

Cinema Studies - Unit 3: Cinema Studies in Action

Content Area: **Arts**
Course(s): **Acting Works F**
Time Period: **Semester 1 & 2**
Length: **Two Weeks (and ongoing)**
Status: **Published**

Standards

VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
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.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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.

Enduring Understandings

1. Social and Economic Reflections in Film: Students will explore how film can serve as a mirror to socio-economic issues prevalent during the time of its production, shedding light on societal values, challenges, and perspectives of the era.
2. Cinematic Techniques for Shaping Perspectives: Students will analyze various cinematic techniques used in

film-making, such as camera angles, editing, sound, and lighting, to understand how these elements can influence viewers' perceptions and introduce diverse perspectives and points of view.

3. Film as Political Expression: Students will recognize how films can carry profound political messages and commentary, and they will learn to critically analyze films to identify and interpret the underlying political themes and societal implications present within the narrative and visual language.

Essential Questions

1. How does a film convey its political commentary, and what cinematic elements contribute to the effective expression of these messages?

2. What criteria define a film as "important," and how can its cultural and historical significance impact society and filmmaking as an art form?

3. In what ways do socio-economic issues of a specific time period influence the storytelling of a film, and how do filmmakers use cinematic techniques to reflect and address these issues within their narratives?

Knowledge and Skills

Students will be able to:

- Appreciate how film can be more than a means of entertainment.
- Identify how socioeconomic and sociopolitical issues affect the making and storytelling of a particular film.
- Identify a filmmaker's and/or writer's (sometimes hidden) political commentary.
- Strengthen verbal and written critiques/analyses of films by identifying cinematic techniques, historical references, time period of production, social commentary, acting styles, special effects, CGI, etc.
- Compare and contrast documentary cinematic techniques to fictional filmmaking.

Resources

Recommended films/topics/themes include, but are not limited to:

Outsiders/Community – an exploration of how society accepts or rejects people into particular communities based on race, class, gender, ability, or culture.

- The Elephant Man (1980), dir. David Lynch
- Edward Scissorhands (1990), dir. Tim Burton
- Crooklyn (1994), dir. Spike Lee
- The Queen of Basketball (2021), dir. Ben Proudfoot

Teen Angst – exploring how socio-political issues, environment, and class affect interpersonal relationships and identity.

- Rebel Without a Cause (1955), dir. Nicholas Ray
- The Breakfast Club (1985), dir. John Hughes
- Hoop Dreams (1994), dir. Steve James

Dystopia/Post-Apocalyptic World View – exploring various perspectives of future societal development and destruction.

- Metropolis (1927), dir. Fritz Lang
- Children of Men (2006), dir. Alfonso Cuarón
- Snowpiercer (2013), dir. Bong Joon-ho

Mad Max: Fury Road (2015), dir. George Miller

Transfer Goals

1. Comparative Film Analysis: Students will develop advanced critical thinking skills, enabling them to analyze and critique how different directors and filmmakers explore similar topics and themes in their films. Through this, they will gain a deeper understanding of how artistic choices and perspectives can influence the portrayal and interpretation of cinematic content.
2. Sociopolitical Contextualization: Students will learn to consider the impact of political and social issues on the interpretation and meaning of a film. By examining how real-world events and societal contexts shape the narrative and thematic elements of a film, students will enhance their ability to recognize and appreciate the complexities of cinematic storytelling.

Assessments

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Formative: Strategic Questioning - higher order thinking/Historical Thinking Skill

Creative project: Short Film Project (Graded by rubric, with teacher feedback/critique.)

Modifications

[Modifications](#)