

# University High School English Department

Course title: INTRODUCTION TO FILM

1 semester course: 1/2 English or elective credit

Prerequisite: None

Grades: 9-12

(Note: Students may apply one speech class – ½ credit - in addition to Oral Communication toward to the four credit graduation requirement in English)

<b>Content</b>	<b>Skills</b>	<b>Benchmarks</b>
<p>Communication Models Review</p> <ul style="list-style-type: none"> <li>• Shannon &amp; Weaver</li> <li>• Schramm</li> <li>• Miller</li> <li>• Berlo</li> </ul> <p>Introduction to Wesley-MacLean</p> <p>Application to Film</p> <p>Film as a Reflection of American Values</p> <p>Pre-World War I Westerns</p> <ul style="list-style-type: none"> <li>• Themes of good triumphing over evil</li> <li>• Reflected tradition of man against nature</li> <li>• Cowboy heroes romanticized</li> </ul> <p>Escapists Films</p> <ul style="list-style-type: none"> <li>• Comedies</li> <li>• Cecil B. DeMille spectacles</li> <li>• Rudolf Valentino romances</li> <li>• Douglas Fairbanks adventures</li> </ul>	<p>Speaking</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Class presentations</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussion</li> <li>• Class presentations</li> <li>• Speakers</li> <li>• Films</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Text</li> <li>• Current Periodicals</li> <li>• Research materials</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Film Critiques</li> <li>• Reports</li> <li>• Research paper</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Apply strategies for comprehending, interpreting, analyzing and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources.</li> <li>• Write effectively for specific audiences and purposes, adapting language conventions appropriately.</li> <li>• Critique and discuss texts, applying knowledge of text structure, rhetorical devices and figurative and descriptive language, grammar spelling and punctuation.</li> <li>• Create and communicate knowledge, using technological resources to gather and synthesize information.</li> <li>• Use language to define and represent questions, issues and problems for research.</li> <li>• Read and write independently for learning and enjoyment.</li> <li>• Analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions.</li> </ul>

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<p>Charlie Chaplin Comedies</p> <ul style="list-style-type: none"><li>• Metaphors for the time</li><li>• (Depression) Character of Little Tramp</li></ul> <p>Gangster Films</p> <ul style="list-style-type: none"><li>• Gangster hero as reflection of conflicting traditional values the 1930's.</li><li>• Questioned American success system and business ethic</li></ul> <p><i>Citizen Kane</i></p> <ul style="list-style-type: none"><li>• Major shift in American filmmaking</li><li>• Openly criticized American of success seeking</li></ul> <p>World War II Films</p> <ul style="list-style-type: none"><li>• Reflected ideas of democratic system</li><li>• Paralleled war and comedy heroes developed from propaganda pieces to realistic art forms</li><li>• <i>A Walk in the Sun</i> – stressed dislike for killing and regimentation</li><li>• <i>The Sands of Iwo Jima</i> – stressed the value of teamwork</li></ul> <p><i>High Noon</i></p> <ul style="list-style-type: none"><li>• Reflected reality of postwar anxiety</li><li>• Psychological study</li></ul>	<p>Media Literacy</p> <ul style="list-style-type: none"><li>• Film analysis</li><li>• Radio analysis</li><li>• Television analysis</li><li>• Print Media analysis</li></ul> <p>Critical Thinking</p> <ul style="list-style-type: none"><li>• Levels of Questions</li></ul>	<ul style="list-style-type: none"><li>• Use language knowledgeably, reflectively, constructively and critically.</li><li>• Demonstrate an understanding of the relationships between and among the components of the speaking process.</li><li>• Identify and apply effective strategies for formal and informal speaking situations in public, group work and personal settings</li><li>• Use language that clarifies, persuades and/or inspires while respecting the cultural, gender and individual differences of the audience.</li><li>• Demonstrate an understanding of the relationships between and among the components of the listening process.</li><li>• (Identify and) manage internal barriers to listening.</li><li>• (Identify and) utilize the listening skills appropriate for diverse types and purposes of listening.</li><li>• Analyze and evaluate the effects of audio and visual media.</li><li>• Identify and utilize the skills necessary for competent communication across audio and visual media.</li></ul>
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<p>Movies of the 1950's</p> <ul style="list-style-type: none"><li>• Movies as a reflection of rebellion against traditional values systems</li><li>• Movies reflecting traditional values as reassuring audiences that old values still sound</li><li>• Biblical movies</li><li>• Musicals</li></ul> <p>Movies of the 1960's and 1970's</p> <ul style="list-style-type: none"><li>• Reflection of blurred values</li><li>• Presented complex values</li><li>• Upheld many traditional American values</li><li>• Loss of traditional concept of law<ul style="list-style-type: none"><li><i>Bonnie and Clyde</i></li><li><i>The French Connection</i></li><li><i>Easy Rider</i></li></ul></li><li>• American films as mirror to changing cultural climate</li></ul> <p>The Elements of Film</p> <ul style="list-style-type: none"><li>• The Grammar of Film</li><li>• Screenwriting</li><li>• The Camera</li><li>• Performance</li><li>• Music and Sound</li><li>• Editing</li><li>• The Director</li></ul>		
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<p>Analyzing Film and Writing</p> <ul style="list-style-type: none"><li>• Order and stream of sequence</li><li>• Authenticity and significance of individual shots</li><li>• Themes</li><li>• Sound effects</li><li>• Performances</li><li>• Point of view</li><li>• Use of rhetorical/literary devices</li><li>• Symbolism</li><li>• Dialogue and language</li><li>• Plot and story line</li><li>• Moral attitudes</li><li>• Mythical elements</li><li>• “True” to life values presented</li></ul> <p>Viewing Films</p> <ul style="list-style-type: none"><li>• Background information about the film</li><li>• What to look for before viewing</li><li>• Questions to be discussed after viewing</li><li>• Compositions written on some aspects of the film</li><li>• Study of the reviews of the film</li><li>• Report based on reviews</li><li>• Study of other films by same director</li><li>• Comparisons among the film as to direction, character portrayal, settings, dialogue, music, etc.</li><li>• Reports on social significance, comparisons between film and work from which it is derived.</li></ul>		
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