

**Film History and Appreciation Curriculum Map**  
**Meyerson**

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/ CORE CONTENT STANDARDS
<p>Unit 1: RTL            EQ: How does our individual contributions form and contribute to the development of a community?</p>	<p>7 days</p>	<p>Students will be able to develop skills applicable in schools and beyond. Students will begin to understand and practice empathy. Students will engage in discussions about identity and acceptance. Students will be able to determine their own learning style. Students will be able to practice time management and scheduling.</p>	<p>Life Skills Curriculum High School             Loop Disney Film             Empathy Article</p>		<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.            Connect in-school learning with the world outside the classroom. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Work cooperatively toward goals and hold each other accountable in supportive ways.</p>	
<p>Unit 2: Early Photographic Development             EQ: In what ways did early developments in photography and projection influence and inspire the very beginning of motion pictures?</p>	<p>4 weeks</p>	<p>Students will be able to understand the basic concepts of animation. Students will be able to apply their knowledge of persistence of vision to what they experience with moving images. Students will be able to construct and understand the basic designs of early photographic and projection devices and techniques.</p>	<p>Moving Pictures: An Introduction to Cinema            Russel Sharman</p>	<p>Diagnostic Film Analysis: Students will view a film and give a basic analysis with only prior knowledge of film technique.             Multiple Art Based Projects:            Construct Camera Obscura            Construct Thaumatrope            Construct Zoetrope</p>	<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.</p>	<p>MA:Cr2.1.HSI - Apply criteria to develop, propose, and refine artistic ideas and production processes for media artwork, considering original inspirations, goals, and presentation context.            VA:Cr2.1.HSI - Generate and develop artistic work in a self-directed manner.            VA:Cr1.2.HSI - Consider a range of materials and methods of traditional and</p>

					Take risks and view mistakes as opportunities to grow academically and emotionally.	contemporary artistic practices to plan works of art and design.
<p>Unit 3: The Pioneers of Film</p> <p>EQ: What is the role of storytelling in filmmaking?</p>	3 weeks	<p>Students will be able to begin developing the vocabulary necessary to discuss films critically. Students will be familiarizing themselves with film terminology. Students will begin discussing the importance of early films. Students will understand the contributions of early film makers and their influence on today.</p>	<p>Moving Pictures: An Introduction to Cinema Russel Sharman</p> <p>Be Natural: The Untold Story of Alice Guy-Blache</p> <p>The films of the Lumiere Brothers</p> <p>The films of Alice Guy-Blache</p> <p>The films of Georges Melies</p> <p>The Films of Oscar Micheux</p> <p>Hugo</p> <p>Music Video: The Smashing Pumpkins - Tonight Tonight</p>	<p>Reflection Piece on early filmmaker and their work.</p> <p>Production of a single shot silent film.</p>	<p>Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.</p> <p>Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p>	<p>MA:Cr1.1.HSI Use identified generative methods to formulate multiple ideas and develop artistic goals for media artwork</p> <p>MA:Cr2.1.HSI Apply criteria to develop, propose, and refine artistic ideas and production processes for media artwork, considering original inspirations, goals, and presentation context.</p>
<p>Unit 4: Silent Film Era -German Expressionism -</p> <p>EQ: What features of German expressionism influenced modern film makers?</p>	4 weeks	<p>Students will begin to recognize the qualities of films created during the German expressionism movement.</p> <p>Students will understand the origins of German expressionism.</p> <p>Students will be able to discuss contrast, composition, and setting.</p>	<p>The Cabinet of Dr. Cagliari</p> <p>Tim Burton Film: Batman Returns</p>	<p>German expressionism comparison reflection.</p> <p>Model set design.</p>	<p>Work cooperatively toward goals and hold each other accountable in supportive ways.</p> <p>Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to</p>	<p>VA:Cr1.2.HSI a. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1.HSI a. Generate and develop artistic work in a self-directed manner.</p>

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<p>Unit 4: The rise of Hollywood Studios - Universal Monsters</p> <p>EQ: How did the work of universal and their series of monster films influence movie goers, culture and society?</p>	4 weeks	<p>Students will understand the emerging interest in monster films.</p> <p>Students will reflect on the cultural and social impact of these films globally and nationally</p> <p>Students will be able to work creatively to design their own universal movie monster.</p> <p>Students will begin to understand the importance of character development in film.</p>	<p>Frankenstein</p> <p>Dracula</p> <p>Creature From the Black Lagoon</p> <p>Abbot and Costello Meet Frankenstein</p> <p>Universal Monsters: The Early Posthuman Cultural Icons by Penny Papageorgopoulou &amp; Dimitris Charitos</p>	<p>Universal Movie Review Assignment</p> <p>Character Development Project</p>	<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.</p> <p>Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.</p>	<p>VA:Cr3.1.HSI</p> <p>Apply relevant criteria and the feedback of other to revise and refine works of art and design in progress.</p> <p>VA:Re7.2.HSI</p> <p>Analyze the reciprocal relationship between understanding the world and experiencing imagery.</p>
<p>Unit 5: Golden Era of Film and restructuring of Hollywood - The Transition to Modern Films</p> <p>EQ: How did experimentation, and political and social revolution change cinema?</p>	4 weeks	<p>Students will use Golden Era films to begin understanding the use of Camera Angles.</p> <p>Students will begin exploring screenplays, color composition, and camera work.</p> <p>Students will begin to explore the impact of race and identity in film.</p>	<p>The Wizard of Oz</p> <p>Citizen Kane</p> <p>Night of the living Dead</p> <p>Enter the Dragon</p>	<p>The use of color in films reflection.</p> <p>Screenplay writing project</p> <p>Genre Study</p>	<p>Work cooperatively toward goals and hold each other accountable in supportive ways.</p> <p>Connect in-school learning with the world outside the classroom.</p>	<p>VA:Pr5.1.HSI</p> <p>Analyze and evaluate how decisions made in the preparation and presentation of artwork affect a viewer's perception of meaning.</p>
<p>Unit 6: Dawn of Modern Film Industry</p> <p>Did the technological and practical innovation of</p>	4 weeks	<p>Students will begin discussing and understanding editing and directing.</p> <p>Students will explore modern era films and</p>	<p>Star Wars</p> <p>Jurassic Park</p> <p>The Matrix</p> <p>Sixth Sense</p>	<p>Most influential Director Essay</p> <p>Directing and Editing Project</p>	<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make</p>	<p>VA:Re9.1.HSI</p> <p>Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn10.1.HSI</p>

<p>filmmaking make movies better?</p>		<p>where they gained influence.</p> <p>Students will continue to explore film as representation of culture and the rise of pop culture phenomenon.</p>	<p>Toy Story</p>		<p>meaning of new concepts and apply learning on an ongoing basis.</p>	<p>Document the process of developing ideas; from early stages to full elaboration.</p>
<p>Unit 7: Film Production</p> <p>EQ: In what ways can we reflect our society, culture, and personal experience to impact emotion and inspire change through film?</p>	<p>8 week PBL</p>	<p>Students will understand the intricacies and process of film production.</p> <p>Students will be able to understand the different roles that contribute to the production of a motion picture.</p> <p>Students will feel comfortable and confident in producing a film relevant to their society, culture, world view.</p>		<p>Production Schedule</p> <p>Script Writing</p> <p>Planning session</p> <p>Story boarding</p> <p>Filming</p> <p>Editing</p> <p>Movie Poster Project</p>	<p>Connect in-school learning with the world outside the classroom. Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.</p> <p>Work cooperatively toward goals and hold each other accountable in supportive ways. Take risks and view mistakes as opportunities to grow academically and emotionally.</p>	<p>MA:Cr2.1.HSI Apply criteria to develop, propose, and refine artistic ideas and production processes for media artwork, considering original inspirations, goals, and presentation context.</p> <p>VA:Re9.1.HSI Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>MA:Cr2.1.HSI - Apply criteria to develop, propose, and refine artistic ideas and production processes for media artwork, considering original inspirations, goals, and presentation context.</p> <p>VA:Cr2.1.HSI - Generate and develop artistic work in a self-directed manner.</p>