

# Unit 01: Appreciating Film

Content Area: **Music**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **Ongoing**  
Status: **Published**

## Brief Summary of Unit

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The teacher will discover what students see when they watch films. Through viewing film segments, -questioning and discussion in class and written reflection, the students will uncover what they like about films they watch and begin the process of learning how films are different from each other and have different forms, styles and purpose. Through learning about the visual elements of film creation and design students will begin to see the elements of film making that they will have at their disposal in creating projects for this course. Students will begin the development of a vocabulary that will assist them in the creation and critiquing process of this course.

## Standards

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ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

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| MA.9-12.1.2.12prof.Cr1a | Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.  |
| MA.9-12.1.2.12prof.Cr1b | Organize and design artistic ideas for media arts productions.  |
| MA.9-12.1.2.12prof.Cr1c | Critique plans, prototypes and production processes considering purposeful and expressive intent.   |
| MA.9-12.1.2.12prof.Cr2a | Organize and design artistic ideas for media arts productions.  |
| MA.9-12.1.2.12prof.Cr2b | Critique plans, prototypes and production processes considering purposeful and expressive intent.   |
| MA.9-12.1.2.12prof.Cr2c | Apply aesthetic criteria in developing, refining and proposing media arts artwork.  |
| MA.9-12.1.2.12prof.Cr3a | Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.                                    |
| MA.9-12.1.2.12prof.Cr3b | Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.        |
| MA.9-12.1.2.12prof.Pr4a | Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.        |
| MA.9-12.1.2.12prof.Pr5a | Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.      |
| MA.9-12.1.2.12prof.Pr5b | Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions. |
| MA.9-12.1.2.12prof.Pr5c | Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.                               |
| MA.9-12.1.2.12prof.Pr6a | Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.   |

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| MA.9-12.1.2.12prof.Pr6b  | Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.   |
| MA.9-12.1.2.12prof.Re7a  | Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.   |
| MA.9-12.1.2.12prof.Re7b  | Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.                                    |
| MA.9-12.1.2.12prof.Re8a  | Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.   |
| MA.9-12.1.2.12prof.Re9a  | Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.  |
| MA.9-12.1.2.12prof.Cn10a | Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.                                       |
| MA.9-12.1.2.12prof.Cn10b | Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.                                     |
| MA.9-12.1.2.12prof.Cn11a | Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).  |
| MA.9-12.1.2.12prof.Cn11b | Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity. |

## Transfer

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## Essential Questions

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- • What are you looking at when viewing a film?
- • What is film composition?
- • What makes a good film?

## Essential Understandings

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- • a wide variety of techniques are used to stimulate and educate.
- • all directors have a unique filmic style.
- • films are constructed through a series of sequences, edits and montage.
- • films have a beginning middle and end.
- • films use symbols and visuals to convey meaning.
- • that film is an art form communicating a story through the design of a three dimensional space compressed into a two dimensional image.

## Students Will Know

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- • how directors cut within the frame without editing.
- • how film directors compose their shots and how to apply the same shot types to their project.
- • how to appreciate films for their construction
- • how to employ continuity into their projects.
- • how to identify the visual symbols and meaning of a film
- • how to use editing terms when describing a sequence in a film.
- • the difference between a documentary and narrative film.
- • the techniques of visual storytelling
- • what a sequence is and how a visuals move the story forward.

## **Students Will Be Skilled At**

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## **Evidence/Performance Tasks**

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- • Complete a graphic organizer detailing the difference between a documentary and narrative film.
- • Complete a video viewing guide detailing the techniques used in films viewed in class
- • Complete an evaluation sheet detailing the breaks between acts in a feature film.
- • Discuss and reflect on essential questions through discussion and writing in their Film Production Journal
- • Formulate criteria for film evaluation using principles of positive critique and observation of the elements of film and principles of design, and use the criteria to evaluate film.
- • Write a 2 page biographical report on a specific filmmaker and their filmic techniques
- • Write an essay on the visual symbols and meaning of a film watched in class.
- • Write three critiques of a feature film watched in class

## **Learning Plan**

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- • Analyze film techniques by viewing motion pictures including Potemkin, Citizen Kane, Stagecoach, Rear Window, The Third Man, 2001: A Space Odyssey, Man on Wire, Indiana Jones and including directors like Alfred Hitchcock, Sergi Eisenstein, Orson Welles, John Ford, David Lean, Stanley Kubrick, Stephen Spielberg, Jim Jarmusch, Michael Moore and Stan Brakhage.
- • Demonstrate a knowledge and appreciate films and directors from around the world..
- • Demonstrate their understanding of the language of film and how to appreciate it.
- • Have students discover what their level of viewing is and monitor changes during the course.
- • Preview the essential questions and create a Film Production Journal that will follow students throughout the course.
- • Report and outline various film techniques by plotting out the “three” acts of a film or video.
- • Students will compare and contrast films from different periods throughout the semester.
- • Write reports and essays on films and film directors.

## **Materials**

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## **Suggested Strategies for Modifications**

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