

Curriculum Map: Film Literature 2020-21

Course: FILM LIT Sub-topic: General

Grade(s): 10 to 12

Course Description: This course will aid in exploration of the major issues in the exchange between film and literature since the beginning of the twentieth century. Class time will be spent in discussion of movies and film scripts as literature. A brief study of film history will be included. The class will culminate in how to write a screenplay focusing on writing for pleasure and as a vocation.

Course Textbooks, Workbooks, Materials Citations: Understanding Movies (11th Ed)
Prentice Hall (2008)

Unit: Intro to Film Analysis

Timeline: Week 1

Unit Description: The massive world of media & films has permeated our culture. We all have movies that we cherish with different reasons as to why. These movies and their stars have become popular topics of communication throughout the tabloids as well as the dinner table.

This unit will focus on how to properly begin film analysis.

Unit Essential Questions: What is a screening report?
How do I write a screening report?
Are there other types of reports that analyze film?
Can I make valuable comparisons between similar films?
How can analysis help me appreciate a film?

Unit Big Ideas: What is film analysis?
How can I gather my ideas to participate in a group discussion?
What are some of the areas I should look for to analyze film?

Unit Materials: Chromebooks
Google Tools
PDF files

Unit Assignments: Students will participate in class discussion compiling lists of favorites and explaining their reasonings for favorability. They will learn how to gather together some of their thoughts and watch presentations discussing some of the elements that students can focus on when critiquing a film.

Unit Key Terminology & Definitions : asynchronous sound
chiaroscuro lighting
auteur

direct sound
dubbing
establishing shot

Topic: How to Write a Screening Report

Unit: Photography

Timeline: Week 2 to 3

Unit Description: Critics and scholars categorize films into two main parts: style and type. This unit will explain specific styles of film and introduced specific types of photography and camera angles.

Unit Essential Questions: What camera angles are often used to show sincerity/emotion?
What camera angles are used to show peril and/or desperation?
What are the responsibilities of a cinematographer?
What types of lighting are there and what does it subliminally say to an audience?
Why change a camera angle so often?

Unit Big Ideas: How are Realism and Formalism similar/different?
What is a cinematographer responsible for?
How do directors/D.P.s use camera angles to convey specific messages?

Unit Materials: Chromebooks
Google Tools
PDF files of readings

Unit Assignments: The students will be required to do in depth reading (including worksheets) on photography and participate in class discussions. Students will also watch various film examples and discuss the use of specific camera angles and why the director or cinematographer would use those at the specific times. Small screening reports will be created to use for class discussions.

Unit Key Terminology & Definitions : ariel shot
aspect ratio
deep focus shot
medium shots
close ups
bifurcated compositioning
bird's eye view
high angle shots
low leveled shots
overexposure
low leveled lighting

Topic: Camera Angles, Purpose, and Lighting

Unit: Practice Writing a Screening Report with a Suspense Film

Timeline: Week 3

Unit Description: Screening reports are the basic way critical thinkers gather together their ideas on film in preparation for class discussions. This formal style is an important method to learn as we move on to have class communications.

Unit Essential Questions: Artists create works of art that communicate their personal vision, concerns and life experiences. How does this play out?

Artists use various techniques to create strong reactions to their work. What techniques are used?

What do directors/DP's/screenwriters do intentionally to create the desired reaction?

Unit Big Ideas: What techniques do artists use in order to affect the way an audience responds to a work of art?

How do artists use personal vision, concerns, and life experiences to create art?

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Unit Materials: Chromebooks

PDF files

video examples

Unit Assignments: Students will write their own screening reports based off of assigned aspects focused on during random films.

Unit Key Terminology & Definitions : Screening Report

objective

concrete

Movie Review

Theoretical Essay

Critical Essay

Topic: Practice writing a screening report off of a documentary

Unit: Acting

Timeline: Week 4 to 5

Unit Description: The Star System has been the backbone of the American film industry since the mid-1910's. This unit will focus on the evolution of film and Hollywood, discuss the Big Five, and the myriad of approaches actors take in perfecting their craft/art.

Unit Essential Questions: Why were actor's names in early Hollywood not usually included in movie credits?

Who were the Big Five movie studio companies during the golden age of the Star System (1930-1940)?

What often happened to actors during their first years under studio contract?

Even though exploited, what compensations were, at times, available for actors?

What are the four main types of actors?

What's the difference between a Personality Star and an Actor Star?

What is method acting acting?

Unit Big Ideas: How did films evolve from Roundhay Garden Scene, to Nickelodeons, to Talkies?

How did big movie houses guarantee making money off of an actor?

What were the Big Five?

What are the main styles of acting that serious actors may pursue?

Unit Materials: Chromebooks

Google Tools

PDF files of the readings

Internet research

Unit Assignments: Students will do in depth research on acting. The class will read a chapter dealing with the craft of acting, how films evolved over time, and some of the terminology involved. Students will have worksheets to accomplish and discussions in class. (Students may be assigned an actor to do a report on.)

Unit Key Terminology & Definitions : Method Acting

Stanislovsky

The Actor's Studio

RKO

acting riders

non professional actors

extras

femme fatale

Topic: The Hollywood System

Topic: Method Acting

Topic: Life and Importance of the First Popular Actor: Charlie Chaplin

Unit: Analyze The Great Dictator

Timeline: Week 4

Unit Description: This unit will focus on the life and times of Charlie Chaplin, the first world-wide popular actor. We will discuss the life and career of Chaplin as well as his first ever Talkie film, *The Great Dictator*.

Unit Essential Questions: What made Chaplin so liked by the masses?

How was Chaplin seen as the everyman?

Explain Chaplin's film career.

Why was *The Great Dictator* banned in certain countries?

How did the United States respond to *The Great Dictator*?

Unit Big Ideas: We will be discussing the controversy surrounding *The Great Dictator*. We will also spend time analyzing what has been considered the greatest speech of all time, written by, performed by, and directed by Chaplin himself. What were Chaplin's motivations in creating this work of art?

Unit Materials: Chromebooks

Google Tools

PDF files

Kami

Unit Assignments: Students will participate in discussions on the life of Charlie Chaplin and his works. They will also watch various clips on his performances and analyze *The Great Dictator*.

This Curriculum Map Unit has no Topics to display

Unit: Finding Mise en Scene in Mystic River

Timeline: Week 6

Unit Description: *Mystic River* is a brilliant film crafted by Clint Eastwood. This unit will focus on Eastwood's choices in lighting, staging, and camera angles during the film.

Unit Essential Questions: What does chiaroscuro lighting do for the film?

What does a lack of bifurcated staging say to an audience?

Explain the use of bird's eye view camera angles in some of the film's most emotional moments?

What does the ambiguity of the poster mean?

How does parallelism support the movie?

Unit Big Ideas: We will spend time discussing the staging of critical scenes in the film (mise en scene), how the lighting speaks volumes to the audience, and how very specific camera angles were used to convey emotion.

Unit Materials: Chromebooks

Google Tools

PDF files

Kami

Unit Assignments: Students will do an detailed analysis of Eastwood's *Mystic River*. PDF readings on mise en scene will be given and some form of an assessment will be held post film showing.

Unit Key Terminology & Definitions : bifurcation
chiaroscuro lighting

bird's eye view

parallelism

This Curriculum Map Unit has no Topics to display

Unit: Thriller/Suspense/Horror

Timeline: Week 7

Unit Description: This unit will focus on the decisions made between a crew and director in crafting a horror/thriller/suspense film.

Unit Essential Questions: How did sound play a role in the film?
What type of camera angles were the most effective?
How did lighting play a role in the film? Did it become like a second character?

Unit Big Ideas: Specific choices in lighting and camera angles help to push an audience to the edge of their seats.
What specific choices were made in the film to inspire trepidation in the audience?

Unit Materials: Chromebook
Google Tools
Various PDF files

Unit Assignments: Students will analyze a film from the horror/thriller/suspense genre. The film is to be determined and at the discretion of the instructor. Students will write a screening report based on specific parts of the film and participate in a class discussion.

Unit Key Terminology & Definitions : TBD based on the film of choice.

This Curriculum Map Unit has no Topics to display

Unit: Movie Poster Art and Lobby Cards

Timeline: Week 7

Unit Description: This unit will focus on the time, money, and talents that go into marketing a film; specifically through the art of movie posters.

Unit Essential Questions: What were Lobby Cards?
Why are certain Lobby Card sets so collectible?
What's the difference between a teaser poster and a character poster?

Unit Big Ideas: Poster art has been prominently displayed in public places for over 200 years. How has this art evolved from Lobby Cards to the multimillion dollar blockbuster movie posters of today?

Unit Materials: Chromebooks
Google Tools
PDF files

Unit Assignments: Students will participate in a class discussion dealing with poster art and do a research assignment based off of their favorite movie poster (or something to do with lobby cards).

Unit Key Terminology & Definitions : Teaser poster
Character poster
Lobby Cards
The National Screen Service

This Curriculum Map Unit has no Topics to display

Unit: Parallelism and Dichotomy in Kramer vs. Kramer

Timeline: Week 8

Unit Description: Four decades have passed since *Kramer vs Kramer* was a cultural phenomenon, a conversation-starter that grossed more than any other movie in 1979 and then swept the Oscars four months later, winning best picture along with prizes for both Kramers, Dustin Hoffman and Meryl Streep, and two awards for Robert Benton for his adapted screenplay and direction. This unit will focus on some of the techniques used in the film adaptation of the novel and the director's choice in scene staging.

Unit Essential Questions: How did the film portray gender roles in the 70's?
Explain the use of parallelism in the tale?
How are both Kramers dynamic characters?

Unit Big Ideas: *Kramer vs Kramer* remains a film of immense sensitivity and heart, and context helps clear up some confusion about the film's depiction of parenthood, gender roles and the process of getting a divorce, all of which were closely intertwined and in a state of flux. We will discuss how the film was able to accomplish this synthesis.

Unit Materials: Chromebooks
Google Tools

Unit Assignments: Students will watch *Kramer vs. Kramer* and participate in a class discussion based on certain elements. There will be some form of an assessment after the film (be it a screening report turned in or an exam).

Unit Key Terminology & Definitions : parallelism

This Curriculum Map Unit has no Topics to display

Unit: Dynamic Characters and Final Images in The Judge

Timeline: Week 8

Unit Description: This unit will focus on the film *The Judge*. We will look at many aspects of the film such as score, final image, and transformation of characters.

Unit Essential Questions: What should a screenwriter do to create compelling characters?
How much thought should be given to final images in a movie?
What is more important in a movie--the director or the screenwriter(s)?

Unit Big Ideas: How did David Dobkin, Nick Schenk, and Bill Dubuque work together to portray a seamless transition between screenplay and film?
What do silent film images say to an audience?

How can a screenwriter craft strong characters that change?

Unit Materials: Chromebooks

Google Tools

Unit Assignments: The students will analyze *The Judge* and draft a screening report to be used in a post viewing class discussion. There also may or may not be some other form of post watching assessment given.

Unit Key Terminology & Definitions : dynamic character

flat character

film image

This Curriculum Map Unit has no Topics to display

Unit: Role of Music and Lighting in Casablanca

Timeline: Week 9

Unit Description: This unit will focus on one of the most influential films ever; Michael Curtiz's *Casablanca*. We will discuss how the film helped to refocus America's thoughts on entry into WWII and the lasting impact the film has had on culture.

Unit Essential Questions: What role did music play in the movie?

How did lighting in the movie help or hinder?

How is this movie a supreme example of old Hollywood?

What is the impact of *Casablanca* on film today?

Unit Big Ideas: How had the film helped to change American thoughts about entering WWII?

How did the film follow Hollywood's established form while elevating the art form?

Unit Materials: Chromebooks

Google Tools

Internet research

Unit Assignments: Class analysis

Class discussion

Screening Report

Quiz

Unit Key Terminology & Definitions : chiaroscuro lighting

story form

point of view

This Curriculum Map Unit has no Topics to display

Unit: How to Write a Screenplay

Timeline: Week 10

Unit Description: Many times we hear someone say, "I can make a better movie than that." Learning to write a screenplay in the proper format is a way that creative students can put forth their vision and, in turn, generate a lifelong process of writing (and the skills associated with it).

Unit Essential Questions: What is my vision?

What is unique about my idea?

How can I bring my vision to life?

What is the proper format for writing a screenplay?

Unit Big Ideas: What techniques do artists use in order to affect the way an audience responds to a work of art?

How do artists use personal vision, concerns, and life experiences to create art?

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

How do writers use current issues to influence their work and get audiences to respond?

How do you write for a profession?

Unit Materials: Chromebooks

PDF file examples

Screenplay Formater

Unit Assignments: Each student will write his/her own short one to two scene screenplay demonstrating the understanding of screenplay writing. Students will also discuss how their screenplay can be expanded into a full blown script.

Unit Key Terminology & Definitions : Focus

Internal struggles

External villains

ruling passions

space and time

simple plot and complex characters

This Curriculum Map Unit has no Topics to display