

WGSD Curriculum -- Film Appreciation

History of Cinema

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to distinguish and characterize the various movements, eras, and genres in the history of cinema, along with seminal directors and representative films, understanding their contributions to the evolution of cinema.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - identifying the technological innovations that have revolutionized and evolved, from the beginning of cinematic history to the present day.
 - distinguishing the different eras and movements that correspond to distinct time periods in film history.
 - evaluating the major genres that have had the biggest impact on cinematic style, including film noir, musicals, westerns, science fiction, comedy, drama, satire, thriller, etc.
 - acknowledging and analyzing the techniques, characteristics, and contributions of major figures in film history, including Charlie Chaplin, D.W. Griffith, Orson Welles, John Ford, Elia Kazan, Alfred Hitchcock,

	<p>Francois Truffaut, Woody Allen, Martin Scorsese, Joel and Ethan Coen, and others.</p> <p>2. The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>auteur, film noir, archetype, integrated musical, Neorealism, French New Wave, Expressionism, modernism, post-modernism, satire, black comedy.</i>● performing specific processes, such as<ul style="list-style-type: none">● identifying major schools of film.● identifying examples of major genres in film.● matching major directors with their most important films. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none">●
<p><u>Learning Design</u></p>

WGSD Curriculum -- Film Appreciation

Cinematic Style

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Learning Goal

Students will be able to identify and evaluate a range of filmic styles, directorial methods, and technical aspects of filmmaking, how these procedures have changed over time, and their impact on the visual and storytelling aspects of the final film product and its relationship with the audience.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- analyzing directorial choices and techniques to determine their impact on the film's structure, visual presentations, and thematic functioning.
 - distinguishing the various elements that make up film composition, including camera work, lighting elements, scoring and soundtrack, transitions, framing, sound mixing and editing, film editing, visual effects production design, etc.
 - identifying how a film establishes mood and tone.
 - recognizing symbols and motifs and their connections to plot, character, and theme.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>tracking and panning shots, crosscutting, mis en scene, establishing and insert shots, chiaroscuro, cookaloris, continuity, iris, transitionaly dissolve, storyboarding, frame shots, match cuts, lightning mix, dutch angles, scoring, motifs, parallel shots, etc.</i> ● performing specific processes, such as identifying directorial techniques <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ●
<p><u>Learning Design</u></p>

Literary Aspect of Film

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[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze and discuss the literary aspects of a film, such as plot, theme, characters, symbols, and author's intent.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple interpretations of a complex narrative film, evaluating screenplay elements, including plot, theme, symbolism, historical context, and characterization.
- integrating and evaluating multiple sources of information presented in the film itself, alongside critical essays, reviews, interviews, class lecture, and discussion.

2: The student demonstrates he/she is nearing the learning goal by

Recognizing or recalling specific vocabulary, such as

	<ul style="list-style-type: none">● <i>exposition, complication, climax, resolution, symbol, motif, parallel imagery, characterization (round, flat, static, dynamic), theme, allegory</i> <p>Performing specific processes, such as</p> <ul style="list-style-type: none">● comparing and contrast interpretations of a film and its source material.● locating information from multiple sources presented in different media or formats, including words. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">●
<p style="text-align: center;"><u>Learning Design</u></p>

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Film Critique

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[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to synthesize the technical, literary, and cultural aspects of understanding film into a written critical examination of an individual film, communicated with attention to correct, academic written expression.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying and evaluating the contextual, literary, and filmic elements in particular film.
- developing critical arguments regarding the film's literary and filmic elements.
- establishing appropriate compositional tone and organization for a critical review.
- using expressive, unique, and vibrant language in a critical film review.

2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.</i>● performing specific processes, such as<ul style="list-style-type: none">● providing a clearly and accurately written plot summary for a specific film.● adhering to correct grammatical and compositional conventions.● using the assigned format accurately. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none">●
<p><u>Learning Design</u></p>