and video
- **Portfolio**
 - Jody - is having her students write sections as they go and dump in the Google folder

- Joanna - asked about trailer and how to document
- Dustin - student trailer models what really happens in production / you might have to complete a trailer before the movie is finished and that is okay
- Sabra - Lemony Snicket (Vince Vaughn) Netflix series as an example of a creative approach to trailer
- Pierce - one examiner per school / peers are in competition / jump start shorts (bring in a student example); you can submit more, high/mid/low
- **Film / Trailer Production**
 - Lindsay - encourages students to use editing language and to consider who they are marketing to (audience)
 - Jody - has students watch trailers in different genres / flip the genre of Walking Dead
 - Claire - asked about how to help student writers with ideas
 - Pierce - encourages simple idea, *Filmmaking for Teens* is a resource
 - Dustin - encourages students to make a choice, has them look at dinner conversation (Linklater, Gilmore Girls dialogue)
 - Lindsay - *Save the Cat* is a resource, pitches (logline), viewing guide (include the pitch)
 - Jody - adapted screenplay (article), emotional core, brings in the same idea as the college essay (thin slice / take a moment make it bigger), value their own experience, payoff in the end, has them make a 1 minute film of a thing of beauty (tells students it should take our breath away)

Independent Study (discussed from 11am-12pm)

- **Film Theory**
 - Dustin - Mulvey (male gaze) / has students watch *Silence of the Lambs* for male gaze / *Visual Pleasure* (feminism resource)
- **Exemplars**
 - Alan shared several that are in the folder.
 - He has his students use pictures / headline and subhead on the cover page.
 - Encourages them to use the words investigates or analyze in their rationale.
 - Students should get into the topic by the end of page 1
 - AV balance; ideology (explicit and implicit)
 - Spoon-feeding on research, watch the DVD extras; *Understanding Movies* and Filmsite.org;
 - Each page should advance the argument so avoid filler.
 - 93-100 words rationale
 - Uses film noir documentary *Bringing Darkness to Light* to give students an example of transcription; has them pick any documentary and try to transcribe first one-two minutes
- **Documentary Format**
 - Jody - summer assignment is to watch 1-2 documentaries
 - Dustin - *American Movie* (documentary)
 - Pierce - Show don't tell; engaging and depths, *Looking at Movies* (Moynihan, *Night of the Hunter* analysis)
 - Lindsay - *The Story of Film: An Odyssey*

Lunch was held from 12-12:45pm.

Curriculum changes (12:45-2pm)

- **Questions for Seattle (Jen)**
 - What is a comparative multimedia study?
 - For the reel, will there be more flexibility in what students can submit regarding copyright? I.E. Music videos
 - What are the production roles that students have to choose from for their reel?
 - What does "complete" film mean in regards to the reel?
 - Does the comparative study still include film theory / history?
 - Is the intention of the new assessments to have SL develop the skills and HL expand on the skills?

- What is the difference between a portfolio and a project report? Is the project report individually or collaboratively created?
- What are the implications for SL students who need to complete the course in 1 year?
- What are “film exercises”?
- How will this impact registration? Course make-up?
- Is the Teacher support guide forthcoming?
- Initial thoughts on structuring course/assessments
 - Alan suggested checking the OCC forum for advice but mentioned it can be difficult to navigate (not user friendly)
 - Pierce suggested making the textual analysis paper the IB Film 1 final exam
 - Pierce and Dustin mentioned the changes are great for production-inclined students. Not so great for students who want to focus on analysis.
 - Students will likely need to make the 3 parts of the reel in year 1 and the full film in year 2.
 - Pierce: a move towards half and half (1/2 reel, textual analysis in year 1) (production, multimedia piece in year 2)

Closing (2-2:30pm)

- Sharing of resources in the folder
- Completion of feedback sheets
- Exchange of emails
- Invitation to collaborate electronically this year