



Introduction to Film and Performance Arts Syllabus
CHS English Language Arts Department

Contact Information: Parents may contact me by phone, email or visiting the school.

Teacher: Ms. Kristen Early

Email Address: Kristen.early@ccsd.us

Phone Number: (740) 702-2287 ext. 16239

Online: <http://www.ccsd.us/1/Home>

Important Websites/Social Media:

- The Internet Movie Database – www.imdb.com
- Metacritic – www.metacritic.com

CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Introduction to Film and Performance Arts - 114

State Course #: 059930

Prerequisite: None

Elective

Grade: 9-12

Graded Conventionally

Credit: .5 Course

Description:

Introduction to Film and Performance Arts is a course intended to familiarize students with the particulars of film history as well as to provide them with a chance to analyze films and other performance arts. This course should appeal to any and all students who love to watch movies and plays and discuss them. In addition, creative writing will be emphasized in each unit. Throughout the course, students will receive an education on the history of film and performance arts from their initial inception through to the contemporary films and performances of today. Instruction will be supplemented by viewings of significant films in history and through scholarly articles that explore the nuances of each point in time and how the films were affected.

Additionally, students will study various concepts related to film and performance arts, including mise-en-scene, chiaroscuro, montage, color, sound, editing, cinematic structure, and more. Viewings will be supplemented with scholarly articles that focus on the filmmakers and performance directors, and the films and plays they have produced.

Please note: Films are specifically chosen so as to not blatantly ignore the district's attitude on school-appropriate content. However, some films in the course will be prefaced by a permission slip in order to honor the wishes of parents or guardians and what their children may view in class (there will be alternative choices offered for any of these films). There will also be enrichment assignments for students in the form of independent viewing/film review projects where students will be given the option to further explore a filmmaker outside of class. Options will be varied and may require parental review before the student decides upon a film to independently analyze. Students will be required to attend one of the school's dramatic performances during the course.

Learning Targets per Unit: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments given for this course.

1st or 3rd 9 Weeks

Unit I Title: The Birth of Film (1900-1949)

- **Big Idea #1: I can see how film grew from a novelty into a method of telling stories.**
 - *Essential Question #1:* How did film, as a medium, begin?
 - *Essential Question #2:* How did film become a way of telling stories?
 - *Essential Question #3:* What aspects of film were amazing to those who experienced it?
- **Big Idea #2: I understand how the first technological advances of film worked.**
 - *Essential Question #1:* How did sound become a part of film?
 - *Essential Question #2:* How did color become a part of film?
 - *Essential Question #3:* How did sound and color keep film from dying in those early years?
- **Big Idea #3: I can see how the addition of sound and color changed film genres.**
 - *Essential Question #1:* What was a screwball comedy and why was sound crucial to it?
 - *Essential Question #2:* What was film noir and why was the lack of color important to it?

- *Essential Question #3:* Why was color influential in keeping certain studios going?

Unit II Title: From the Golden Era to Realism (1950-1979)

- **Big Idea #1: I understand how television and the Cold War affected film.**
 - *Essential Question #1:* How did television change making of films?
 - *Essential Question #2:* How was the invention of 3-D and widescreen a sign of desperation for the film industry?
 - *Essential Question #3:* How was the fear of communism and the unknown showcased in horror films?
- **Big Idea #2: I understand how the 1960s presented new content challenges to American films.**
 - *Essential Question #1:* How did the increase in film violence indicate the social unrest in the nation?
 - *Essential Question #2:* How did an increase in sexual content indicate a change in the sensibilities of Americans?
 - *Essential Question #3:* How did the major studios try to undermine the new sexy and violent films?
- **Big Idea #3: I understand how the political climate of the 1970s created our darkest decade of film.**
 - *Essential Question #1:* How did America's disillusionment with the Vietnam war change the way we made movies?
 - *Essential Question #2:* What made the Disaster film so popular?
 - *Essential Question #3:* How did the darkness of the 1970s predict a shift toward optimism in the near future?

2nd or 4th 9 Weeks

Unit III Title: Neo-Fantasy and Postmodernism (1980-Now)

- **Big Idea #1: I understand how the 1980s became the era of the Blockbuster.**
 - *Essential Question #1:* How did the creation of the Blockbuster create the neo-fantasy of the 1980s?
 - *Essential Question #2:* How did filmmakers work to change the dark and cynical tone of the 1970s to something more optimistic?
 - *Essential Question #3:* How was the new focus on teenagers in films a sign of how the audience for films had changed?
- **Big Idea #2: I understand how the 1990s became a decade of postmodernism.**
 - *Essential Question #1:* What is postmodernism?
 - *Essential Question #2:* How was literacy in popular culture essential for enjoying the films of the 90s?
 - *Essential Question #3:* How did realism make a comeback in the 1990s?

- **Big Idea #3: I understand how the history of film has lead us to what we know about films today.**
 - *Essential Question #1:* How has the making of movies changed in a culture of high-quality television and streaming video?
 - *Essential Question #2:* How have film franchises become the new Blockbuster?
 - *Essential Question #3:* What does the future of film have in store for us?

Unit IV Title: Masters of Suspense

- **Big Idea #1: I can see how the techniques used by Alfred Hitchcock are still being used today.**
 - *Essential Question #1:* What was essential to a Hitchcock movie?
 - *Essential Question #2:* What role does the camera play in the storytelling in a Hitchcock film?
 - *Essential Question #3:* How are techniques like montage and close-up utilized within Hitchcock?
- **Big Idea #2: I understand how Brian De Palma built on the legacy of Hitchcock and continued to explore methods of suspense.**
 - *Essential Question #1:* What elements are essential in a De Palma movie?
 - *Essential Question #2:* How does De Palma toy with using multiple perspectives within the same shot?
 - *Essential Question #3:* What did De Palma bring to suspense filmmaking?
- **Big Idea #3: I understand how filmmakers like Hitchcock and De Palma have influenced contemporary directors.**
 - *Essential Question #1:* How are the techniques of Hitchcock and De Palma used in modern film and television?
 - *Essential Question #2:* How can you tell when a film is referencing Hitchcock or De Palma?
 - *Essential Question # 3:* Why are directors still making films like Hitchcock and De Palma today?

END OF COURSE EXAM

Course Material:
Google Chromebook

Supplemental Text(s)

Printouts of Various Scholarly Articles on Film (TBD)

Films we will watch in class will include but will not be limited to:

- Birth of a Nation
- The General

- Modern Times/City Lights
- Snow White and the Seven Dwarves/Fantasia
- His Girl Friday
- It's a Wonderful Life
- Invasion of the Body Snatchers
- Psycho
- The Godfather/Chinatown
- The Poseidon Adventure
- Close Encounters of the Third Kind
- Ghostbusters
- Shakespeare in Love
- Harry Potter and the Sorcerer's Stone/The Lord of the Rings: The Fellowship of the Ring
- Citizen Kane
- Rear Window/Vertigo
- Bringing Up Baby
- Jaws
- The Terminator/The Abyss
- The Breakfast Club
- Inception
- Super 8
- Fantastic Mr. Fox/The Royal Tannenbaums

Electronic Resources:

- Google Classroom
- YouTube
- Others TBD

Course Expectations: Students are expected to maintain an excellent work ethic and to meet the challenge of higher level thinking. Students need to have developed organizational skills. Students will be expected to analyze the films and to not just watch them. Each unit will conclude with a paper or project of some type; all projects and papers are expected to be completed in on time and be completed with maximum effort. Student are expected to act in a mature and professional manner regarding the films we view and disruptions to viewings will not be tolerated. Late work will be scored in accordance with the previously defined Board adopted Grading Policy.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%
<ul style="list-style-type: none"> • End of Course Exam is 20% of a student's final grade. 	

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>

Late Work: Late work will be subject to the board adopted policy on assignments that are turned in late (to be reviewed in class). Information can be viewed on-line at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook> - In accordance with the policy, any work that is turned in late but within five days of the original due date will receive a maximum grade of 75%. Any work that is turned in late beyond five days but within ten days will receive a maximum grade of 60%. Any work submitted beyond ten days will receive no credit.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, papers, group projects, creative writings, scene analysis, and presentations.

CHS Introduction to Film and Performance Arts Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
