

District Name: Kamloops / Thompson

District Number: School District #73

Developed by: Dianne Bell

Date Developed: October 2008

School Name: Valleyview Secondary

Principal: Bill Hamblet

Board / Authority Approval Date:

Board/Authority Signature:

Course Name: Cinema Literature 12

Grade Level of Course: 12

Number of Course Credits: 4 Credits

Number of hours of Instruction: 120 hours

Prerequisite: 73% in English 10 or 11 or Teacher's approval

Special Training, Facilities or Equipment Required: Video Cameras, DV Tape, computers with editing software, TV, DVD player. Teacher will need experience using video camera and editing software.

Course Synopsis: This course has been developed to expose students to the rich history of film and explore its influence today. It is designed to be rigorous in its examination of cinematic literature, and will incorporate both film and written works. Eras in film to be covered are Silent Films, Hollywood Studio Films, Special Effects, Foreign Films and Canadian Films. A variety of guest speakers (from TRU, TRND Film Commission, Canada Arts Council, etc.) will provide insight into various films and roles within the movie industry. Assignments will include a movie log, seminar presentations, discussions, an essay and a short film. Student groups will produce short films for the school film festival.

Rational: This course has been created to allow students the opportunity to explore and enhance their understanding of cinematic literature and its role in modern society. The pervasiveness of movies in our culture makes this a rich medium for students to access and explore as well as further their critical analysis skills. Students will also build their creative skills and investigate various roles in the film industry. This will be an excellent avenue for creative gifted and talented students to extend their abilities.

Organizational Structure:

Unit	Title	Time
1	Cinematic Language and Roles	13 hours
2	History of Film (Silent Era to Now)	22.5 hours
3	Special Effects, Cinematography, and Writing	13 hours
4	Films for Society	13 hours
5	International Film	13 hours
6	Canadian Film	13 hours
7	Short Film Project	26 hours
Total		120 hours

Unit: Cinematic Language and Roles **13 hours**

Students will learn and use all of the cinematic terminology in film making and critiquing. Students will also learn and explore the various roles in film making. Instruction will be a mix of direct teaching and lectures from various guest speakers.

Curriculum Organizers: Viewing, Analyzing, and Creating

Learning Outcomes: Students will be able to

- ♦ use terminology appropriately and to enhance discussion
- ♦ identify and explore various roles in the film industry
- ♦ use film industry roles within group projects

Curriculum Organizers: Personal, Social, Cultural, and Historical Context

Learning Outcomes: Students will be able to

- ♦ follow the development of terminology and roles
- ♦ explore differences in roles in various cultures
- ♦ identify which roles they are most suited for

Unit: History of Film **35.5 hours**

This unit will have students explore the history of film by looking at a sampling of films from the Silent Era right through to modern times. Students will research context and directors and present their information to the class. Much of the instruction for this unit will come through guided discussion with some direct teaching and guest speakers.

Curriculum Organizers: Viewing, Analyzing, and Creating

Learning Outcomes: Students will be able to

- ♦ identify and discuss eras of film
- ♦ identify and discuss developments of style and subject
- ♦ identify and discuss the influence of a film, genre, or director
- ♦ create a synopsis of an original work that would be appropriate to a specific genre or era of film

Curriculum Organizers: Personal, Social, Cultural, and Historical Context

Learning Outcomes: Students will be able to

- ♦ understand and present the context of a particular film or era of film
- ♦ analyze and explore their own reactions to various films

- ♦ evaluate how the context of a film influences its story, symbolism, cinematography, etc.

Unit: Special Effects, Cinematography, and Writing 13 hours

This unit will explore special effects, their evolution, and their effect on storytelling. Cinematography and its critical roll in storytelling will also be examined. Lastly, students will explore the craft of writing for the screen. Instruction will be a combination of direct teaching, student research and exploration, and guest speakers.

Curriculum Organizers: Viewing, Analyzing, and Creating

Learning Outcomes: Students will be able to

- ♦ identify developments in special effects
- ♦ identify key components in cinematography
- ♦ identify main structural components in writing
- ♦ recreate a specific special effect
- ♦ recreate a specific aspect of cinematography as relates to theme
- ♦ develop an effective story board
- ♦ develop an original short screenplay

Curriculum Organizers: Personal, Social, Cultural, and Historical Context

Learning Outcomes: Students will be able to

- ♦ discuss and explore the history of special effects
- ♦ discuss and explore how society and culture influence cinematography
- ♦ discuss and explore how societal, cultural, and historical context play an integral part of excellent writing

Unit: Films for Society 13 hours

This unit is designed to expose students to films that have made a significant impact on society. The films will be from a variety of time periods to explore how society's values and perceptions have influenced by film and also to examine how they have changed. Instruction will be through discussion, student research, and guest speakers.

Curriculum Organizers: Viewing, Analyzing, and Creating

Learning Outcomes: Students will be able to

- ♦ identify and discuss bias and point of view in film
- ♦ identify and explore technical aspects of film that enhance its appeal to the audience or society
- ♦ create a synopsis for a short film reflecting current issues in society

Curriculum Organizers: Personal, Social, Cultural, and Historical Context

Learning Outcomes: Students will be able to

- ♦ identify and discuss social, cultural, and historical issues related to the films
- ♦ consider and discuss a film's impact on a social, cultural, or historical issue
- ♦ consider and discuss the timing of a film in relation to the social, cultural, or historical issue
- ♦ analyze and explore their own reactions to various films

Unit: International Film**13 hours**

This unit is designed to expose students to International Film and the differences in style and theme. The films will be from a wide cross section of the cultures. Instruction will be through discussion, student research, and guest speakers.

Curriculum Organizers: Viewing, Analyzing, and Creating

Learning Outcomes: Students will be able to

- ♦ examine a variety of films from various countries and cultures
- ♦ compare and contrast themes, imagery, symbolism, story, etc. in International and Hollywood films
- ♦ imitate one of the styles from the International films

Curriculum Organizers: Personal, Social, Cultural, and Historical Context

Learning Outcomes: Students will be able to

- ♦ identify the societal, cultural, and historical context of films
- ♦ discuss and explore how societal, cultural, and historical contexts enhance and influence films
- ♦ analyze and explore their own reactions to various films

Unit: Canadian Film**13 hours**

This unit is designed to expose students to Canadian Film and the Canadian Film industry. Instruction will be through discussion, student research, and guest speakers.

Curriculum Organizers: Viewing, Analyzing, and Creating

Learning Outcomes: Students will be able to

- ♦ examine a variety of films from Canada
- ♦ compare and contrast themes, imagery, symbolism, story, etc. in Canadian and Hollywood films
- ♦ imitate one of the styles from the Canadian films

Curriculum Organizers: Personal, Social, Cultural, and Historical Context

Learning Outcomes: Students will be able to

- ♦ identify the societal, cultural, and historical context of films
- ♦ discuss and explore how societal, cultural, and historical contexts enhance and influence films
- ♦ discuss and explore how the Canadian films relate to the student's own sense of what it is to be "Canadian"
- ♦ analyze and explore their own reactions to various films

Unit: Short Film Project**26 hours**

Students will work in groups to create an original short film. They will also organize and advertise a film festival to display their work. In this project students will need to work as a team to create a screen play, story board, film and edit and short film. This will be the culmination of all of the ideas in the course.

Curriculum Organizers: Viewing, Analyzing, and Creating

Learning Outcomes: Students will be able to

- ♦ identify the necessary steps and processes in creating a short film
- ♦ work together as a group to problem solve

- ♦ use special effects, cinematography, editing and writing to achieve a desired effect
- ♦ organize and promote a film festival for the school
- ♦ critique each other's work
- ♦ create an effective story
- ♦ work as a team to create an effective short film

Curriculum Organizers: Personal, Social, Cultural, and Historical Context

Learning Outcomes: Students will be able to

- ♦ identify current social, cultural, or historical contexts which their audience will find most relevant
- ♦ utilize context as a vehicle to drive their story
- ♦ understand how their personal context biases or influences their stories

Instructional Component:

Viewing, Analyzing, and Creating

This component is organized around the concepts of critically viewing and analyzing films. Students will be creating or recreating specific technical aspects to demonstrate their understanding.

Personal, Social, Cultural, and Historical Context

This organizer looks to have students realize the importance of context in cinema literature. They must examine a variety of contexts including their own personal contexts.

Assessment Component:

Method	Details	%
Written	questions, paragraphs, essays	15
Journal	log and journal of films viewed	10
Discussion / Seminar	discussions, oral presentations	15
Projects	short films, scripts, story boards, posters	60

Learning Resources:

Films, Books / Articles, Speakers

For each era or genre of film covered in class, students will be required to independently view and critique and additional film from that era or genre. A main film from each era or genre will be examined in class and students will have several other similar films to choose from. This will allow students the opportunity to choose a film which suits their viewing sensibilities with respect to violence, sex, nudity, and religion.

Possible Films: *The Little Tramp*, *Citizen Kane*, *Casablanca*, *Star Wars*, *Water*, *The Cup*, *Como agua para chocolate*, *Run Lola Run*, *Ben Hur*, *2001 Space Odyssey*, *High Noon*, *Crouching Tiger Hidden Dragon*,

Additional Information: