Fil	m	Stu	ıdi	es

Grades 9 – 12

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u o	Quar	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
Duration	September -	– November	November – January		January – April		April – June		
	48 Instructional Days		41 Instructional Days		44 Instructional Days		48 Instructional Days		
	48 Histi detional Days		41 mstructional bays		44 mstructional Days		48 mstractional Days		
Modules	Module 1 Introduction to Film The Birth of Cinema: The Silent Era	Module 2 The Harlem Renaissance and Black Hollywood	Module 3 The Introduction of Sound: The Musical and the Golden Age of Film	Module 4 Art of the Director: Film Noir	Module 5 Film Editing: Horror/Suspense Film and Melodrama	Module 6 Short Films and Animation	Module 7 Politics and Propaganda: The Documentary	Module 8 The Business of Film: Block Busters	
	Lessons: -Introduce students to the	Harlem Renaissance 1920s – 1930s	1940s – 1960s	Orson Wells Otto Preminger	Alfred Hitchcock James Whale	Disney Pixar	Lessons: -Introduce students to the	Scripts Budgets	
	vocabulary of film and	Oscar Micheaux	Lessons:	Billy Wilder	George A. Romero	T IXUI	elements of Documentary	Executive Producers	
	different types/genres of	Censorship	-Introduce students to the	Martin Scorsese	Wes Craven	Lessons:	Film.	Producers	
	film.	·	elements of Musical Film.	Spike Lee	John Carpenter	-Introduce students to the	-Have students watch	Directors	
	-Introduce students to	Lessons:	-Have students watch	Tim Burton		elements of Short Film.	selected films representing		
	elements of Silent Films.	-Introduce students to the	selected films representing	Quentin Taratino	Lessons:	-Introduce students to the	the period/genre.	Lessons:	
	-Have students view selections of silent films.	elements of the Harlem Renaissance.	the period/genre.	Lessons:	-Introduce students to the elements of	elements of AnimationHave students watch	Guided Practice:	-Introduce students to the elements of Block Buster	
	selections of silent fillis.	-Introduce students to the	Guided Practice:	-Introduce students to the	Horror/Suspense Film. (ex.	selected films representing	-Have students work	films.	
	Guided Practice:	films of Oscar Micheaux.	-Have students work in	elements/characteristics of	Nosferatu, Rose Mary's	the period/genre.	individually or in small	-Have students watch	
	-Have students identify and	-Discuss Black created	small groups to produce	Film Noir, highlighting the	Baby, The Exorcist, Jaws,	, , ,	groups to produce projects	selected films representing	
	describe various	during the 1920s and	projects based Musical	works of Wells, Preminger	etc.)	Guided Practice:	based on the period/genre.	the period/genre (ex. Star	
	characteristics of various	1930s.	Films. Include:	and Wilder (or other films	-Introduce students to the	-Have students work	Include:	Wars, The Lord of the Rings,	
Su	genres of filmHave students identify and	-Introduce students to the elements of Censorship as	 A group paper. A group powerpoint or 	in the genre)Introduce students to the	elements of Melodrama Film. (ex. The Women, Little	individually or in small groups to produce projects	 A group paper. A group powerpoint or 	Black Panther, etc).	
Lessons	discuss the elements of	they relate to film.	video production.	styles/characteristics of	Foxes, Gone with the Wind,	based on the	video production.	Guided Practice:	
P	Silent Film.	they relate to min.	-Have students work in	films of several directors.	Imitation of Life, Pride and	periods/genres.	video production.	-Have students discuss,	
	-Have students view a silent	Guided Practice:	small groups to produce	-Have students watch 2 or	Prejudice, etc.)	, , , , , , , , , , , , , , , , , , , ,	Connections:	written or verbally, the	
	film. In small groups, have	-Have students work in	projects	more films by a director to	-Have students watch	Connections:	-Have students discuss their	elements associated with	
	them identify and discuss	small groups to assign a	comparing/contrasting	identify common	selected films representing	-Have students discuss their	work in terms of its	Block Buster Films.	
	the elements of Silent Film	rating for selected	silent films and films with	characteristics of his/her	the period/genre.	work in terms of its	contents' impact on the real	-Have students work in	
	as they relate to the movie.	contemporary movies based on the <i>Motion</i>	sound.	style.	Guided Practice:	contents' impact on the real world	world	small groups to produce projects based on each	
		Picture Production Code.	Connections:	Guided Practice:	-Have students work	real world		playwright. Include:	
		Have students work in	-Have students discuss their	-Have students work	individually or in small			1. A group paper	
		small groups to produce	work in terms of its	individually or in small	groups to produce projects			2. A group powerpoint or	
		projects based on the	contents' impact on the	groups to produce projects	based on Horror/Suspense			video production.	
			real world.	based on Film Noir.	Film.				
	Page 1 of 2								

Connections:	Harlem Renaissance.	Include:	-Have students work		Connections:
-Have students respond to	Include:	A group paper.	individually or in small		-Have students discuss their
the following:	1. A group paper.	A group powerpoint or	groups to produce projects		work in terms of its
· ·	A group powerpoint or	video production.	based on Melodrama Film.		contents' impact on the real
Would you consider the	video production.	·	Include:		world.
invention of "moving	3. Film segment from the	Connections:	1. A group paper.		
pictures" to be important	period.	-Have students discuss their	2. A group powerpoint or		
to the world? Explain.	·	work in terms of its	video production.		
	Connections:	contents' impact on the			
What future inventions may	-Have students respond to	real world	Connections:		
be important to the world?	the following:		-Have students discuss their		
Explain.			work in terms of its		
	What is the social and/or		contents' impact on the		
	historical impact of films		real world		
	like Micheaux's on the				
	world today? Explain.				