

Instructional Map

Introduction to Film and Video

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><i>Concept from Pacing Guide (no verbs)</i> <i>State Student Performance Indicators</i></p>	<p><i>Measurable Verb paired with student activities and products.</i></p>	<p><i>Measured demonstration of student activity/outcome quality.</i></p>	<p>Textbook: Looking At Movies, 4th Edition Authors: Richard Barsam, Dave Monahan ISBN: 978-0-393-91302-6 & L.A.M. DVD Guide</p>
QUARTER 1 & 2			
RESPOND			
<p>Film History – (TN Theatre Standard 8.0) CLE: 8.1, 8.2, 8.3 SPI's: 8.1.3, 8.1.4, 8.2.3, 8.2.4 Media Arts National Standard: "Connecting" MA:Cn 11-I, 11-II, 11-III</p>	<p>TTW: Discuss the historical significance of film. Discuss the early technological advances in film. Discuss the impact of history on film. Discuss the contributions of various cultures to theatre.</p>	<p>TLW: Demonstrate an understanding of the evolution of live to recorded performance. Demonstrate an understanding of the significant impact technology has on live and recorded performances. Demonstrate an understanding of the relationship between film and historical events. Demonstrate an understanding of how the evolution of electronic media informs and influences society.</p>	<p>Full Films to watch: <i>AFI Top 100 Films of All Time, Fred Ott's Sneeze, Lumiere's Films, The Great Train Robbery, A Trip To The Moon, Hugo, Singin' in the Rain, Big Steps Small Strides</i></p> <p>Clips: <i>Nanook of the North, Cabinet of Dr. Caligari, Nosferatu (with Spongebob clip as cultural reference), Birth of a Nation, Modern Times or Gold Rush, Jazz Singer</i></p>
CONNECT			

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Looking At Movies / Genres – (TN Standard 5.0)</p> <p>CLE: 5.1, 5.2, 5.3</p> <p>SPI's: 5.1.1, 5.1.4, 5.3.1, 5.3.2, 5.3.3</p>	<p>TTW:</p> <p>Discuss, compare and contrast various genres and historical periods of film.</p> <p>Discuss ways that various cultures contribute to the development of Film.</p> <p>Discuss theme and motif within given genres</p>	<p>TLW:</p> <p>Demonstrate an understanding of various genres.</p> <p>Analyze the production requirements of film/scene from a specified genre.</p> <p>Demonstrate an understanding of themes and motifs within a film.</p> <p>Write and perform a scene based on a given theme.</p> <p>Determine common themes with the works of a given Genres/Director.</p>	<p>Harry Potter Clip from LAM DVD</p> <p>Clips broken down by Genre:</p> <p>Gangster: <i>Scarface</i> (original)</p> <p>War: <i>Saving Private Ryan</i> (opening scene), <i>Pearl Harbor</i>, <i>MASH</i>, <i>The Hurt Locker</i></p> <p>Science Fiction: <i>2001: Space Odyssey</i></p> <p>Horror: <i>Psycho</i>, <i>Jaws</i>, <i>Sixth Sense</i></p> <p>Western: <i>Tombstone</i>, <i>High Noon</i>, <i>Shane</i>, <i>Stagecoach</i></p> <p>Musical: <i>Sound of Music</i>, <i>Wizard of Oz</i>, <i>Wiz</i>, <i>Chicago</i>, <i>Phantom of Opera</i>, <i>Pocahontas</i></p> <p>Full Feature to Watch: <i>The Searchers</i></p>
PERFORM			
<p>Cinematography – (TN Standard 4.0)</p> <p>CLE: 4.1, 4.2, 4.3, 4.4</p> <p>SPI's: 4.1.3, 4.2.3, 4.2.4, 4.3.1, 4.3.2</p>	<p>TTW:</p> <p>Discuss role and responsibilities of Director and Director of Photography.</p> <p>Discuss styles of recognized Directors, DP's.</p> <p>Explore/Discuss production challenges.</p> <p>Identify camera shots, camera movements, and film terminology.</p> <p>Discuss process of selecting and directing a scene/script.</p>	<p>TLW:</p> <p>Observe and critique cinematography choices of a scene/film.</p> <p>Direct a scene using a variety of teacher-given parameters.</p> <p>Prepare a presentation in which the vision of the scene/film is communicated as if in a production meeting.</p> <p>Demonstrate knowledge of basic camera shots.</p> <p>Communicate a story through a series of drawing/pictures (storyboard).</p>	<p><i>Touch of Evil</i> (opening scene), <i>North by Northwest</i> (airplane clip), <i>Little Foxes</i> (poison scene)</p> <p>Film Noir Documentary, <i>Maltese Falcon</i> or <i>Casablanca</i>, <i>Visions of Light</i> Documentary, <i>Inception</i>, <i>Life of Pi</i>, <i>Some Like It Hot</i></p>
CREATE			

Instructional Map

Introduction to Film and Video

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Art Direction – (TN Theatre Standard 3.0)</p> <p>CLE: 3.2, 3.3</p> <p>SPI's: 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.3.1</p>	<p>TTW:</p> <p>Discuss art design elements within films.</p> <p>Discuss the responsibilities of film art design directors & personnel.</p>	<p>TLW:</p> <p>Demonstrate basic knowledge of design in scenery, costuming, lighting, props and make-up.</p> <p>Design a costume and/or make-up plot for a film/scene.</p> <p>Create a scenic design.</p> <p>Perform the duties of a designer, such as lighting, props, costumes, or make-up for a production.</p>	<p>Clips: <i>Gone With The Wind</i>, <i>Moulin Rouge</i>, <i>Great Gatsby (2013)</i></p> <p>Full Films: <i>Raiders of the Lost Ark</i>, <i>Alice in Wonderland</i></p>
CONNECT			
<p>Editing – (TN Theatre Standard 6.0)</p> <p>CLE: 6.2, 6.3</p> <p>SPI's: 6.2.1, 6.3.1, 6.3.4</p>	<p>TTW:</p> <p>Discuss how to integrate the evolution of art forms into the creation of productions.</p> <p>Discuss technology as the means to integrate various art forms into films.</p>	<p>TLW:</p> <p>Compare and contrast a classic piece of dramatic literature with its contemporary counterpart.</p> <p>Research and report on the use of technology in a production.</p> <p>Incorporate the use of modern technology in a scene.</p> <p>Kuleshov Experiment, Storyboard Lesson</p>	<p><i>Romeo and Juliet</i> (clip), <i>Star Wars</i>, <i>Odessa Steps Sequence</i>, <i>Vertigo</i> (clip), <i>Hero</i> (clip), <i>The Bourne Ultimatum</i></p>

QUARTER 3

Instructional Map

Introduction to Film and Video

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
CREATE			
<p>Narrative & Screenplay Writing – (TN Theatre Standard 1.0)</p> <p>CLE: 1.1, 1.3, 1.4, 1.5</p> <p>SPI's: 1.1.3, 1.1.4, 1.3.3, 1.4.4, 1.5.1-1.5.4</p>	<p>TTW:</p> <p>Discuss dramatic structure within a film.</p> <p>Discuss the difference between adapted and original script writing.</p> <p>Discuss examples of complex characters in existing films.</p>	<p>TLW:</p> <p>Compose, collaboratively, a short play for practical application that incorporates dramatic structure and characterization.</p> <p>Create a short script based on a historical event or character.</p> <p>Create a short scene using correct screenwriting format.</p>	<p>Clip: Beginning clip from <i>Up</i>,</p> <p>Full Films: <i>Psycho</i>, <i>Jaws</i>, <i>The Sixth Sense</i></p>
RESPOND			
<p>Documentaries – (TN Theatre Standards 7.0 & 8.0)</p> <p>CLE: 7.1, 7.2, 8.3</p> <p>SPI's: 7.1.1, 7.1.4, 8.3.3</p>	<p>TTW:</p> <p>Discuss the components of constructive criticism.</p> <p>Discuss and show examples of effective critiques.</p> <p>Discuss the rules of audience etiquette for films.</p> <p>Discuss, compare and contrast fictional and non-fictional narrative.</p> <p>Discuss the ways in which films (documentaries) raise social awareness.</p>	<p>TLW:</p> <p>Critique a film using a teacher-provided guide.</p> <p>Critique and identify areas for improvement in a production.</p> <p>Write a research paper proving that a documentary watched in class helped raise social awareness.</p>	<p>Paradise Lost (objective), Morgan Spurlock's 30 Days (subjective), Game of Honor (objective), Undefeated (objective), Catfish (subjective)</p> <p>other various documentaries from www.shortoftheweek.com (Reign of Fire, Wright's Law, Caine's Arcade)</p>
CONNECT			
<p>Sound Design – (TN Theatre Standard 6.0)</p> <p>CLE: 6.1, 6.2, 6.3</p> <p>SPI's: 6.1.1, 6.2.4, 6.3.1</p>	<p>TTW:</p> <p>Discuss underscoring and the purpose of underscoring a scene.</p> <p>Discuss the canon of major film composers and their best known works.</p>	<p>TLW:</p> <p>Select music to underscore a scene.</p> <p>Use contemporary music in a scene.</p> <p>Research and report on the evolution of sound in productions.</p>	<p>Wall-E, Pixar: Behind The Scenes on Wall-E</p> <p>Shortoftheweek.com → "Mr. Foley" short film</p>

QUARTER 4

Instructional Map

Introduction to Film and Video

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
PERFORM			
Acting – (TN Theatre Standard 2.0) CLE: 2.1, 2.2, 2.3, 2.4 SPI's: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.4.1, 2.4.2, 2.4.3, 2.4.4	TTW: Identify rules of improvisation. Discuss, compare and contrast a variety of acting styles.	TLW: Understand the basic rules of improve. Perform a short improvised scene. Develop a character history using a teacher-given questionnaire. Create a character based on observing characteristics on another person. Use a specific acting style to create a character. Perform a character in a short scene.	Films: Les Miserables, A Streetcar Named Desire
CONNECT			
Visual Effects – (TN Theatre Standard 6.0)			
CLE: 6.3 SPI: 6.3.3	TTW: Discuss technology as a means integrating various art forms. Discuss the technical requirements of a special effects production.	TLW: Research and report on the use of special effects in a film production.	Films: King Kong (1933), Avatar, Bringing Up Baby Clips/Other: The Matrix (360* scene), Behind The Scenes: Avatar, Behind The Scenes: Making of 300

If your school/department has the equipment to film and perform scenes, you may choose to do this after particular Units.