



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

*DP Film Year 1 HL*

Unit Title/ Topic	<b>Unit 2: THE BASICS OF FILM ANALYSIS</b>	Hours	<i>30 hrs</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?* Students will learn two key ideas in this unit -- 1) filmmakers use technical elements (often creatively) to create meaning in a film and support the director's intention and 2) the socio/cultural/historical context of a film directly influences the filmmakers' choices and intent.

**Unit Description and texts**

This unit allows students to focus on close analysis of film -- editing, mise-en-scene, cinematography (camera and lighting), and sound design while also carefully weighing the context of a film's production (how events in the real world affect the story and choices of the film).

Transfer goals/Skills	Approaches to learning (ATL)
<p><b>Skills:</b></p> <p>Students' thinking - students will need to explore how the technical and creative elements of a film connect to the director's intentions</p> <p>Research - students will research the historical/cultural context of a film's production.</p> <p>Communication - students need to clearly communicate ideas effectively and efficiently to meet the assessment word count of 1750 words.</p> <p><b>Details:</b> The skills learned here should also transfer to students' production roles in their own films, i.e. I remember that this director had an intention and made this choice to communicate that idea. In short, we intend to use this experience to inform student productions.</p>	<p><b>Category: Thinking</b></p> <p><b>Skill Indicator: Students must think to explore how a director's decisions affect the theme, characters, meaning of a text.</b></p>

Content/skills/concepts	Learning process
<p style="text-align: center;"><b><u>Students will know the following content:</u></b></p> <p>Students will know that film has a grammar (language) of its own, and directors have a creative intention that can affect scenes, sequences, as well as the film as a whole.</p> <p style="text-align: center;"><b><u>Students will develop the following skills:</u></b></p> <p>Using specific film terminology to describe (not summarize) the effects of specific film choices while also connecting choices to a film’s context.</p> <p style="text-align: center;"><b><u>Students will grasp the following concepts:</u></b></p> <p>A filmmaker’s creative choices and intent are often directly influenced by a production’s context.</p>	<p>Lecture - mini-lessons regarding the disparate elements (context, mise-en-scene, sound design, cinematography, editing).</p> <p>Small group/pair work - students will often work in groups to practice analysis.</p> <p>PowerPoint lecture/notes - related to the key terms.</p> <p>Student lecture/leading - students will share their ideas related to analysis.</p> <p>Interdisciplinary learning - students will have to delve into historical and cultural aspects of the film.</p> <p><b>Details: Most students do not have experience analyzing film. Also, this unit will focus on teaching students the language of film to accurately describe what they are seeing on the screen (tilt, angles, vertigo, high key / low key lighting, J-cuts, L-cuts, Rope cuts, diegetic and non-diegetic sound.</b></p>

Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge - reflecting back on production roles from Unit 1</p> <p>Acquisition of new learning through practice - we will practice each element individually</p> <p><b>Details: Much of this learning will be practiced through graphic organizers and using those organizers to practice conveying their thoughts through effective and terse writing.</b></p>	<p>Personal and shared knowledge - how can multiple eyes see scenes differently and how do we know what we know.</p> <p><b>Details: Art involves subjective, not objective, thinking.</b></p>	<p>There are no CAS connections for this unit.</p> <p><b>Details: n/a</b></p>

**Essential Understandings and Questions**

**Factual: All films are the work of many collaborators.**

**Conceptual: How does a film use technical elements to achieve creative and artistic merit?**

**Debatable: A director is a film’s sole creator of meaning.**



**Common Assessment Tasks**  
List of formative and summative assessments.

<b>DP Assessments</b>	<p><b>Assessment Objectives</b></p> <p>Critically interpret various sources of information in order to support analysis.</p> <p>Identify the film elements associated with conveying meaning in a variety of film texts.</p> <p><b>MAHS.RE.2 Interpret intent and meaning in artistic work.</b></p>	<b>Formative Assessments</b>	<ol style="list-style-type: none"> <li>Short writings on analysis of each element of the big 4 -- students will choose to revise one for a formative grade.</li> <li>Students will be given a random scene from one of the previously studied films and be asked to explore a different element than the one previously studied.</li> </ol>	<b>Summative Assessments</b>	<ol style="list-style-type: none"> <li>The summative assessment will occur in the 2023 school year.</li> </ol>
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**Learning Experiences**

Add additional rows below as needed.

<b>Topic or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b> All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
ECCO map to breakdown the montage from Up	Whole class work on breaking down choices	Students will differentiate the elements that they deem important to the analysis.
Context exploration of <i>A Separation and A Streetcar Named Desire</i>	Paired work on breaking down choices related to context	Students will differentiate the elements that they deem important to the analysis. Students may choose their chosen scene.
Cinematography exploration of <i>Arrival and 2001:A Space Odyssey</i>	Group work on breaking down choices related to camera and/or lighting	Students will differentiate the elements that they deem important to the analysis. Students may choose their chosen scene.
Sound design exploration of <i>A Quiet Place and Wall - E</i>	Paired work on breaking down choices related to sound design	Students will differentiate the elements that they deem important to the analysis. Students may choose their chosen scene.
Miscellaneous analysis of <i>Vertigo and The Cabinet of Dr. Caligari</i>	Group work on breaking down choices related to mise-en-scene (German Expressionism)	Students will differentiate the elements that they deem important to the analysis. Students may choose their chosen scene.

Editing analysis of Rope and Up	Individual work on breaking down choices related to editing	Students will differentiate the elements that they deem important to the analysis. Students may choose their chosen scene.
StudioBinder article and video on mise-en-scene <a href="#">Mise-en-scene   Introduction to Film Analysis</a> (added 11/10)	What is mise-en-scene with example from Citizen Kane	Students will watch video and take quiz. Students will also identify elements of mis-en-scene in their analysis.
StudioBinder article and video on sound design  Dune Sound Design Explained — The Cinematic Sounds ... (added 12/1/22)	What is sound design with examples	Students will identify elements of sound design in their sound analysis.
StudioBinder article on editing and transitions  Ultimate Guide to Scene Transitions – Every Editing Tran... (added 11/10)	Types of editing	Students will identify editing techniques in their editing analysis.
Studiobinder video re: leitmotif <a href="#">What is a Leitmotif — 4 Ways to Tell a Story With Film Music</a>	Leitmotif	Students will identify leitmotifs in their sound analysis.
Studiobinder video re: cinematography <a href="#">Roger Deakins on "Learning to Light" — Cinematography Techniques Ep. 1</a>	Elements of cinematography	Students will identify elements of cinematography in their cinematography analysis.
<b>Content Resources</b>		
<b>Additional supports in this unit should include:</b> student examples from previous years, a writing template, the use of the ECCO map, student directed research.		