

Unit 24: Media Literacy/Film History and Theory

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Media Literacy/Film History and Theory

Learning Objectives

- AWBAT apply the Hero's journey principles to their own work
- AWBAT contribute to their Portfolio for future employment.
- AWBAT create a film portfolio from previously constructed DP reel and other work done in the department over their time with us.
- AWBAT decide how the European film genres ave affected our own American cinema.
- AWBAT evaluate an Oscar nominated film
- AWBAT evaluate the work of key movements in the European film industry, both past and present - Post War Realism, French New Wave, etc.
- AWBAT identify elements of comedy and how jokes work
- AWBAT identify they different stages of the hero's journey
- AWBAT measure how history and film interact with one another - styles reflecting times, times reflecting films, politics, propaganda, fake vs real news debate, etc.
- AWBAT recognize effective cinematography and editing techniues
- AWBAT write an essay analyzing the film in question
- AWBAT write and produce final professional working resume linked to the portfolio completed this week.
- Discussion and scheduling of this marking period trip and Master Class

Standards

MA.9-12.1.2.12adv.Cr1a

Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.

LA.K-12.NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually

	and quantitatively, as well as in words.
MA.9-12.1.2.12adv.Cr2a	Fluently integrate a sophisticated personal aesthetic for media arts productions.
MA.9-12.1.2.12adv.Cr3a	Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
MA.9-12.1.2.12prof.Re7	Perceiving and analyzing products. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
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. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?
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.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Tasks/Activities

- Artist will judge how history and film interact with one another - styles reflecting times, times reflecting films, politics, propaganda, fake vs real news debate, etc.
- Artists will complete a worksheet on the viewed film
- Artists will complete an essay analyzing the motion picture
- Artists will complete an essay on the viewed film
- Artists will create a film portfolio from previously constructed DP reel and other work done in the department over their time with us.
- Artists will critique an Oscar nominated film
- Artists will examine key movements in European film history. They will look at works of early European pioneers in the film industry, and how their impact paved the way for directors of today. They will also look a current directors and their works.
- Artists will follow a lecture on comedy and complete an accompanying worksheet
- Artists will follow a lecture on the hero's journey and complete an accompanying worksheet
- Artists will partake in the viewing of an Oscar nominated film
- Artists will read an article on the hero's journey and complete an accompanying worksheet
- Artists will read assigned chapter in D&A text
- Artists will update Portfolios
- Artists will view a comedy movie
- Artists will watch a film that follows the hero's journey
- Artists will write about how the European trends and genres have influenced American cinema.
- Artists will write and produce final professional working resume linked to the portfolio completed this

week.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, weekly participation via teacher observation, class projects including essays and power points, tests/quizzes
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Film Viewing
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Presentation essay – European trends and genres from the birth of film until today
- Problem Correction
- Project
- Q&A discussion on history AND film [not OF]
- Quiz
- Resume grade on final resume
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson

- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally

- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- Directing & Aesthetics Text
- Film Resource – “Scorcese visits European Movies”
- Film: Nosferatu
- Film: The Substance
- Internet sites provided by the teacher including but not limited to www.IMDB.com
- Various internet sites about history AND film re:cineliteracy.