

**District Name:** Kamloops

**District Number:** 73

**Date Developed:** February 24<sup>th</sup>, 2017

**Developed By:** Lia Kubin

**School Name:** Kamloops School of the Arts

**Principal's Name:** Sydney Griffith

**Board/ Authority Approval Date:**

**Board Authority Signature:**

**Course Name:** Film Studies 10-12

**Grade Level of Course:** 10-12

**Number of Course Credits:** 2 Credits

**Number of hours of Instruction:** 60 hours of instruction

**Prerequisites:** none

**Special Training, Facilities or Equipment Required:** TV/ Projector to show films

**Course Synopsis:**

Film Studies 10-12 is to allow students to learn about and develop an artistic appreciation for fine art, foreign, and independent films while comparing them to mainstream films. Students will analyze components and technical aspects of cinematography. Students will observe, respond to, and discuss social, cultural, historical, and political issues and themes that are related to film content. Students will expand their vocabulary, understanding, and appreciation of film as they explore the different film genres.

**Rationale:**

Film is an art form as it is an extension of photography. Directors create art through film and the general public doesn't often appreciate film as an art form. Instead it is seen merely as a form of entertainment. Students have a strong interest in film and this course will broaden their minds beyond just the entertainment value a film can provide. Students will be encouraged to express their thoughts and ideas while gaining important critical thinking, oral, and written skills all of which can be transferred to life beyond the classroom.

Art is also a platform for discussing issues, past, present, and future. This course provides an opportunity for students to discuss these issues on a deeper level. Students will get a chance to analyze various subject matter and social issues that have important connections to our society, culture, and subcultures.

**Organizational Structure:**

<b>Unit</b>	<b>Title</b>	<b>Time</b>
Unit 1	Intro to Film and History of Film	5 hours
Unit 2	Appreciation and Criticism	20 hours
Unit 3	Film Techniques	15 hours
Unit 4	Film Genre	20 hours
	<b>Total Hours</b>	60 hours

**Unit/Topic/Module Descriptions:****Unit 1: Intro to Film and History of Film****Time: 5 Hours**

This unit focuses on the chronological development of film from the beginning to present day. This overview will also discuss the purposes and original intent of film and its impact on society past and present.

**Curriculum Organizers and Learning Outcomes:*****It is expected that students will:***

- Describe the initial stages of the development of film
- Investigate the connection between a film genre and the historical events occurring during that time period
- Develop personal criteria for what defines an art form
- Discuss and justify whether or not film is an art form

**Instructional Component: (with specific examples)**

- Think, Pair, Share- Film as an art form discussion
- Modelling- film genre and historical event connections
- Brainstorming- additional film genre and historical event connections

**Assessment Component: 10% of final mark**

- Observation of group/team work
- Feedback- peer and teacher from discussion
- Written piece- individual reflection on criteria and opinion of film as art

**Unit 2: Appreciation and Criticism****Time: 20 Hours**

This unit is intended to give students a foundation of skills related to film appreciation and criticism which will be practised throughout the remainder of this course.

### **Curriculum Organizers and Learning Outcomes:**

#### ***It is expected that students will:***

- (grades 10-12) Define the specific terminology and language used in the critical analysis of a film
  - (grades 10-12) Develop critical viewing techniques by interpreting the literary, dramatic and cinematic aspects of film
  - (grade 12) Recognize that film critics keep an open mind and critique a film based on a blending of the merits of the film and personal opinion
- \*Rationale - Increase depth of understanding in senior level

### **Instructional Component with Examples:**

- Group discussion- show different types of critiques, determine criteria for making a good film critique
- Modelling a critique- teacher does, group does (grades 10-12), individual does (grade 12)
- After watching a film- brainstorm (large and small group) weak and strong points of film; then blend into a critique
- Individual- have students critique a film critique (grade 12)

### **Assessment Component: 10% of final mark**

- Feedback from peers and teacher- on individual critiques
- One-on-one interviews with students giving a critique
- (grades 10-12) Group critique of a film demonstrating vocabulary and critical viewing techniques.
- Group project- Develop a Rotten Tomatoes-type scoring system based on prior learning.
- (grade 12) Individual critique of a film demonstrating vocabulary and critical viewing techniques

### **Unit 3: Film Techniques**

**Time: 15 Hours**

In this unit, students will analyze the technical composition of a scene or film. Students will expand their vocabulary and ability to recognize the use of lighting and colour, sound, camera shots, and editing techniques on film in general.

### **Curriculum Organizers and Learning Outcomes:**

#### ***It is expected that students will:***

- Define, compare, and contrast diegetic and non-diegetic sound in film
- Explain the impact on the audience of diegetic or non-diegetic sound in film
- Define, compare and contrast different camera shots, angles, and movements used in film
- Explain how camera shots, angles and movements impact audience experience when watching a film
- (grade 10) Explain how lighting and colour impact what the audience sees in a film
- (grade 12) Analyze the technical composition of a scene including: mise-en-scene and sound
- (grade 11) Identify the use of various editing techniques in a scene (ie. cut, dissolve, fade in/out)

### **Instructional Component: (with specific examples)**

- Brainstorming as a large group- show clip of film, describe different camera shots

- Small group- analyze a scene for camera shots and editing
- Direct instruction- film examples of lighting and colour
- Modeling- mise-en-scene- using professional film critic's method of analysis
- Analysis of scene- with sound and without sound, compare and contrast experience

**Assessment Component: 30% of final mark**

- Grade 10-12) Group discussion and feedback on scene shot analysis using multiple scenes before student does an independent analysis
- (grade 12) Teacher feedback on individual scene analysis focused on one film technique (allow for revisions and fine tuning before final submission for summative marks)
- Individual analysis of a scene using vocabulary and knowledge of film techniques

**Unit 4: Film Genre**

**Time: 20 Hours**

This unit explores different genres of film in a narrative, social, and historical context. Some of the key film genres explored may be chosen from: animation, foreign films, musicals, independent, documentaries, and mockumentaries. The teacher may choose to focus on 2 or 3 genres in depth or explore multiple genres more broadly.

**Curriculum Organizers and Learning Outcomes:**

*It is expected that students will:*

- Characterize and identify different genres of film
- Compare and contrast different genres
- Use developed knowledge of genres to synthesize and evaluate the nuances of a genre
- Examine the evolution of film through a specific genre and explain how the genre has changed through time
- Analyze the stylistic differences of directors within a genre and across genres

**Instructional Component: (with specific examples)**

- Group work/group discussion- on different genres, creating a list of characteristics
- Direct instruction- on characteristics of different genres
- Independent work- students take a narrative in one genre and rewrite it in another genre
- Collaboration/Practical creativity- take a rewritten narrative in genre and act it out
- Independent/whole class/ small group instruction- Analyze films in a genre for director's choices and to compare and contrast film from different genres

### **Assessment Component: 30% of final mark**

- Teacher and peer on-going feedback during group work and discussions
- Teacher feedback on rough drafts of rewritten narratives
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- Acting out of rewritten piece and submit a reflection on how the narrative communicated was impacted in the conversion from one genre to another
- One-page analysis of a film discussing genre characteristics and director choices
- Students create a collection of films within one genre over an extended time period and explain the changes to the film genre over time

### **Final Cumulative Assessment:**

### **20% of final mark**

Students will present the technical aspects of a film including a critique in a format chosen by the students. This project is cumulative and should incorporate knowledge gained throughout the course. Examples of presentations can be: written (poster, Powerpoint, report, essay, etc.), oral (speech, song, poem, etc.), visual (drawing, word maps, collage, film short, etc.), video/ digital (Rotten Tomatoes review style / film festival format, using knowledge gained from Unit 2)

Students will then create a reflection of their learning experience, based on critical and creative thinking strategies learned while in the course. Topics can also include impacts on personal and cultural identity through film, ways to raise personal awareness and responsibility through the art of film

### **Summative Assessment Plan:**

Unit 1: Intro to Film and History of Film 10%  
Unit 2: Appreciation and Criticism 10%  
Unit 3: Film Technique 30%  
Unit 4: Film Genres 30%  
Final Cumulative Project 20%  
Total 100%

### **Learning Resources:**

The resources listed below can either be viewed from the online link, DVD/VHS or digital file provided. If the video is not currently available but is being purchased I have made a note of that. This list will be expanded to provide alternative options and more genres. All resources suggested will be reviewed before being shown in class.

### **Video:**

#### ***History of Film:***

- Visions of Light, The Art of Cinematography, Todd McCarthy (USA 1992) clips  
<http://vimeo.com/movies/15318-visions-of-light-1992.html>
- Pixar Short Films Collection, Vol. 1, Tony Kaplan, Erica Milsom 2007
- Forgotten Silver, Costa Botes/Peter Jackson (New Zealand, 1995) 53 min  
<http://vimeo.com/movies/14876-forgotten-silver-1995.html>

#### ***Film Technique:***

#### **Lighting & Colour**

- Days of Heaven , Terrence Malick (USA 1978) 5 min

Shooting clip <http://www.youtube.com/watch?v=X4SmYoVj9Po>

- Payback, Brian Hegelend (1999) 1 minute scene

[http://www.youtube.com/watch?v=j8TFhZ8ko\\_I](http://www.youtube.com/watch?v=j8TFhZ8ko_I)

### **Camera Angles & Editing**

- The Cutting Edge, Paul Michael Glasser (USA 1992) each a 2 minute scene

'Toe Pick' <http://www.youtube.com/watch?v=eCnMh0M5H9E>

'Final Skate' <http://www.youtube.com/watch?v=cS11MkH6KLU> start at 2min

- I am Cuba, Mikhail Kalatozov (Cuba 1964) 3 min scene

[http://www.youtube.com/watch?v=6fmLmBcbW4Y&feature=player\\_embedded](http://www.youtube.com/watch?v=6fmLmBcbW4Y&feature=player_embedded)

- Nine Lives, Rodrigo Garcia (USA 2005) 12 min each

ONLY "Maggie" & "Samantha" clips (USB)

- Lord of the Rings Trilogy including Appendixes, Peter Jackson (New Zealand 2001-2003)  
clips throughout

### **Sound**

- Les Triplettes de Belleville, Sylvain Chomet (France/Belgium/Canada/UK 2003)

<http://viooz.co/movies/2998-the-triplets-of-belleville-2003.html> 75 min

- George of the Jungle, Sam Weisman (USA 1997)

[http://www.youtube.com/watch?v=V\\_LLqzv9-Do](http://www.youtube.com/watch?v=V_LLqzv9-Do) 1 minute scene

### **Cinematography**

- Ying Xiong (Hero), Yimou Zhang (China 2002) 99 min

- Hugo, Martin Scorsese (USA 2011) 126 min

<http://viooz.co/movies/922-hugo-2011.html>

### **Film Genres:**

#### ***Documentary/Documentary fiction:***

- Manufactured Landscapes, Jennifer Baichwal (Belgium 2006) first 30 min

- Ryan, Chris Landreth (Canada 2004) 13 min

ONLY edited version (USB)

- Incident at Loch Ness, Zak Penn (UK 2004) 94 min

\*Being purchased for review

#### ***Thriller:***

- Rear Window, Alfred Hitchcock (USA 1954) 112 min

<http://viooz.co/movies/9493-rear-window-1954.html>

- Rear Window, Jeff Bleckner (USA 1998) Hitchcock remake 89 min/clips to compare

\*Being purchased for review

- In Time, Andrew Nichol (USA 2011) 109 min

<http://viooz.co/movies/798-in-time-2011.html>

#### ***Animation:***

- Wallace & Grommet, Nick Park (Shorts from 1989-2005)

\*Being purchased for review

- Fantasia, Various Directors (USA 1940) segments to compare

<http://viooz.co/movies/331-fantasia-1940.html>

- Fantasia, Various Directors (USA 2000) segments to compare  
<http://viooz.co/movies/3652-fantasia2000-1999.html>
- Toy Story, John Lasseter (USA 2006) first scenes ~5 min
- Cars, John Lasseter (USA 2006) first scenes ~5 min
- Corpse Bride, Tim Burton/Mike Johnson (USA, 2005) first scene to 4:45  
<http://viooz.co/movies/2538-corpse-bride-2005.html>
- Shrek, Adam Adamson/Vicky Jenson (USA 2001) second scene
- Flatland, Ladd Ehlinger Jr. (USA, 2007) First scene up to 4:45 min  
<http://www.youtube.com/watch?v=Mfglluny8Z0>
- Howl's Moving Castle, Hayao Miyazaki (Japan, 2004) 118 min  
<http://viooz.co/movies/2667-howls-moving-castle-2004.html>
- Silent/Black & White Films
- The Great Dictator, Charles Chaplin (USA 1940) 20 min- 35 min  
<http://www.youtube.com/watch?v=09ITj4kRot4>
- The General, Clyde Bruckman/Buster Keaton (USA 1925) First 25 min  
<http://www.youtube.com/watch?v=ncapCvkPgVw>
- Buster Keaton & Charlie Chaplin shorts (USA 1920-1960) 10 min each  
<http://www.youtube.com/watch?v=Fwls7oS-MHI>  
<http://www.youtube.com/watch?v=f-y36kHok4U>  
<http://www.youtube.com/watch?v=U9BinpcqWGM>
- The Artist, Michel Hazanavicius (France, 2011) 100 min  
<http://viooz.co/movies/912-the-artist-2011.html>

### **Foreign/Independent Films:**

- Films already listed above that fit well for this category:* Hero, Howl's Moving Castle, Les Triplettes de Belleville, Manufactured Landscapes, Ryan, Incident at Loch Ness, The Artist
- Lagaan: Once upon a time in India, Ashutosh Gowariker (India, 2001) 224 min  
\*Being purchased for review
  - One Week, Michael McGowan (Canada, 2008) 94 min  
<http://viooz.co/movies/5430-one-week-2008.html>
  - The Painted Veil, John Curran (USA 2006) 125 min (also useful for mise-en-scene/sound)

### **Websites:**

International Movie Database – [www.imdb.com](http://www.imdb.com)  
Movie Review – [www.rottentomatoes.com](http://www.rottentomatoes.com)

### **Additional Information:**

Teachers are to use discretion and omit portions of film that may not be suitable for the student audience. Teachers are recommended to distribute a letter with the course outline which informs parents/guardians of the films to be shown in class.

Adapted from the Originally Developed course: Film Studies 11  
Created by Vanessa Matty, District #34, Abbotsford