# Cinema Studies in Action

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

## Standards

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| 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. How film can reflect socio-economic issues of the time period it was filmed/produced.

2. Cinematic techniques that can expose viewers to different perspectives and/or points of view.

3. Recognize how films can carry political messages and commentary once analyzed ("Everything is

political.")

## Essential Questions

1. What is the political commentary being made by a film?

2. What makes a film "important?"

3. How did the time period's socio economic issues seep into the storytelling of the film?

## 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 Cuaron
- Snowpiercer (2013), dir. Bong Joon-ho

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

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## Transfer Goals

1. Critical Thinking: Students will be able to critique how various directors/filmmakers examine the same topic and theme.

2. Students will be able to consider how political and social issues affect the meaning of a film.

## Assessments

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## Modifications

Modifications