

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Film IB HL2				Course Code	<i>[Office use only]</i>
Transcript Title:	Film IB HL 2AB	Grades Levels:	12	Board Adoption Date:		
Content Area:	Communication Arts	GPA Scale:	5.0	Date Course Submitted:	June 2011	
Credential Req:		Graduation Subject Areas:	Humanities	Elective		
UC/CSU "A-G" Area Approvals:	Yes		School Site that wrote and submitted the course:	NHHS		
Prerequisite(s):	Culture and Production of American Film					
Next course(s):						

COURSE DESCRIPTION (*catalog summary*): Students in the IB film courses will develop their own voice and vision through the medium of film. This course provides more advanced filmmaking techniques including a study of traditions from more than one country. Students will study the impact that films from other countries have had on American filmmaking and traditions. Students will do in-depth study on documentary filmmaking. They will view and analyze various documentaries for purpose, impact and production style. Students will be further instructed on camera operation, composition, scriptwriting, storyboarding, editing, and evaluation of films. Film analysis will include further instruction on story elements, design, location, lighting technique, special effects, camera angles, and scene composition. Students will practice film critiques on various film topics. This will culminate in an oral commentary on a specified film utilizing all aspects of film analysis. Students will apply their knowledge by writing their own documentary film script. Students will utilize their cumulative knowledge of film history, theory and production to create their own 7-minute film with trailer.

GOALS (*expected performance outcomes for students*): The IB film course at SL and HL aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film. The aim is to promote:

1. An appreciation and understanding of film as a complex art form
2. An ability to formulate stories and ideas in film terms
3. Practical and technical skills of production
4. Critical evaluation of film productions by the student and by others
5. A knowledge of film-making traditions in more than one country.

CALIFORNIA CONTENT STANDARDS (*how the course aligns with California and/or national curriculum standards*):

Visual and Performing Arts Standards for 9-12 Grade Proficiency 1.1-1.5; 2.3, 2.5, 2.6; 3.1, 3.2, 3.3, 3.4; 4.1-4.5; 5.2, 5.4

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to the Visual Arts

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Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary:

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design:

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice:

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools:

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

2.5 Create an expressive composition, focusing on dominance and subordination.

2.6 Create a two or three-dimensional work of art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts:

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts:

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

3.4 Discuss the purposes of art in selected contemporary cultures.

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4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments about Works in the Visual Arts.

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning:

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments:

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications:

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Careers and Career-Related Skills:

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

EVALUATION (*how the effectiveness of the course will be monitored and assessed*): As a part of the IB diploma and certificate program the class will follow the assessments laid out by the IB program. This will consist of assignments and assessments that prepare students for their final portfolios. The final requirements of the IB film class are as follows:

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HL (higher level):

- Rationale, script and annotated list of sources for a documentary production of 12–15 pages
- An oral presentation of a detailed textual analysis of an extract from a prescribed film of up to a maximum of 15 minutes
- One completed film project of 6–7 minutes including titles
- An associated trailer of 40–60 seconds
- Rationale for film of no more than 100 words
- Rationale for trailer of no more than 100 words
- Written commentary of no more than 1,750 words

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Unit 1	Length of Unit ... Three Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Physical Space as an Element of Mise-en-Scene Intro to Foreign Film: Study of Akira Kurosawa	Mise-en-scene, jedi-geki, iconography, Wuxia, Chambara, semiotics, iconicity, indexicality	1.1-1.5; 2.3, 2.5, 2.6; 3.1, 3.2, 3.3, 3.4; 4.1-4.5; 5.2, 5.4	a. Lecture notes on Kurosawa and history of the samurai b. Handouts on key vocabulary c. Discuss use of space in film and how it affects meaning d. View <u>Yojimbo</u> and <u>Fistful of Dollars</u> Compare/contrast use of space Discuss Kurosawa's influence on Sergio Leone	Looking at Movies; Digital Cameras; iMovie or Final Cut Pro
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups before whole class disc.; large screen projection; note taking guides; handouts Process: Teacher assistance; clarification, restatement of concepts; small and large group discussion Product: Extra time to produce short, teacher help with production skills, if necessary		
	Extension – for high achieving students.	Content: Additional research on Kurosawa Process: Further viewing of additional films Product: Longer film product		
Evaluation	Formative Assessments (ongoing & mid-lesson): Students will apply vocabulary terms to the film <u>Yojimbo</u> . They will participate in group and class discussions. Review textual analysis skills by taking short answer test on various aspects of the film, specifically the impact of space on meaning			
	Summative Assessments (unit final evaluation): Students will produce a short (1 minute) silent film where they demonstrate their understanding of the significance of the use of space in storytelling.			

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Unit 2	Length of Unit ... Three Weeks ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Analyzing the Moving Image Extract	<i>Auteur, montage, genre conventions, various camera angles, narrative, mood, tone, setting, conflict, theme, audience</i>	1.1-1.5; 2.3, 2.5, 2.6; 3.1, 3.2, 3.3, 3.4; 4.1-4.5; 5.2, 5.4	<i>a. Lecture, reading and handouts on key vocabulary and concepts</i> <i>b. Discuss genres and sub-genres</i> <i>c. View a still photo and breakdown based on mood, tone, setting, etc. This will lead to a discussion on intent of artist and possible meaning</i> <i>d. View <u>Edward Scissorhands</u> and <u>Alice in Wonderland</u>, discuss Tim Burton as an example of auteur theory and how it determines meaning</i>	<i>Looking at Movies</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>Teacher assistance; group discussion; given partner for assignment</i> Process: <i>Teacher help in selecting movie; suggestions on possible sections to discuss</i> Product: <i>More time to complete; teacher assistance on essay outline, if needed</i>		
	Extension – for high achieving students.	Content: <i>Additional research on their favorite director</i> Process: <i>Choose two films from their favorite director and find similarities between them as for theme, ideas and images</i> Product: <i>Comparison paper</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Multiple choice and short answer test on film and vocabulary</i>			
	Summative Assessments (unit final evaluation): <i>Students will re-watch their favorite film and choose, what they believe, is the most important five minutes. They will then write a 2-3 page critical commentary on the film using elements of film analysis.</i>			

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Unit 3	Length of Unit ... Three Weeks ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Documentary Film	<i>Content, purpose, audience, pacing, format</i>	1.1-1.5; 2.3, 2.5, 2.6; 3.1, 3.2, 3.3, 3.4; 4.1-4.5; 5.2, 5.4	<i>a. Lecture, reading and concepts on key concepts and vocabulary b. View various clips of documentary films c. Breakdown pairing of visual images with audio commentary</i>	<i>Looking at Movies</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>Teacher assistance; group discussion; given partner for assignment</i> Process: <i>Teacher help in selecting movie; suggestions on possible sections to discuss</i> Product: <i>More time to complete; teacher assistance on essay outline, if needed</i>		
	Extension – for high achieving students.	Content: <i>Move beyond class and find further examples from other countries</i> Process: <i>Assigned independent watching of documentary films</i> Product: <i>Lengthen to a 20 minute portion for documentary script</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Short journal responses to documentaries based on the topics of: content, purpose, audience, pacing, etc...</i>			
	Summative Assessments (unit final evaluation): <i>Students will take a 10-minute portion of a documentary of their choice and write a documentary script. They will demonstrate their understanding of structure, format, pacing, content, purpose and audience of the documentary.</i>			

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Unit 4	Length of Unit ... Ongoing- 14 Weeks until deadline...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Independent Study Paper on Film History or Film Theory	No new vocabulary. Students will utilize vocabulary that is applicable to their individual projects	1.1-1.5; 2.3, 2.5, 2.6; 3.1, 3.2, 3.3, 3.4; 4.1-4.5	All model tasks have been previously completed. This unit is only to complete required work for IB.	Text sources will be individualized by each student
Differentiation	Support -- for students who are struggling with the content	Content: As an IB requirement, teacher is only allowed to see one draft and give verbal advice Process: Product: The guidelines are set by IB		
	Extension – for high achieving students.	Content: As an IB requirement, teacher is only allowed to see one draft and give verbal advice Process: Product: The guidelines are set by IB ** These are individual IB papers that students are not allowed help or collaboration with other students		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation): Required paper for IB program			

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Unit 5	Length of Unit ... Ongoing- 15 Weeks until deadline ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Final Film Production Personal Film Commentary	<i>No new vocabulary. Students will utilize vocabulary that is applicable to their individual projects</i>	1.1-1.5; 2.3, 2.5, 2.6; 3.1, 3.2, 3.3, 3.4; 4.1-4.5; 5.2	<i>All model tasks have been previously completed. This unit is only to complete required work for IB.</i>	<i>The cameras, sets, lighting and editing equipment determined by each group of students working on film</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>As an IB requirement, teacher is only allowed to give suggestions.</i> Process: <i>Students can work in groups of up to 4 IB students to support one another</i> Product: <i>Final film requirements are set by IB</i>		
	Extension – for high achieving students.	Content: <i>As an IB requirement, teacher is only allowed to give suggestions.</i> Process: <i>Students can use more sophisticated editing and filming techniques</i> Product: <i>Final film requirements are set by IB</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation): <i>Required final film production and commentary for IB program.</i>			

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Unit 6	Length of Unit ... 4 Weeks...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Oral Presentation Dissecting an excerpt of a film and how it relates to the whole.	No new vocabulary. Students will utilize vocabulary that is applicable to their individual projects	1.1-1.5; 2.3, 2.5, 2.6; 3.1, 3.2, 3.3, 3.4; 4.1-4.5	All model tasks have been previously completed. This unit is only to complete required work for IB.	Students will view the individual films. They will complete their own research for the oral presentation.
Differentiation	Support -- for students who are struggling with the content	Content: Teachers are not allowed any further aid in this area. Students must complete oral presentation preparation on their own. Process: Product:		
	Extension – for high achieving students.	**These assignments are set by IB and they have to be followed exactly; there can be no differentiation. IB chooses the films and students pick the one they want to discuss.		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation): Final oral presentation for IB requirement.			