

**Course Title – Mass Media**

**Implement start year – 2018-2019**

**Revision Committee Members, email, extension –**

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**Unit # 5 , topic –  
Cinema**

**Transfer Goal –** Students will be able to independently use their learning to analyze, evaluate, and then apply different perspectives to the world of film.

## Stage 1 – Desired Results

### Established Goals

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

### 21<sup>st</sup> Century Themes ( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### 21<sup>st</sup> Century Skills

#### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

#### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

#### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1*

- a compelling story and well-structured script are the foundation of a critically successful film.

*EU 2*

- sound, editing, and other behind-the-scenes production are as important to films as the actors on screen.

*EU 3*

- actors are the main conduit through which emotions are communicated from the screenplay to the viewer.

*EU 4*

- the director is the most important person on a film set and works closely with the cinematographer to bring his or her vision to the screen.

*EU 5*

- film marketing is critical to the success of any film.

**Essential Questions:**

*EU 1*

- What is a compelling premise?
- How does a 3-act structure work?
- Why is a protagonist with a universal dramatic need important to help the audience engage with the story?
- How can a viewer tell if there are problems with either structure or dramatic need?

*EU 2*

- How does an editor hurt or help make a great movie?
- What are some great examples of editing in cinema history?
- How does sound affect a scene in a movie?
- How does the soundtrack help commercial success?
- How are the behind the scenes workers important to the success of a film?

*EU 3*

- How do different actors use different methods?
- Why are some actors considered better than others?
- Who are some of the greatest actors in cinema history?
- How does the actor portray character development and character need/

*EU 4*

- Why do adherents of the auteur theory believe that the director should be considered the true author of the film?
- How do the responsibilities of a director differ from those of the other people involved in the film process?
- How do the cinematographer and director work together to create the film's aesthetic?
- How does the cinematographer contribute to the success of a movie?

*EU 5*

- How does a marketing campaign hurt or help a movie?

	<ul style="list-style-type: none"> <li>● How does marketing connect to critical acclaim?</li> <li>● How does merchandising and franchisability influence cinema?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● how a 3-act structure works.</li> <li>● how protagonist and dramatic need work within a screenplay.</li> <li>● why the premise of a film is important.</li> <li>● why the screenwriter is so important to the success of a film.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● the different types of skills that goes into editing.</li> <li>● the reasons why certain editors are revered for their skills.</li> <li>● the difference between diegetic and nondiegetic sounds and their importance to a scene</li> <li>● examples of successful soundtracks in cinema history.</li> <li>● the different roles of behind the scene workers and the skills required for them</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● the difference between method acting and character acting.</li> <li>● the reasons why actors are considered good or bad</li> <li>● the importance of the actor's portrayal of the characters need</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>● the responsibilities of a director and a cinematographer.</li> <li>● what the auteur theory says about the importance of a director.</li> <li>● the basic ways that scenes are framed and shot.</li> <li>● Popular</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>● the way films have been marketed historically.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● identify plot points and acts in scripts and films.</li> <li>● diagnose script problems in popular films.</li> <li>● discuss the importance of a screenwriter.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● identify the different types of cuts that an editor can use.</li> <li>● identify and discuss a scene based on its editing</li> <li>● discuss the use of sound in a scene and debate on the importance of those sound choices</li> <li>● discuss the importance of the soundtrack to the movie and the importance of the soundtrack to the commercial success of a movie</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● discuss and identify the methods of different actors</li> <li>● analyze scenes from movies and critique the ability of the actor</li> <li>● analyze a scene in a movie and discuss what the actor is portraying</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>● outline the responsibilities of directors and cinematographers.</li> <li>● explain the ideas and importance of the auteur theory.</li> <li>● frame a shot and a scene.</li> <li>● Identify several popular film formats.</li> </ul> <p><i>EU 5</i></p>

<ul style="list-style-type: none"><li>● how newer films are marketed.</li><li>● the upsides and downsides to film franchises.</li></ul>	<ul style="list-style-type: none"><li>● outline historic marketing campaigns and identify why they were successful.</li><li>● define how the digital age has changed marketing.</li><li>● compare and contrast film franchises and standalone films.</li></ul>
<b>Stage 2 – Assessment Evidence</b>	

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes/Tests
- In-class discussions
- Journals/Reflections

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Lesson on the jobs of each member of the film production (A)
- Read about Syd Fields' 3-act plot paradigm (A)
- Watch scenes from films listed below and examine every aspect of their production (A, M)
- Read and debate different reviews of movies (A,M)
- Research popular directors/writers/editors/cinematographers/etc and tell us about their careers (A, M)
- Create a storyboard showcasing their framing abilities (M, T)
- Create a three-act structure for a film (M, T)
- Develop a marketing pitch for a film (M, T)
- Act out different scenes from scripts and discuss what each student thought the need of their character was (M, T)
- Create movie posters for storyboards or three-act structures developed by the students (M, T)
- Storyboard your own scene breaking down the angles you would use in your scene (T)
- Have the students outline how they will prepare for a role in a fake movie (A, M, T)
- Research the role of foley artists and create your own sounds to a silent scene (A,M,T)
- Watch films such as *Citizen Kane, City Lights, The General, Vertigo, Annie Hall, Fantastic Mr. Fox, Moonrise Kingdom, Wall-E, Once Upon a Time in the West, Groundhog Day, Some Like It Hot, Young Frankenstein, 2001: A Space Odyssey, or Star Wars.*