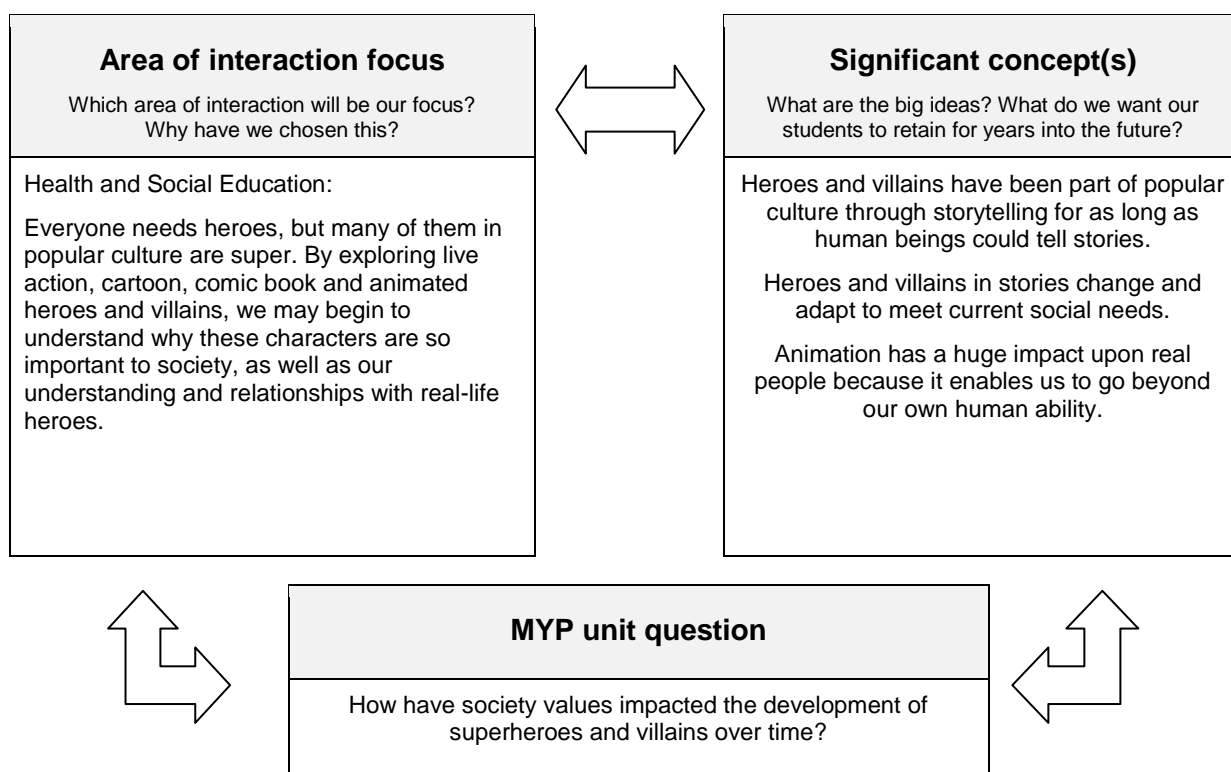


# MYP unit planner

<b>Unit title</b>	<b>Heroes and Villains</b>
Teacher(s)	
Subject and grade level	Film Grade 10
Time frame and duration	10 weeks/ 20 x 80 minute lessons

## Stage 1: Integrate significant concept, area of interaction and unit question



<p><b>Assessment</b></p> <p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p>Formative assessment – Short documentary parody film of an invented superhero (with log book recording planning/ action taken), pre-production peer assessment, discussion on which superheroes/ villains deserve their recognition, live-action film analysis.</p> <p>Summative assessment – presentation: Super Me! How I invented my own superhero or villain, and the influences upon that invention (Criteria A - D).</p>

Which specific MYP objectives will be addressed during this unit?

**Criterion A:**

The student is able to demonstrate knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.

The student is able to demonstrate knowledge and understanding of the elements of the art form studied.

The student is able to communicate a critical understanding of the art form studied, in the context of his or her own work.

**Criteria B:**

Skills and techniques are applied at a high level of proficiency. The student shows ability to apply the artistic processes involved in creating art.

**Criteria C:**

The student carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made.

The student intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.

**Criteria D:**

The student is receptive to art practices and artworks from various cultures, including his or her own.

Which MYP assessment criteria will be used?

**Criterion A** Knowledge and understanding

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

Skills that students will use/ acquire, from the course overview:

**Knowing and understanding:**

- The role that film plays in society, and a cultural and historical awareness of this
- The relationship between film-maker and audience
- How screen language can be used to express ideas
- How appropriate production processes and technology can be used to investigate a theme
- How technique can manipulate an audience

**Applying:**

- The planning processes for making film
- Skills and techniques in scripting, cinematography, sound recording and editing to create film
- The skills to work independently and collaboratively in defined roles and responsibilities
- Research and experiment with the application of different techniques
- The ability to work effectively within a prescribed timeline

**Reflecting:**

- Through an on-going record of their development and learning in film: reflecting on their experiences in written and visual form

Showing engagement:

- In all the production phases and experimenting with the artistic procedures in the film-making process
- By supporting, encouraging and working with their peers in a positive and productive way, for example, working with others through the production process
- By developing a sensitivity to art practices and artworks from their own and various cultures

Topic specific guiding questions and overview of activities:

- ❖ What constitutes a super hero or villain, rather than 'just a hero' or 'just a villain'?
  - Comparison of superheroes and villains through comics, cartoons, live-action and other animation with real-life heroes
- ❖ How do they impact society?
  - Looking at the effect super-heroes have in film, and aspects of audience and readership for both comic-book film and print media
- ❖ How does film promote the idea of superheroes and indeed villains?
  - Exploring Superhero film timelines; marketing campaigns; current and past trends and popularity of comic-book heroes; changes in audience needs
- ❖ How have comic book heroes changed and developed over time?
  - The examination of comic-book heroes and villains through art and film, discussion on developments/regressions through the 20<sup>th</sup> and 21<sup>st</sup> Century
- ❖ What do heroes in the 21<sup>st</sup> Century need to give their audiences, compared to heroes of the past?
  - Creation of own superheroes; comparison with superheroes of the past; exploration of why superheroes are also parodied

## Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Overall, the project-based approach to learning encourages time management and an overview of achievement, with the reflective writing as the culmination of their work and an evaluation of what has been done well and what can be improved upon **ACROSS A VARIETY OF TASKS AND SKILLS LEARNED.**

### **ATLs:**

**Organisation** – students must complete their projects and presentations by a final deadline, but will also meet mini-deadlines for their short film as they move through texts/ work/ understanding

**Collaboration** – students will deliver short mockumentary films in groups to show understanding and to practice for collaborative work on film both this term and later in the course.

**Communication** – students will discuss then present their own superheroes through whole-class presentations

**Information literacy** – specific research into super-heroes and villains, use of ICT to create and present a high finish in their project work and presentations, including work on iMovie and Keynote for iPads.

**Reflection** – students will work specifically on a reflective evaluation at the end of their project and short film, with mini shared evaluations of their work by their peers. They will also keep a journal of their understanding and experiences, aiding their practical production work later in the course.

**Thinking** – Students will be asked to think both creatively and analytically about their own super-hero creations and presentations and those of others, in order to create their own.

**Transfer** – students will draw on work in Art, English and ICT, as well as their own prior knowledge about filmmakers and audience experiences.

<p><b>Learning experiences</b></p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p><b>Teaching strategies</b></p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
<p>Students will cover the following areas of learning during this unit, with a task-specific rubric that will determine the outcome of their work:</p> <ul style="list-style-type: none"> <li>• Viewing and studying our focus film, <i>Chronicle</i></li> <li>• Macro and micro elements of Superhero cinema examination</li> <li>• Narrative theory in practice: Inventing Super Me (own superheroes)</li> <li>• Marketing and publicity of own superhero after exploring campaigns for existing superhero films</li> <li>• Scene-by-scene commentaries</li> <li>• Exploring cultural diversity in comics</li> <li>• Analysis of selected scenes</li> <li>• Character design</li> <li>• Mockumentary and parody of the Superhero genre</li> <li>• Editing on iMovie for documentary</li> </ul> <p>✓ Students will have 2 80-minute periods per week, where they will explore a variety of films and techniques using discussion/ q+a. They will also conduct research using iPads (each class has 1 iPad session a week) as well as using the equipment presentation making (Keynote).</p> <p>✓ Currently, there is no formal requirement for the study of Film MYP. Prior knowledge in Film relies not only upon students' own experiences of film but on their understanding of other arts subjects and ICT, as well as their skills in English. Students will be asked to complete tasks that incorporate skills from all these subjects, drawing upon their curriculum in years 7 – 9 (MYP 1 – 3).</p>	<p><b>Formative assessment</b> will include:</p> <p>Short documentary parody (mockumentary) film of an invented superhero (with log book recording planning/ action taken), pre-production peer assessment, discussion on which superheroes/ villains deserve their recognition, live-action film analysis.</p> <p><b>Summative assessment</b> will be:</p> <p>Presentation: Super Me! How I invented my own superhero or villain, and the influences upon that invention (Criteria A, C, D).</p> <p><b>Suggested teaching methodologies:</b></p> <p>QFT pre-assessment</p> <p>Discussion</p> <p>Modelling analytical writing</p> <p>Group/ paired/ individual research tasks</p> <p>'On location'/ 'on assignment' shooting films</p> <p>Many of Paul Ginnis' methodologies and activities suggested in The Teacher's Toolkit, such as Circus Time and Mantle of the Expert, encourage an active, enquiring approach with a focus on both film theory and practical film-making skills and will be used extensively for teaching</p> <p><b>Differentiation is included through:</b></p> <p>Further guiding questions, writing frames and modelling of practical tasks (by teachers and other students) and (practical and written) extension tasks</p> <p><b>ESL provision is included through:</b></p> <p>Encouraging students to look to their own countries/ cultures for film exploration as well as cinema in English</p> <p>Subtitling when showing films in English</p> <p><b>SEN provision is included through:</b></p> <p>Scaffolding/ framing writing</p> <p>Modelling tasks</p> <p>Mixed ability groupings for work</p>

## Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Written/ electronic visual resources are stored in a Dropbox folder for both teachers to contribute to and share.

Film Studies GCSE textbook

iPads for planning, filming and editing work

Students are expected to provide their own recording devices and have been advised to obtain editing software for home computers

## Ongoing reflections and evaluation

**In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the "Planning for teaching and learning" section of *MYP: From principles into practice*.**

### Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

### Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

### Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

### Data collection

How did we decide on the data to collect? Was it useful?

Figure 12  
*MYP unit planner*