

# Unit 16: Media Literacy/Film History and Theory

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## Media Literacy/Film History and Theory

---

### Learning Objectives

---

- AWBAT analyze storytelling techniques utilized in the film
- AWBAT analyze the film through writing
- AWBAT complete the SOF essay
- AWBAT create a compelling and informative slideshow based on an individual
- AWBAT critique a silent film using the SOF
- AWBAT define "copyright" as it applies to film
- AWBAT explain the "Hero's Journey" as it pertains to the film
- AWBAT further understand the history of film in America
- AWBAT give a live presentation to the class showcasing their presentation
- AWBAT identify copyright issues as they apply to their own films
- AWBAT identify elements of a Script Outline Form for film critiques
- AWBAT identify features and setting on video cameras
- AWBAT identify important facts about an individual
- AWBAT identify key features of a blockbuster film
- AWBAT identify the elements of Freytag's pyramid in reference to the film
- AWBAT identify the importance of physical media
- AWBAT identify the importance of the blockbuster for Hollywood
- AWBAT write an essay on the importance of the blockbuster
- AWBAT explain characters and their behaviors in terms of the film
- Discussion and scheduling of this marking period trip and Master Class

## Essential Skills

---

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

---

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.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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

---

- Artists will assemble a slideshow adhering to specified details in the assignment
- Artists will be given a Script Outline Form for analysis. The instructors will go over every aspect and detail of the critique form for upcoming film review.
- Artists will be introduced to the basics of copyright law in the film industry. They will be given specific cases and examples to better understand copyright issues as they apply to their short films.
- Artists will complete a pre-viewing reading assignment, setting the stage for the historical period they are viewing
- Artists will complete an SOF essay based on the film viewed
- Artists will complete the study guide packet on the film
- Artists will continue to update and make revisions to their Portfolios.
- Artists will give a presentation to the class, showcasing the research of their chosen individual
- Artists will identify key plot points in the film in relation to Freytag's Pyramid

- Artists will identify key information pursuant to individuals career
- Artists will read about the importance of Jaws to the Hollywood Industry
- Artists will read an article about the importance of physical media and the limitations of streaming
- Artists will read Chapter 15 on the functionality of the video camera
- Artists will research an african-american of great importance to the film industry
- Artists will view a blockbuster film
- Artists will view The Godfather
- Artists will write an essay on the importance of the blockbuster to Hollywood
- Students will be a lesson that builds on previous film history lessons. The height of the silent movie era will be examined, with a focus on Edison, Chaplin, Keaton, and Lloyd.
- Students will view “The Kid”, and use the SOF to critique the film

## **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
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Test grade for film Critique: “The Kid” SOF
- Worksheet

## **Recommended Technology Activities**

---

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here

- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- 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

## **Honors Modifications**

---

## **Resources**

---

- Blockbuster Film
- Copyright Law in film internet resource
- Directing – Film Techniques and Aesthetics, 3 rd ed., Michael Rabinger (pp. 489-532)
- DVD – “The Kid”
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Turning Points in Film History Text

