

IB Film SL 3-4

Mr. Sudermann

Course Syllabus 2024-2025

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Period: 7th

Instructor:

e-mail:

CLASS: 625

FLEX: 615

(A) / 625 (B)

Course Description

IB Film 3-4 is focused on film production while preparing students to test in IB Film. The course will allow students to explore their choice from five major production roles: cinematographer, director, editor, sound, and writer. Students will complete individual and group projects in order to increase their skills and carry out their filmmaking intentions. Project work in this course culminates with the film portfolio, which includes a film reel of student work and a production journal discussing student growth and experience in filmmaking. Students will also be asked to tap prior knowledge from IB Film 1-2 in order to complete the comparative study, a video essay comparing two films in the same film focus but from different film contexts. Students who did not take IB Film 1-2 will be able to learn from more experienced students during the first semester and will have the opportunity to negotiate their own curriculum for part of the second semester.

Course Outline

This project-based course will tentatively include the following projects:

- Independent & Group Film Projects
- Film Movements Presentation
- Film Theory Presentation
- Film Portfolio (IB Assessment)
- Comparative Study (IB Assessment)

Priority Standards

This course will continue to address the IB Film Assessment Objectives:

- 1. Demonstrate knowledge and understanding of specified contexts and processes.
 - 1a. Identify the film elements associated with conveying meaning in a variety of film texts.
 - 1b. Formulate personal intentions for work, which arise from both research and artistic endeavor.
 - 1c. Identify informative moments and examples from their own filmmaking work to support analysis.
 - 1d. Present ideas, discoveries and learning that arise from both research and practical engagement with films, filmmakers and techniques.
- 2. Demonstrate application and analysis of knowledge and understanding.
 - 2a. Analyse film from various cultural contexts and explain links

- between areas of film focus and film elements employed by filmmakers.
- 2b. Demonstrate knowledge and understanding of films, filmmakers and their various cultural contexts in order to influence, inform and impact the creation of film work.
 - 2c. Explore and experiment with a variety of film-production roles in order to understand the associated skills, techniques and processes employed by filmmakers.
 - 3. Demonstrate synthesis and evaluation.
 - 3a. Critically interpret various sources of information in order to support analysis.
 - 3b. Compare and contrast filmmakers, their films and their various cultural contexts in order to further understanding of particular areas of film focus.
 - 3c. Evaluate films created by themselves and others and articulate an informed personal response using appropriate cinematic language and vocabulary.
 - 3d. Reflect on the process of collaboration and on the successes and challenges encountered as a member of a core production team.
 - 4. Select, use and apply a variety of appropriate skills and techniques.
 - 4a. Make appropriate choices in the selection of words, images, sounds and techniques when assembling their own work for presentation.
 - 4b. Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen.
 - 4c. Collaborate effectively with others in the creation of film work.

Assessment & Grading

I believe that semester grades should represent a student's highest level of growth and achievement in the content and skills developed during the course. As a result, **summative assessments** will be used for the large majority of semester grades. While I do expect you to complete assignments in a timely manner as doing so will best support your learning, I do not penalize late work as it does not reflect your content knowledge and skills. For the same reason, I do not offer extra credit.

With the exception of tasks, student work will be assessed based on the student's ability to demonstrate skills and meet learning objectives. Most formative and summative assessments will use a four-point rubric based on the relevant IB assessment scoring guide. Exceptions will be explained in advance.

When relevant, students will receive written feedback with their scores. **Please read feedback carefully and ask me for clarification if you need it.** Learning and growth happens in response to feedback, not grades. You will have the opportunity to either get feedback on work in progress or revise assessed work. This **may** result in an adjusted score based on substantial improvement.

Grade weighting S1:

- Tasks (checked for completion): 10%
- Formative Assessments: 30%
 - Film Projects & Reflections: 10%
 - Film Theories Project: 10%
 - Film Movements Project: 10%
- Summative assessment (Film Portfolio): 60%

Grade weighting S2:

- Tasks (checked for completion): 20%
- Final Film Reflections: 20%
- Summative assessment (Comparative Study): 60%

Rubric Template

Score	Description	Keyword	Grade
0	Student does not provide material needed to assess work.		F
1	Student struggles to meet standard.	Emerging	D
2	Student approaches but does not meet standard.	Developing	C
3	Student meets standard.	Proficient	B
4	Student exceeds standard.	Distinguished	A

Grade Conversion

Canvas will convert scores using the rubric above into a letter grade and a percentage. The percentage is tied to the 4-point scale, **not** the traditional breakdown. This chart shows the relationships between the 4-point scale, letter grades, and percentages in Canvas.

4-point scale	Letter Grade	% in Canvas
3.5-4.0	A	87.5-100
2.5-<3.5	B	62.5-<87.5
1.5-<2.5	C	37.5-<62.5
1-<1.5	D	25.0-<37.5
0-<1	NG/F	0-<25.0

Note: There will be no rounding in this course.

Absences & Late Work

Class attendance is of the utmost importance, as it provides students with the best collaborative opportunities to develop skills and prepare for IB assessments.

Students should check Canvas to see what they missed in class so they are prepared for class when they return.

Students should endeavor to complete their work on time. This encourages good time management and helps students be prepared for activities, discussions, and summative assessments. Project deadlines (interim and final) are especially useful for breaking down tasks and staying on pace. With the exception of the end of semester grading deadlines, late work will have no impact on assessment and assigning grades.

Some deadlines will be *non-negotiable* for students testing in IB Film. These will be addressed as they arise.

When feasible, students may be given the opportunity to retake or revise summative assessments. These cases will be addressed on an individual basis.

Student Organization & Online Resources

Note: We are shifting from Google Classroom to Canvas this year. New assignments will be posted in Canvas, but you will continue to have access to last year's Google Classroom for reference.

Best practices in IB Film include the **student film journal**. This journal should include:

- handwritten notes during screenings, presentations, and discussions
- individual writing assignments and activities
- written reflections on filmmaking experiments and projects
- images/video/audio from film experiments and film productions

The student film journal will be stored in up to two places:

- a dedicated notebook (for handwritten notes)
- Google Drive (for typed assignments & film projects)
- backup storage*

Proper maintenance of the student film journal is crucial for students testing in IB in order to complete the film production journal as part of the internal assessment.

Students should regularly check Canvas, especially when they miss class. Most of the readings in this course will be posted in Canvas. Students who require physical copies for whatever reason should let me know in advance. Students will also need to sign up for turnitin.com. Information will be forthcoming.

Should we resume in-person learning, students should bring to class the following every day if possible:

- notebook & writing utensil
- headphones

Class Expectations

Students are expected to be prompt, prepared, positive, productive, and polite. Students are also encouraged to exemplify the ten traits of the IB Learner Profile.

Students are expected to adhere to Lincoln policies, especially those concerning academic honesty and use of electronics. **Additionally, there is absolutely no situation in which the use of AI is acceptable in this class. Students will not receive credit for work that utilizes AI, ChatGPT, or any similar technologies.**

In general I come to class on time and ready to focus every day, and I expect the same of you. We will engage in many discussions throughout the year, and our classroom must be a place where we respect, even as we challenge, the ideas of others. In order to do this our classroom must be a place where all students (regardless of ethnicity, gender, sexual orientation, physical and mental abilities, beliefs, and socio-economic status) feel safe to share their ideas and insights.

As a class we must not tolerate bullying, harassment, derision, or mean-spirited teasing. But we should encourage cooperation, collaboration, honesty, academic risk-taking, and good-humored playfulness (when appropriate).

All students are capable of success in this course!

Student Support

This may be a challenging course for some students. Students are strongly suggested to take advantage of drop-in hours during asynchronous class time and the Library for help. I will be happy to work with students on an individual basis in order to ensure their learning needs are being met. Students with specific plans will be accommodated accordingly.