

MYP unit planner

Teacher(s)		Subject group	Language and literature		
Unit title	Fantasy Film	MYP year	3	Unit duration (hrs)	30

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Genres Audience imperatives Purpose Theme Character Setting Narrative	Personal and cultural expression: Students will explore the ways in which we discover and express ideas, culture, beliefs and values; the ways we reflect, extend and enjoy our creativity.
Statement of inquiry		
Filmmakers can use codes and conventions to communicate a narrative and position an audience.		
Inquiry questions		
Factual: What is a target audience? What are the fantasy film conventions? What is the purpose of fantasy films? Conceptual: How are viewers positioned to respond to plot and characters? Why do fantasy films share common characteristics? How are audiences influenced by film codes and conventions? Debatable: Why do heroes always win? Why might audiences respond differently to the same film?		

Objectives	Summative assessment		
Objective A: i, ii, iii, iv Objective B: i, ii Objective C: i, ii, iii Objective D: i, ii, iii, iv	Outline of summative assessment task(s) including assessment criteria: 1) Written analysis of a selected scene from <i>Labyrinth</i> (in class) Students will watch a key scene of the film in class, and take notes on the fantasy conventions and film codes, using a note-taking sheet provided. They will then answer some questions on the film, using their notes. In class, under test conditions Assessed on criteria A, B, D 2) Creation of film trailer (group) and statement of intent (individual) In small groups, students will choose an established fantasy short story and create a film trailer for it, showing their understanding of fantasy conventions and film codes. Individually, students will write a statement of intent to explain and justify the choices they made, and reflect on their collaboration skills. Assessed on criteria A, C, D	Relationship between summative assessment task(s) and statement of inquiry: <i>Filmmakers can use codes and conventions to communicate a narrative and position an audience.</i> 1) Students will need to understand and identify the fantasy conventions and film codes in the selected scene, as well as comment on how these choices position the audience. 2) Through their selection of a short story, the students will show their understanding of fantasy conventions and narrative structure. The creation of their film trailer will demonstrate their knowledge of using film codes to tell a story (narrative) and their statement of intent will enable them to justify the choices they made to engage their audience.	
Approaches to learning (ATL)			
ATL category	MYP skill cluster	Specific ATL skill	Learning experiences or teaching strategies you plan to introduce, practise or consolidate the subject-specific skill
Social	Collaboration skills	Delegate and share responsibility for decision-making Manage and resolve conflict and work collaboratively in teams Listen actively to other perspectives and ideas	Students will be placed in groups of four and will need to practise working collaboratively in order to create their own film trailer.

Research	Media literacy skills	Understand the impact of media representations and modes of presentation	Students will take notes while watching <i>Labyrinth</i> and have a framework to use to analyse how the use of symbolic, written, audio and technical film codes affects the viewers' response to the film.
Communication	Communication skills	Read critically and for comprehension	Students will read a range of fantasy short stories, myths and fables, and complete comprehension questions on them, focusing on their narrative elements.

ACTION: Teaching and learning through inquiry

Content	Learning process
<p>Students will:</p> <ul style="list-style-type: none"> – be introduced to the generic conventions of fantasy – be introduced to the film codes and conventions – be exposed to a variety of fantasy films – read a range of fantasy short stories – explore the seven basic plots of storytelling – consider archetypal characters and the roles they play in stories – explore and analyse the way movies continue to pass on traditional stories in modernized variations – analyse the use of film techniques to influence the viewer. 	<p>Learning experiences</p> <ul style="list-style-type: none"> – Introduction to Fantasy Genre: conventions of fantasy and the 7 Basic Plots – Review of film: symbolic, written, audio, technical (SWAT) codes – View film: <i>Labyrinth</i>, check for understanding – Analyse film for visual language, the seven basic plots and SWAT codes – View specific scenes and model assessment task – Prepare for, and sit, the first task – Read a range of fantasy stories, review the conventions of the fantasy genre and literary devices – Analyse a selection of film trailers for SWAT codes and director's intention – Divide into teacher-directed groups for the second task – Work on the task in groups: Choose a fantasy story, create a storyboard and film the trailer – Write the statement of intent individually to justify the choices made <p>Teaching strategies</p> <ul style="list-style-type: none"> – Varied groupings, eg ability, interest, number, juxtaposition, personality, learning style, etc – Use of inquiry

	<ul style="list-style-type: none"> – Allow for immersion in the topic to develop greater understanding and base from which to think analytically – Use of co-teaching, eg one teaching, one drifting supporting students who have questions/monitoring students with learning needs – Station teaching: Divide instructional content for students to move between stations; a third station can be set up for independent work/peer tutoring – Parallel teaching: Jointly plan instruction for each lesson; however, deliver separately – Class and group discussions – PowerPoint slides to present key information – Digital package that encompasses the course outline and resources <p>Formative assessment</p> <p>Annotation of film posters, note-taking sheets, comprehension questions on film and short stories, class discussion</p> <p>Differentiation</p> <p>Consolidating students: Allow extra time; explicitly teach content; break instructions into smaller parts and provide visual reminders; use planning frameworks; provide written and pictorial notes; set frequent interim deadlines/targets; change the type of activity regularly; use teacher demonstration; group students in order to give support to their learning needs</p> <p>Extension students: Involve higher-order thinking processes; allow students to work with like-minded peers; have variable levels of pacing; allow for debriefing of the process; allow students to move on once they demonstrate mastery; encourage small groups to extend their knowledge and to facilitate the sharing of the knowledge with others in their groups; encourage more able students to move through the information and research activities at a quicker pace</p>
Resources	
<p>DVD of <i>Labyrinth</i>, directed by Jim Henson</p> <p>Collection of fantasy short stories, myths and fables, eg "The Peasant and the Devil", "Thuc Tu", "The Star Beast", "Leviathan"</p> <p>Digital package containing student handouts and activities</p>	

