

**Bangor School Department
Grades 9-Diploma Film One Standards**

A. Disciplinary Literacy – Theater: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1. Terminology

Performance Indicators & Descriptions			
Film One	Assessment Tools	BHS School Expectations	NOTES
Students identify and define the <i>parts of the stage</i> , and identify and describe the crisis, resolution, and theme of the play.			
<p>Film I students discuss over 30 different genres of films and what the characteristics of those genres are.</p> <p>Film I students are introduced to the hierarchy of filmmaking and to more than eighty film worker positions and their tasks from a historical and practical standpoint. Additionally, students are given a piece of a screenplay to analyze and evaluate.</p>	<p>Students are given a variety of paper and pencil assessments that are graded.</p> <p>Students are tested over the specific film positions using short answer, True/false and matching formats.</p>	<p>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.</p> <p>1.2 Student will read critically and creatively for a variety of purposes.</p>	

A2. Production

Performance Indicators & Descriptions			
Film One	Assessment Tools	BHS School Expectations	NOTES
Students fulfill at least one technical role from pre-show through <i>strike</i> .			
a. Apply technical knowledge and skills to collaboratively and safely create and use theatre props, costumes, makeup, and stage pieces.			
<p>Film I students assist in the creation of set pieces, props, costumes, or make up for their stop animation project.</p> <p>Students are working with scaled set design as taught and assigned by the instructor.</p>	<p>Students are taught a variety of hands on skills for creating props, costume pieces, set design, and make up art for their stop animation project. Students must make scaled adaptations out of clay for their “actors” to work from.</p>	<p>3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills.</p> <p>1.1 The student will improve computation skills.</p> <p>1.2</p>	

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b.	Direct or stage-manage a scene or full production.			
	<p>Film I students learn about the elements of directing and filming a scene by participating on a daily basis with their groups project, with the students taking turns using the cameras and computers.</p>	<p>Students are evaluated for their individual work within the group in oral and written form. Students will complete a written critique each others' work as a common assessment.</p>	<p>2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.</p> <p>2.2 The student will be able to listen accurately and critically.</p>	
c.	Develop specific light and sound cues and use them in scene development.			
	<p>Film I students are shown the principals of stage lighting and sound enhancement for film through a number of techniques. Additionally students are taught to add sound scoring to their film as it attempts to establish mood, tone, texture, place, and time.</p> <p>Students choose a piece of music that best enhances the film project that they are working on as a score or background music.</p>	<p>Students write a critical essay reviewing a film that they have recently screened. Included in this essay is the determination of whether there was present and if so, the quality of execution of the use of light and sound as it pertains to establishing mood, tone, texture, place, and time.</p> <p>Students practice evaluating their work and the work of others in oral and written form.</p>	<p>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.</p>	
d.	Participate in the audition process.			
	<p>Film I students are required to either act in their music video project or audition students for their films. They are taught the principles of auditioning and work on selection under supervision, in the classroom.</p>	<p>Students that wish to audition others for their production may use the classroom as their audition space.</p>	<p>2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.</p> <p>2.2 The student will be able to listen accurately and critically.</p>	

**Bangor School Department
Grades 9-Diploma Visual Arts Standards**

B. Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.

B1. Movement

Performance Indicators & Descriptions			
Film One	Assessment Tool	BHS School Expectations	NOTES
Students refine gesture and <i>stage business</i> in the portrayal of a role.			
Students create original characters for their films and write character analyses for them. They are instructed to rehearse their clay characters using a variety of techniques and processes for adding movements i.e adding wire to hold positions.	Students are evaluated based on a the emotional and physical range for their characters' gestures, reality, and cohesion.	5.1 The student will work independently and cooperatively, depending on the classroom activity.	

B2. Character

Performance Indicators & Descriptions			
Film One	Assessment Tool	BHS School Expectations	NOTES
Students demonstrate development of a character's attitude and point of view using voice timing, voice tone/level, and <i>physicality</i> to communicate ideas, moods, intentions, and/or feelings.			
Students are encouraged to develop characters for their films that incorporate their personal styles. As skills are developed, student edited film work shows individual differences that become more apparent as the project progresses. The students are graded individually for their character work: using voice timing, voice tone/level, and <i>physicality</i> to communicate ideas, moods, intentions, and/or feelings, as well as a group.	Individual rubrics are designed that are given to the student prior to the assignment onset. The student has a variety of ways to carry out the development of character such as building a physicality first, using a standard set of physical moves to communicate meaning and feeling. The student fills out a personality questionnaire on their character as a guideline to later write a character analysis.	2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.	

B3. Improvisation

Performance Indicators & Descriptions			
Film One	Assessment Tool	BHS School Expectations	Notes
Students improvise through theatre games or productions to address unforeseen circumstances.			
Film carries with it unforeseen problems that must be creatively dealt with on a daily basis. Part of a set may break, a character may not stand well in the set, the lighting may not be able to be consistently maintained. These issues call for improvisational solutions to be effectively carried to completion.	Students are assessed on their positive and proactive participation.	6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials.	

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C. *Creative Problem Solving:* Students approach artistic problem solving using multiple solutions and the creative process.

C1. *Application of Creative Process*

Performance Indicators & Descriptions			
	Film One	Assessment Tool	BHS School Expectations
	Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.		
	<p>Students apply and analyze problem solving and creative thinking skills in all class assignments. All Film I students have the opportunity to create a three-dimensional work in class. Many diverse skills are needed to work with this complicated media. This work becomes part of the character exploration work.</p>	<p>Students are evaluated in two ways for this assignment. First the student writes a one-page paper describing the motivations behind the design of the project; second, the student presents their project to the class and entertains questions regarding the character nature of their creation.</p>	<p>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.</p> <p>3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills.</p>

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D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music theatre, and visual arts).

D1. Aesthetics and Criticism

Performance Indicators & Descriptions				
	Film One	Assessment Tool	BHS School Expectations	Notes
	Students analyze and evaluate art forms..			
a.	Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy.</u>			
	Film I students practice describing, analyzing, interpreting and making informed opinions about various genres of film throughout the year. Students write no less than two written critiques of films during the semester.	The students' written work is evaluated based on completeness of the critique criteria and cohesiveness	1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics. 3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills.	
b.	Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print resources.			
	Students are introduced to film history and the cultural relevance films have through in class discussion of scripts, DVDs, and critical print reviews whether in actual print form or online. They are encouraged to think about the meaning, content, and quality of the these films and to be able to communicate ideas and opinions about it in oral and written form.	The students' written work is evaluated based on completeness of the critique criteria and cohesiveness	1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics. 2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.	

c.	Demonstrate an understanding of the difference between a personal opinion and an informed judgment.			
	Students learn the difference between personal opinion and informed judgment during lessons on film criticism for its content, intent, originality, and quality of performance.	This is assessed during class discussions, written critical reviews, and oral reviews.	2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.	
d.	Research and explain how art and artists reflect and shape their time and culture.			
	Film I students are assigned a research paper. Students select a director, actor, or specific innovation in film for which they must research the social, political, and cultural significance to our current time and the film industry.	Students have a guideline to follow, are given instruction on the research process by the BHS librarian according to the BIG 6 guidelines and are graded in three fashions. They are graded by rubric for the content, they are graded by presentation of material, and they are graded for individual participation.	1.2 Student will read critically and creatively for a variety of purposes. 1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics. 3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills. 4.1 the student will be able to	research, gather, and appropriately apply information in a wide variety of learning situations. 5.1 The student will work independently and cooperatively, depending on the classroom activity.

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E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make Connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1. The Arts and History and World Cultures

Performance Indicators & Descriptions				
	Film One	Assessment Tool	BHS School Expectations	Notes
	Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.			
	Film 1 students have been exposed to a number of historically relevant cultures through a series of film pieces designed to help students better understand the development of the film industry and appreciate other cultures and other ways of thinking about historical and cultural preservation. The film research project also exposes students to times in history and other cultures.	Students are assessed a number of ways for multiple projects including the theatre history project and presentation.	1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics. 3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills. 4.1 the student will be able to research, gather, and appropriately apply information in a wide variety of learning situations. 5.1 The student will work independently and cooperatively, depending on the classroom activity.	

E2. The Arts and Other Disciplines

Performance Indicators & Descriptions				
	Film One	Assessment Tool	BHS School Expectations	Notes
	Students analyze skills and concepts that are similar across disciplines.			
	Students will utilize other disciplines to create their film projects. Other interdisciplinary connections can be found to written English (constructed response, etc), math (measurement and estimating), physics (set construction), and history (art from the past and present from this and other cultures).	Students use “to scale” dimensions in all design projects for the stop animation project. They will be graded by rubric on technical skills.	1.1 The student will improve computation skills. <i>SEE A2.a.</i>	

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E3. Goal Setting

Performance Indicators & Descriptions			
Film One	Assessment Tool	BHS School Expectations	Notes
Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.			
Film I students define goals and evaluate their personal skills as part of all of their projects. Each student or group of students “contracts” with the instructor, a specific set of goals that need to be met in order to accomplish this task.	Time management and skill development is evaluated by the cooperatively designed rubric: read through, blocking, working rehearsal, dress rehearsal, and performance.	3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills. 5.1 The student will work independently and cooperatively, depending on the classroom activity.	

E4. Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptions			
Film One	Assessment Tool	BHS School Expectations	Notes
Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.			
Each student must research and report on one professional actor’s, director’s, or film technician’s life and struggle to build their career. In this way, each student is able to make the connection to the life and career choices as anyone else does.	The students evaluate the presentation based on rubric criteria and effectiveness of the presentation.	6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials	

E5. Interpersonal Skills

Performance Indicators & Descriptions			
Film One	Assessment Tool	BHS School Expectations	Notes
Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.			
a.	Getting along with others		
This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials	

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b.	Respecting differences		
	This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials
c.	Working as a team/ensemble		
	This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials
d.	Managing conflict		
	This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials
e.	Accepting/giving/using constructive feedback		
	This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials
f.	Accepting responsibility for personal behavior		
	This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials
g.	Demonstrating ethical behavior		
	This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials

h.	Following established rules/etiquette for observing/listening to art		
	This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials
i.	Demonstrating safe behavior		
	This is evaluated as part of the classroom participation grade.		6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials

Respectfully submitted: Carlene J. Hirsch, 6/04/10