

**Unit Name: Unit 3- What If-What Happens Next- Developing a Plot and Story**

**Unit Description:** Create a an experimental video that explores your own unique interpretation of “a Famous Painting or Book” exploring the idea of *What Happens Next...*. Research this idea using the [wikipage](#) and resources listed there. Shoot using special effects while stretching the meaning and interpretation of the story. Develop a mood through the use of costumes and setting. Create Pre-Production work (storyboards, logistics worksheet and plot diagram) to plan. Choose to work alone or with a partner. This video should be 3-5 minutes long.

**What If/What Happens Next Video Requirements:**

- Research the the idea of telling a story/narrative art form as listed on [the wikipage](#).
- Create a 3-5 minute experimental video utilizing only your own video &/or still images.
- Create a video that has a soundtrack which could include found music/sound effects or your own recorded voice, or your own sound effects or music.
- Respond and interpret what happens next or what if from a unique point of view, consider all the possible outcomes a story could have and conceptually push your own interpretation.
- Use iMovie edits and explore and experiment with at least two special effects on part or all of the finished experimental video. Make sure the iMovie preferences have advanced tools enabled.
- Experiment with Garage Band to create a custom sound track that incorporates music, sound effects and/or a “spoken” voice.
- Create a unique, video that features strong composition, concept and craftsmanship.
- Connect this video to your own experiences and life.
- Present your video in 5-10 minute format exported and published to the Share Drive and your YouTube channel.

**Research**

- Research a Story Based on A Famous Painting or Book (what happens next or what if....) Research this idea using the [wikipage](#). Make sure you link your name to the new page you’ve created to illustrate your research and concept/proposal for your project.
- Create Pre-Production work (storyboards, logistics worksheet and plot diagram) to plan. Choose to work alone or with a partner. Pre-Production due by the end of next class.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>
<p><b>RS 1 CREATE</b> Plans and develops complex concepts for creative art work.</p>	<p><b>PS1</b>-Apply and utilize the elements and principles of design in the creation of visual art.  <b>PS4</b>- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.</p>
<p><b>RS 2 CREATE</b> Plans and develops complex compositions through quality craftsmanship.</p>	<p><b>PS1</b>-Apply and utilize the elements and principles of design in the creation of visual art.  <b>PS2</b>- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.  <b>PS3</b>-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization &amp; design.</p>
<p><b>RS 3 CREATE</b> Connects artistic ideas to history, society and personal life experiences</p>	<p><b>PS7</b>-Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>
<p><b>RS 4 PRESENT &amp; RESPOND</b> Interpret and evaluate the meaning of art work through the critique process.</p>	<p><b>PS5</b>- Present final artworks for public display via internet or gallery exhibit.  <b>PS6</b>- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>
<p><b>Learning Targets</b></p>	

1. Identify each learning target for the Priority Standard in the context of the unit.

2. For each learning target, label the type of each learning target using the following:

- Knowledge (K)- What I need to know
- Skill (S)- What I can demonstrate
- Product (P)-What I can make to show my learning
- Reasoning (R)-What I can do with what I know

The Student Will....

**PS1**

- Create a 3-5 minute experimental video utilizing your own video footage and/or still imagery. (P, S)

**PS2, PS3, PS4**

- Create a 3-5 minute experimental video utilizing your own video &/or still imagery. (P, S)
- Create a video tells a story and has plot resolution. (P,S)
- Use iMovie edits and explore and experiment with at least two special effects on part or all of the finished experimental video. (P,S)
- Utilize art or literature as inspiration for your video.(P,S)

**PS5-**

- Prepare final video for presentation during critique and classroom gallery display. (P, S)

**PS6-**

- Evaluate the final video with a written analysis posted to the Google Folder for class using the It's CLEAR format for writing. (R,K)
- Explain your concept for the video (R, K)
- Explain how the video develops a plot and resolves the plot. (R,K)
- Explain why the video/film is good from an artistic point of view, describing what elements or principles are evident (line, shape, pattern, color, texture, space, form, emphasis, rhythm, movement, balance, proportion, value, contrast, unity, variety, light/shadow, perspective) and how they are used. (R,K)
- Explain how sound &/or music were used in the work and how important they were to the overall interpretation of the video/film. (R, K)

**PS7-**

- Connect this video/film to your own life or experiences and explain the connection. (R,K)
- Explain why you chose the subject and footage. How did it connect to your life? (R,K)
- Explain how the plot differs in your video from a traditional commercial film. (R,K)

### Summative Assessment(s)

Identify the summative assessment(s) that will be administered & graded in the unit.

- Plot diagram and storyboards to plan video
- Weekly check of footage, music etc.
- Final 3-5 minute video presentations
- Written artist statement

## Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

**Proficiency Scale:** Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task

\*\*You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment\*\*

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
<b>PS1-</b> Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
<b>PS2-</b> Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
<b>PS3-</b> Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D) .	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.
<b>PS 4</b> Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create & plan artwork that illustrates imaginative,conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.Followed directions but sought a simple, basic solution & interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.

<p><b>PS5-</b> Present final artworks for public display via internet or gallery exhibit.</p>	<p>Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.</p>	<p>Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.</p>	<p>Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.</p>	<p>Final presentation of artwork is lacking finish and thought.</p>
<p><b>PS6-</b> Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	<p>Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.</p>	<p>Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.</p>	<p>Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.</p>	<p>Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.</p>
<p><b>PS7</b> Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.</p>