Cinema Origins

Content Area: **Arts**
Course(s): **Cinema Studies**
Time Period: **Semester 1**
Length: **Two Weeks (and ongoing)**
Status: **Published**

Standards

	Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
1.2.12acc.Pr6b	Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to people or to a situation.
	How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
1.2.12acc.Re7a	Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience.
1.2.12acc.Re7b	Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.
VPA.1.1.12.A.1	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
VPA.1.1.12.A.2	Categorize the elements, principles, and choreographic structures of dance masterworks.
VPA.1.1.12.A.CS1	Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.
VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Enduring Understandings

1. The development of film/cinema as an artform.

2. Cinema as a means of communication, persuasion, propaganda, and education.

3. Technological capabilities and limitations during its early years.

Essential Questions

1. What is the nature of film?

2. What impact(s) can film leave on a community or culture?

3. What is the importance/significance of early cinema?

Knowledge and Skills

Students will be able to:

- Understand how film was developed and has evolved from the late 19th century to the early 20th century.
- Identify early proto-cinema and entertainment devices that led to the film camera (i.e. magic lantern, zoetrope)
- Acquire a general knowledge of film and the film industry.
- Articulate how film can be used as a means of communication and persuasion.
- Compare and contrast early film's popularity and influence in the early 20th century to contemporary media's (social media, Twitter, TikTok) popularity and influence in the 21st century.
- Understand how early censorship (The Hays Code) created by the Motion Picture Producers and Distributors of America (MPPDA) in the late '20s and early '30s led to our current rating system (G, PG, PG13, etc.).
- Verbally analyze/critique early films in terms of cinematic techniques (i.e. camera angles, lighting,

music, script).
- Develop an appreciation for early and silent cinema.
- Identify early pioneers, directors, and actors.
- Identify key terms such as mise en scene, cinematography, long shot, high-angle, low-angle, Dutch angle, close-up, point of view (POV).

Resources

- Films of the Lumiere Brothers (Workers Leaving the Lumiere Factory, Train Leaving the Station)

Silent Films 1900-1930:

- A Trip to the Moon (1902), dir. Georges Méliès
- Considered to be the first feature length film with a fictional narrative.
- Use of jump cuts and special effects.
- Shot lengths, acting styles.
- Méliès' creation of hundreds of short films.

Additional suggested films include but are not limited to:

- The Great Train Robbery (1903), dir. Edwin S. Porter
- Suspense (1913), dir. Lois Weber
- One Week (1920), dir. Buster Keaton
- Sherlock, Jr. (1924), dir. Buster Keaton
- Safety Last! (1923), dir. Harold Lloyd
- The Gold Rush (1925), dir. Charlie Chaplin
- The Kid (1921), dir. Charlie Chaplin

"Talkies" 1920s-1930s:

- King Kong (1933), dir. Merian C. Cooper and Ernest B. Schoedsack

- Use of stop motion and special effects (Willis H. O'Brien).
- One of the first films with an original score (Max Steiner, "Mickey Mousing").
- The Great Depression and box offices records.
- Socio-political issues of the 1930s (misogyny, feminism, racism, class).
- The first "talkie" blockbuster.

Additional suggested films include but are not limited to:

- It Happened One Night (1934), dir. Frank Capra
- The Public Enemy (1931), dir. William A. Wellman

Transfer Goals

1. Critical Thinking: Students will be able to effectively think critically about film.

2. Students will be able to articulate point of view and perspective through class discussions and writing assignments.

Assessment

Assessments

Modifications

Modifications