Unit 2 Technique and Shot Composition/Horror & Suspense

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ART OF THE FILM: GR. 10-12

UNIT 2 TECHNIQUE/SHOT COMPOSITION/HORROR & SUSPENSE

Belleville Board of Education

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Unit Overview

Unit Overview

- Basic shot composition
- Editing techniques
- Use of lighting and camera technique
- *Mis en scene*
- Dramatic Irony
- Suspense v. Surprise
- Suspense vs. Horror
- Inferior vs. Superior Positioning
- Static, Dynamic and Stock Characters
- Foley Artistry
- Composers
- Sound Effects
- Score
- Diagetic vs. Non-Diagetic Sounds

Enduring Understanding

Enduring understandings:

- How basic filmmaking technique and shot composition have the ability to influence the overall dramatic effect of a motion picture
- How different shots and camera angles affect the finished product of a visual story
- How filmmakers use suspense and surprise in varying degrees in order to create motion pictures that captivate, shock and disturb audiences
- How sound creates auditory cues and mood

Essential Questions

Essential Questions:

- How does the unique manner in which a film is shot, acted, directed, and edited affect the finished product of the motion picture?
- Why do audiences enjoy being frightened? How do motion pictures tell scary stories?
- How do filmmakers heighten the viewing experience through the manipulation of scoring, audio and sound effects?

Exit Skills

Exit Skills that the students should have acquired by the end of this Unit:

- Students will be able to analyze how common filmmaking conventions, directing styles, editing techniques, camera angles and special effects affect the finished product of a scene
- Students will be able to analyze and "read" films in terms of shot composition and *mise-en-scene*
- Students will be able to distinguish between suspense and surprise, horror and suspense, and superior positioning
- Students will be able to analyze and "read" films in terms of how they make use of dramatic irony and filmmaking manipulation of superior and inferior positioning
- Students will be able to explain how filmmakers manipulate diagetic and non-diagetic sound in order to heighten the overall effect of the film
- Students will be able to analyze and "read" scenes from motion pictures in terms of how they employ and manipulate sound effects, scoring, and audio

New Jersey Student Learning Standards (NJSLS-S)

Content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including

	figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.RL.9-10.8	(Not applicable to literature)
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Interdisciplinary Connections

History

Language Arts

Sociology

Technology -Describe ways that you can take a scene from a movie that is not scary or suspenseful, and use filmmaking technique and shot composition to create a scary/suspenseful experience for the viewer.

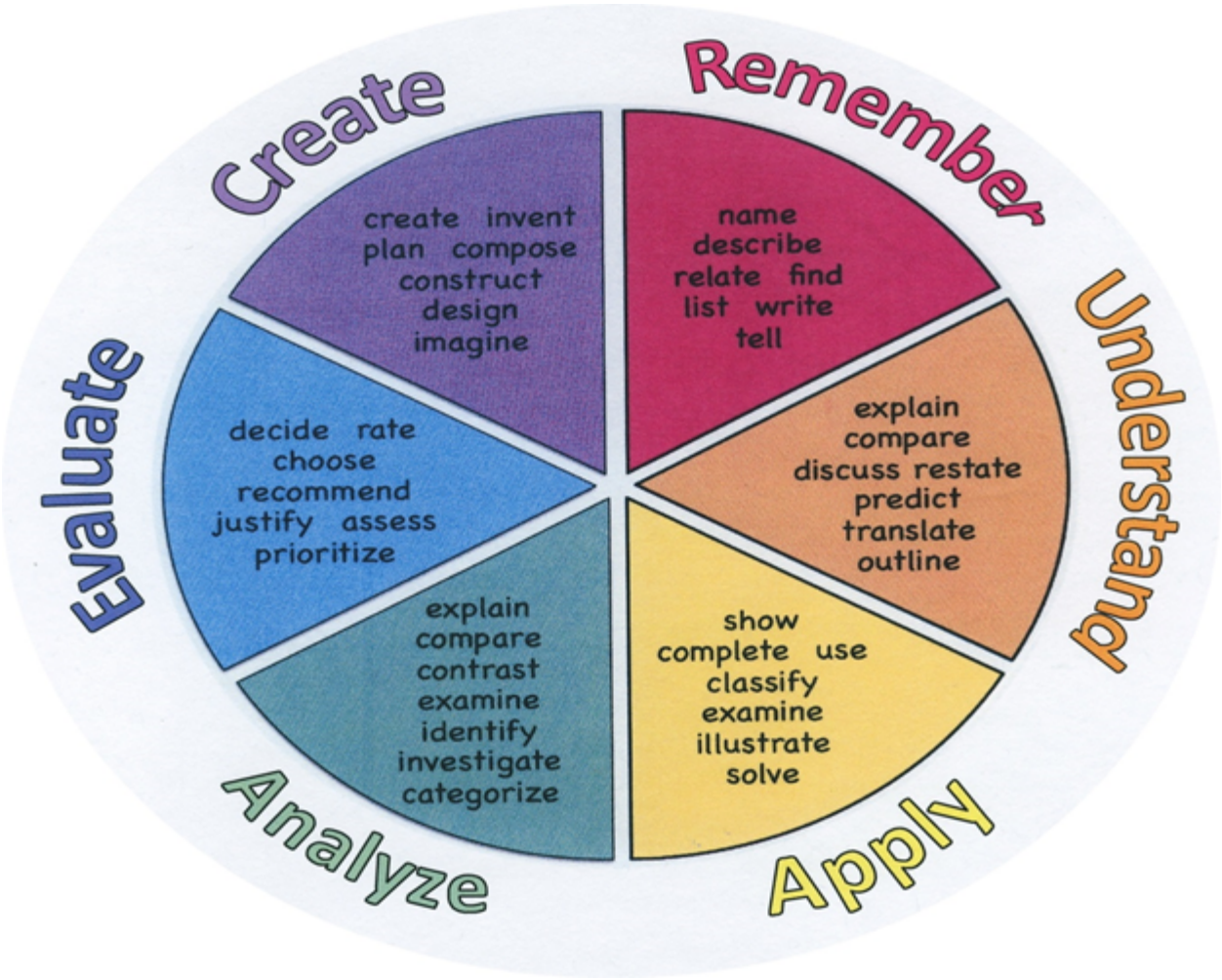
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
VPA.1.3.12.D.CS5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
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.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

Learning Objectives

- Recall common filmmaking conventions, directing styles, editing techniques, camera angles, and special effects
- Explain how shot composition and *mise-en-scene* affects the overall viewing experience of a particular scene
- Apply understanding of individual shots, editing techniques, and diagetics, and describe how the manipulation of these elements can affect the audience
- Enhance semester-long attempt to "read" a fim with particular focus on how to assess how a scene is affected by its direction, cinematography, and editing
- Demonstrate mastery of particular stylistic and filmmaking techniques
- Identify differences between suspense and surprise, horror and suspense, inferior and superior positioning, as well as diagetic and non-diagetic sounds
- Explain how dramatic irony and superior/inferior positioning affects the overall viewing experience of a film
- Transcribe original scripts in the horror/suspense genre, demonstrating mastery of screenwriting format and genre conventions

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Student Centered Learning: Students should either have already selected groups or groups of their choosing and we ready to jigsaw or answer higher order thinking discussion questions related to the theme or topic of the piece of literature being discussed.

Use of Rubrics: After discussing an assignment, allow students to create what they believe to be a fair rubric for assessing the assignment. This allows the students to have a say in how they will be graded as well as accountablity for the assignment.

Starting classes with a "Do Now" activity: Using a connection to life question that relates to the piece of literature will make the students be able to connect to the text and jump start to discussion, i.e. - "Why do audiences enjoy being frightened?"

Allowing students to choose their own projects: Having a vairety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be most successful in completing. Choose from a variety of project choices to demonstrate mastery of a particular stylistic filmmaking technique.

Brainstorming: This helps in the writing process because it will allow the student to know if they are grasping the topic.

Assessment Evidence - Checking for Understanding (CFU)

Create a **KWL chart** for how filmmakers create suspense and surprise in film (formative assessment)

Participate in a **learning center activity** that covers the following: camera angles, shot composition, superior and inferior positioning (formative assessment)

Study Guide (formative assessment)

Quizzes (summative assessment)

Presentation (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide

- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Films:

- Casablanca
- Psycho

Tracking sheets for each film

Unit teacher prepared Prezis.

Ancillary Resources

Unit teacher prepared Prezis.

Technology Infusion

Office 365

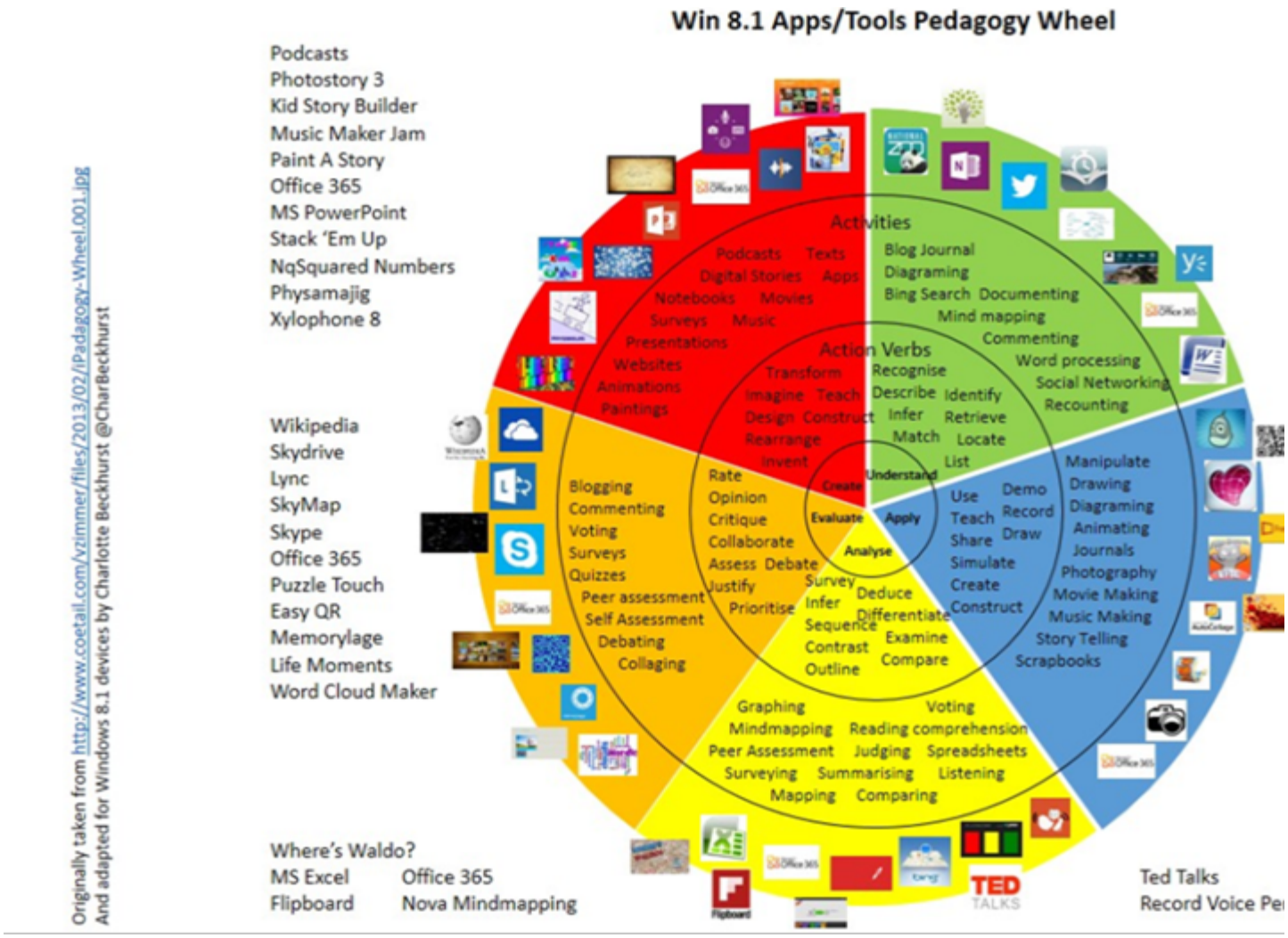
MS PowerPoint - Create presentations on camera angles and suspense

Prezi

Windows Media

Film (Netflix, Prime Video, etc.) - Use to watch films or film clip examples of shot composition techniques

Scriptwriting Software



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;

- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit.

Global Awareness

Financial, Economic, Business and Entreprenueurial Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiation Strategies employed in this unit.

- Pairing oral instruction with visuals - Use prezi's and film clips together with companion worksheets for notes/definitions
- Student(s) work with assigned partner
- Repeat directions - In writing and orally throughout project experience

Differentiations:

- Small group instruction
- Small group assignments -
- Extra time to complete assignments
- Pairing oral instruction with visuals - Use prezi's and film clips together with companion worksheets for notes/definitions
- Repeat directions - In writing and orally throughout project experience
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions -
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- **Independent research and projects - allow for a variety of "choice" projects**
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- **Multiple intelligence options - create project options that offer a variety of MI perspectives (i.e. - visual, written, spatial, etc.)**
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- **Jigsaw - cooperative group assignments to analyze film clips or scenes**
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- **Varied journal prompts - Written reflections for post-project self -analysis**
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Special Education Learning adaptations that will be employed in the unit

- provide modifications as dictated in the student's IEP/504 plan
- additional time for skill mastery - extended deadlines for due dates

- student working with an assigned partner - assign "buddies" for help with independent assignments

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in the unit:

- tutoring by peers - assign an EL "buddy" for help with classwork
- using computer word processing spell check and grammar check feature
- allowing the use of note cards or open-book during testing - 1 index card with as many notes as they can fit!

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Intervention Strategies that will be employed in the unit:

- marking students' correct and acceptable work, not the mistakes
- allowing students to select from given choices - Project options
- providing study guides - and review for tests
- allowing students to correct errors (looking for understanding) - Allow opportunities to improve test/project scores

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Talented and Gifted adaptations that will be employed in the unit:.

- Advanced problem-solving - How would you take a scene and change it so that it evokes fear rather than cheer?
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities - optional project ideas, student brainstormed project ideas

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: