



Marietta City Schools

2023–2024 District Unit Planner

DP Film Y1 HL

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| Unit Title/ Topic | Unit 3: Context, Close Analysis, and Collaboration | Hours | <i>30 hours</i> |
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?* Students will learn three key ideas from this unit: 1) film is created within a time and place and culture (a context). That context may be political, historical, cultural, social, economic, technological. As a result, films often reflect and communicate the tensions and anxieties and ideas of their context through themes, characters, and/or technical elements. 2) Students will learn to identify various topics within film, whether they are related to technical elements or larger topics (role of women, portrayal of technology, architecture, violence, etc.) In addition, students will need to not only identify these topics, but they will also need to use research to support their ideas. 3) Students will continue to work and learn in small groups to make short films.

Unit Description and texts

HL students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.

Also, students will continue to hone technical skills while working collaboratively.

| Transfer goals/Skills | Approaches to learning (ATL) |
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| <p>Skills:</p> <p>Students’ thinking - students will need to consider how two films (from across years and/or cultures) explore a similar topic/idea</p> <p>Research - searching for valid sources and appropriate research to support ideas.</p> <p>Communication - students need to use both audio and visual to communicate ideas.</p> <p>Self-management - students will meet incremental deadlines</p> | <p>Category: Research</p> <p>Cluster:</p> <p>Skill Indicator:</p> <p>Details: Students will evaluate the validity of sources as well as the evidence within the sources to connect to their ideas.</p> |

(Keep 1-3 used during the unit. Aim for a variety to help facilitate learning. Delete those not used and this statement)

Details: These skills will prepare kids to approach the official IB assessment called the **Comparative Study**, a ten minute video that compares and contrasts various ideas within two films while addressing and exploring the film’s ideas to its own context.

| Content/skills/concepts | Learning process |
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Students will know the following content:

Cinematography, leitmotif, motif, symbol, mise-en-scene, context, citing evidence, various topics related to a film

Students will develop the following skills:

Research skills and finding typical and relevant information, editing a film to support ideas, comparing and contrasting ideas.

Students will grasp the following concepts:

Film often reflects and explores its socio-cultural context. Directorial intention often reveals a film’s context through the direction’s decisions, and films from different times and cultures may address a similar topic in a similar or dissimilar way.

Lecture - the delivery of the initial assignment.
 Small group/pair work - students will work in pairs to research context.
 PowerPoint lecture/notes - approaches to topics and contexts.
 Individual presentations - informal, presented to teachers, not students.
 Interdisciplinary learning - connecting and exploring a film’s historical situation to provide the appropriate context.
(Keep pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)

Details: After exploring how to find topics in films, kids will be tasked with finding two films that meet two criteria: 1) the two films must be separated by a minimum of 25 years and/or one must be from a context unfamiliar to a student (a foreign film).

Others: Students will need to watch and research films outside of class to find two films that meet the requirement for this task.

| Language and Learning | TOK Connections | CAS connections |
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Activating background knowledge - students will put into use their understanding of the technical elements of film
 Scaffolding for new learning- context will be a huge shift for kids, not just that film has a context, but a director’s choices often echo and reverberate with the context in mind.
 Acquisition of new learning through practice - students will practice the art of research and identifying a film’s context.

Ways of knowing - students will explore the multitude of ways that a film (or films) explore to communicate tensions and anxieties of a particular culture and time.

Details: The context of a film drives this unit. Topics within the assessment should interact with the films’ context.

There are no CAS connections to this unit.

Detail: n/a

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| <p>Details: Context drives this unit. It doesn't seem cinematic, but it can affect every aspect of a film from the writer to the director to the audience.</p> | | |
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Essential Understandings and Questions

Factual: Film is a product of its time and place.

Conceptual: How does a film communicate and wrestle with its context?

Debatable: All films are a product of their context.

Common Assessment Tasks
List of formative and summative assessments.

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| <p>DP Assessments</p> | <p>Assessment Objectives</p> <p>MAHS.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><i>Demonstrate knowledge and understanding of films, filmmakers and their various cultural contexts in order to influence, inform and impact the creation of film work.</i></p> <p><i>Analyze film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.</i></p> | <p>Formative Assessments</p> | <ol style="list-style-type: none"> 1. Practice context exploration 2. Rough draft of close analysis assessment 3. Student portfolio reflections on collaborative films 4. Student short film/s | <p>Summative Assessments</p> | <ol style="list-style-type: none"> 1. Final draft close analysis 2. Final production portfolio reflections |
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Learning Experiences
Add additional rows below as needed.

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| Topic or Content | Learning Experiences | Personalized Learning and Differentiation All information included by PLC in the differentiation box |
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| | | is the responsibility and ownership of the local school to review and approve per Board Policy IKB |
| Researching context (using films from unit 2) | Presenting research to class | Students can choose from a variety of films (these films are not shown in class nor required to be viewed) |
| Writing context paragraphs | Researching and writing a short paragraph related to the topic | Students choose the topic of research. |
| Viewing student samples of close reading | In pairs, students will identify structure of the assessment | Students may choose from several options |
| Approaching the assessment | Students will complete a guided handout as a preliminary document for their choice of films and topics. | Students choose films |
| Research of films (context and topic) | Students will begin researching the context of their films as well as their first topic to explore | Students choose films and sources. |
| Students will write drafts of the close analysis | Research and writing | Students choose most relevant technical aspects |
| Collaborative project/s | Practicing and reflecting on technical skills. | Students choose roles. |
| Content Resources | | |
| Additional supports in this unit should include: Students will view and explore this assessment with videos from previous year's classes (student created). | | |