

Film Studies

Grades 9 – 12

Duration	Quarter 1 September – November 48 Instructional Days		Quarter 2 November – January 41 Instructional Days		Quarter 3 January – April 44 Instructional Days		Quarter 4 April – June 48 Instructional 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	<p>Lessons: -Introduce students to the vocabulary of film and different types/genres of film. -Introduce students to elements of Silent Films. -Have students view selections of silent films.</p> <p>Guided Practice: -Have students identify and describe various characteristics of various genres of film. -Have students identify and discuss the elements of Silent Film. -Have students view a silent film. In small groups, have them identify and discuss the elements of Silent Film as they relate to the movie.</p>	<p>Harlem Renaissance 1920s – 1930s Oscar Micheaux Censorship</p> <p>Lessons: -Introduce students to the elements of the Harlem Renaissance. -Introduce students to the films of Oscar Micheaux. -Discuss Black created during the 1920s and 1930s. -Introduce students to the elements of Censorship as they relate to film.</p> <p>Guided Practice: -Have students work in small groups to assign a rating for selected contemporary movies based on the <i>Motion Picture Production Code</i>. --Have students work in small groups to produce projects based on the</p>	<p>1940s – 1960s</p> <p>Lessons: -Introduce students to the elements of Musical Film. -Have students watch selected films representing the period/genre.</p> <p>Guided Practice: -Have students work in small groups to produce projects based Musical Films. Include: 1. A group paper. 2. A group powerpoint or video production. -Have students work in small groups to produce projects comparing/contrasting silent films and films with sound.</p> <p>Connections: -Have students discuss their work in terms of its contents' impact on the <i>real world</i>.</p>	<p>Orson Wells Otto Preminger Billy Wilder Martin Scorsese Spike Lee Tim Burton Quentin Tarantino</p> <p>Lessons: -Introduce students to the elements/characteristics of the works of Wells, Preminger and Wilder (or other films in the genre). -Introduce students to the styles/characteristics of films of several directors. -Have students watch 2 or more films by a director to identify common characteristics of his/her style.</p> <p>Guided Practice: -Have students work individually or in small groups to produce projects based on Film Noir.</p>	<p>Alfred Hitchcock James Whale George A. Romero Wes Craven John Carpenter</p> <p>Lessons: -Introduce students to the elements of Horror/Suspense Film. (ex. Nosferatu, Rose Mary's Baby, The Exorcist, Jaws, etc.) -Introduce students to the elements of Melodrama Film. (ex. The Women, Little Foxes, Gone with the Wind, Imitation of Life, Pride and Prejudice, etc.) -Have students watch selected films representing the period/genre.</p> <p>Guided Practice: -Have students work individually or in small groups to produce projects based on Horror/Suspense Film.</p>	<p>Disney Pixar</p> <p>Lessons: -Introduce students to the elements of Short Film. -Introduce students to the elements of Animation. -Have students watch selected films representing the period/genre.</p> <p>Guided Practice: -Have students work individually or in small groups to produce projects based on the periods/genres.</p> <p>Connections: -Have students discuss their work in terms of its contents' impact on the <i>real world</i></p>	<p>Lessons: -Introduce students to the elements of Documentary Film. -Have students watch selected films representing the period/genre.</p> <p>Guided Practice: -Have students work individually or in small groups to produce projects based on the period/genre. Include: 1. A group paper. 2. A group powerpoint or video production.</p> <p>Connections: -Have students discuss their work in terms of its contents' impact on the <i>real world</i></p>	<p>Scripts Budgets Executive Producers Producers Directors</p> <p>Lessons: -Introduce students to the elements of Block Buster films. -Have students watch selected films representing the period/genre (ex. Star Wars, The Lord of the Rings, Black Panther, etc).</p> <p>Guided Practice: -Have students discuss, written or verbally, the elements associated with Block Buster Films. -Have students work in small groups to produce projects based on each playwright. Include: 1. A group paper 2. A group powerpoint or video production.</p>

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