Wallenpaupack Area School District
Planned Course Curriculum Guide

Department
Fine Arts/Special Education Departments
Advanced Creative Film Appreciation

Course Description: This course is designed to introduce students to viewing movies with a more critical eye. They will explore familiar and unfamiliar films by comparing them based on specific attributes such as genre, production date, narrative technique and culture.

Initial Creation Date (if applicable) and Revision Dates: April 28, 2025

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Film Appreciation	**GRADE/S:** 9-12+
UNITS 1-5: Film Comparison *Movies screened and attributes compared will be selected each year based on the students. However, activities listed below will be the same for each film pairing.*	**TIMEFRAME:** 8-10 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.3.12 Critical Response - Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

- A. Examination processes of works in the arts and humanities.
  - o Compare and contrast
  - o Analyze
  - o Interpret
  - o Form and test hypotheses
  - o Evaluate/form judgments
- B. Determine and apply criteria to a person's work and works of others in the arts.
- C. Apply systems of classification for interpreting works in the arts and forming a critical response.
- D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

UNIT OBJECTIVES (SWBATS):

- Students will view movies = with a specific purpose in mind.
- Students will compare and contrast movies with similar attributes. Attributes may include, but are not limited to:
  - o Film type (animation vs. live action) - Ex: 1955 animated *Lady and the Tramp* vs 2019 live action *Lady and the Tramp*
  - o Adaptation (text vs. movie; children's book adaptation vs. novel adaptation) - Ex: 1988 book *Matilda* vs. 1996 film *Matilda*
  - o Production Date (old vs. New) - Ex: 1971 film *Willy Wonka and the Chocolate Factory* vs. 2023 *Wonka* film
  - o Genre (drama vs. Comedy) - Ex: 2009 film *Up* vs 2021 film *The Mitchells vs. the Machines*
  - o Sequels (similarities and differences across versions) - Ex: 1995 film *Jumanji* vs. 2019 film *Jumanji: The Next Level*
  - o Narrative technique (fiction vs. nonfiction/documentary) - Ex: 2005 nonfiction film *March of the Penguins* vs 2005 fictional film *Happy Feet*
  - o Culture (representations of same vs. different cultures) - Ex: 2021 film *Encanto* (Colombia) vs. 2012 *Brave* (Scotland) vs. 2016 film *Moana* (Polynesia) female coming of age stories
- Students will respond critically to movies and give reasons for their responses.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Discuss attribute
- Screen movies and/or books
- Discuss similarities and differences related to attribute being compared
- Develop and share opinion of films with supporting reasons (ex: write/record film reviews)

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Discussions • Film reviews (written or verbal (ex: FlipGrid))	

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
• Paraprofessional support
• Ensure appropriateness of films/scenes for age and developmental level
• Modification of assignments:
    o Accept various response types (ex: written vs. verbal (FlipGrid))
    o Provide appropriate accommodations based on the student's IEP	

RESOURCES (Technology Based Resources, Text Resources, etc.): SWANK- K-12 Streaming- movie resource Books- audio/adapted/original versions of books (book to movie) FlipGrid or similar program Canva OneNote iPads- students use TV/Screen- projector/Computer- Streaming device	
KEY VOCABULARY: Animated/Cartoon Live action Drama Comedy Film/Movie Sequel Review Critique Documentary Critic Director Producer	