### Film Networking Session

**J.E.B. Stuart High School**  
**Friday, October 14, 2016**

### Session Agenda:

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>8:30-9am</td>
<td>Arrival / Sign-in</td>
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<tr>
<td>9-9:30am</td>
<td>Breakfast and Introductions</td>
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<tr>
<td>9:30am-12pm</td>
<td>Current IB Film Curriculum</td>
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<tr>
<td>12-12:30pm</td>
<td>Chipotle Lunch!</td>
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<tr>
<td>12:30-2pm</td>
<td>Roundtable discussion of IB Film Curriculum Changes</td>
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<td>2-2:30pm</td>
<td>Session Feedback and Closing Thoughts</td>
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### Session Minutes/Discussion Notes:

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Oral Presentation (discussion from around 9:30am-10:30am)

- **Selecting films**
  - Pierce shared his process on how he involves students in the selection;
  - Examiner insights and rubric (see folder)
  - Lindsay / Jody - practice with another selection by that director / in tune with the style and sociocultural, sounds fresh / model the process / helps reduce anxiety
  - Claire - have the students practice with a peer presenting on the same film and practice with a peer who chose a different film

- **Genre**
  - Dr. Horrible’s Sing Along Blog (Joanna) - good intro to the musical genre
  - Pierce / Dustin - Dancer in the Dark - musical genre

- **Sociocultural context (when the film was made)** - Joanna / Pierce

- **Criticism**
  - Pierce encourages students to find quote-lets / shared a presentation scoring a 25 (see folder)
  - Critics mentioned were Edelstein, A.O. Scott, Pauline Kael, Bob Mandela, NPR
  - Alan - students should speak with passion, find a nugget of what a critic says and engage with this, also to encourage students to go find the contrary voice
  - Lindsay - encourage students to use rhetoric strategy / find the contrasting voice / if you can find an updated review
  - Dustin - revisiting reviews to support your thesis / uses the first 15 minutes of Magnolia to discuss critical reception of P.T. Anderson and postmodernism

- **Extract**
  - Pierce - As an examiner, he has found that Criterion E Extract Analysis is the core, other categories make help with top markband scores.
  - Alan - students should address what would this film look like without this extract? This gets to the significance.

- **TOK** - perhaps this could be a future PD; seemed to be interest in integrating TOK concepts into Film

Production Portfolio (discussion from around 10:30-11am; revisited after lunch as well)

- **Budget/Equipment**
  - Jody/Lindsay - Ask your principal to give you a budget. They get $2,000 a year / Also hold a film festival and charge $3 a ticket. Ask IB program / English department for tools and resources; Lav to smartphone was mentioned as a good new purchase; utilize your alums and IB II kids come in to teach
  - Pierce - sell your school on IB Film by taking on projects such as making the BTSN video
  - Rosa - use websites like Zulily and Overstock.com to find deep discounts (she included sample equipment list and budget in the folder)
  - Claire - use social media to promote program and get $ from your school / involve students as social media directors
  - Sabra - collaborate with other electives such as newspaper
  - Rosa - building the program by partnering with other electives

- **Class Projects**
  - Jody - Scarytales (theory, auteur, lighting and cinematography) and Visions of Light (in the folder)
  - Alan - recreate a scene shot for shot (1-2 minutes) / shows the student attempt and original side by side (with the original on mute)
  - Jody / Lindsay - 1 minute shorts with IB Film I
  - Joanna - recreate a Soviet Montage inspired by theorist

- **Copyright issues / trademark**
  - Alan - websites use an algorithms that can check for plagiarism with creative content
  - Pierce - IB is noticing continued use of copyright issues in both the music and video

- **Portfolio**
  - Jody - is having her students write sections as they go and dump in the Google folder
o Joanna - asked about trailer and how to document
o Dustin - student trailer models what really happens in production / you might have to complete a trailer before the movie is finished and that is okay
o Sabra - Lemony Snicket (Vince Vaughn) Netflix series as an example of a creative approach to trailer
o Pierce - one examiner per school / peers are in competition / jump start shorts (bring in a student example); you can submit more, high/mid/low

Film / Trailer Production
o Lindsay - encourages students to use editing language and to consider who they are marketing to (audience)
o Jody - has students watch trailers in different genres / flip the genre of Walking Dead
o Claire - asked about how to help student writers with ideas
o Pierce - encourages simple idea, Filmmaking for Teens is a resource
o Dustin - encourages students to make a choice, has them look at dinner conversation (Linklater, Gilmore Girls dialogue)
o Lindsay - Save the Cat is a resource, pitches (logline), viewing guide (include the pitch)
o Jody - adapted screenplay (article), emotional core, brings in the same idea as the college essay (thin slice / take a moment make it bigger), value their own experience, payoff in the end, has them make a 1 minute film of a thing of beauty (tells students it should take our breath away)

Independent Study (discussed from 11am-12pm)
● Film Theory
  o Dustin - Mulvey (male gaze) / has students watch Silence of the Lambs for male gaze / Visual Pleasure (feminism resource)

● Exemplars
  o Alan shared several that are in the folder.
  o He has his students use pictures / headline and subhead on the cover page.
  o Encourages them to use the words investigates or analyze in their rationale.
  o Students should get into the topic by the end of page 1
  o AV balance; ideology (explicit and implicit)
  o Spoon-feeding on research, watch the DVD extras; Understanding Movies and Filmsite.org;
  o Each page should advance the argument so avoid filler.
  o 93-100 words rationale
  o Uses film noir documentary Bringing Darkness to Light to give students an example of transcription; has them pick any documentary and try to transcribe first one-two minutes

● Documentary Format
  o Jody - summer assignment is to watch 1-2 documentaries
  o Dustin - American Movie (documentary)
  o Pierce - Show don’t tell; engaging and depths, Looking at Movies (Moynihan, Night of the Hunter analysis)
  o Lindsay - The Story of Film: An Odyssey

Lunch was held from 12-12:45pm.

Curriculum changes (12:45-2pm)
● Questions for Seattle (Jen)
  o What is a comparative multimedia study?
  o For the reel, will there be more flexibility in what students can submit regarding copyright? I.E. Music videos
  o What are the production roles that students have to choose from for their reel?
  o What does “complete” film mean in regards to the reel?
  o Does the comparative study still include film theory / history?
  o Is the intention of the new assessments to have SL develop the skills and HL expand on the skills?
○ What is the difference between a portfolio and a project report? Is the project report individually or collaboratively created?
○ What are the implications for SL students who need to complete the course in 1 year?
○ What are “film exercises”?
○ How will this impact registration? Course make-up?
○ Is the Teacher support guide forthcoming?

- Initial thoughts on structuring course/assessments
  ○ Alan suggested checking the OCC forum for advice but mentioned it can be difficult to navigate (not user friendly)
  ○ Pierce suggested making the textual analysis paper the IB Film 1 final exam
  ○ Pierce and Dustin mentioned the changes are great for production-inclined students. Not so great for students who want to focus on analysis.
  ○ Students will likely need to make the 3 parts of the reel in year 1 and the full film in year 2.
  ○ Pierce: a move towards half and half (1/2 reel, textual analysis in year 1) (production, multimedia piece in year 2)

Closing (2-2:30pm)
- Sharing of resources in the folder
- Completion of feedback sheets
- Exchange of emails
- Invitation to collaborate electronically this year