

Movie Mania Block 1 Red

Ms. Caswell

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This syllabus as well as all handouts, homework assignments, videos, study guides, project details, and other class resources can also be found on my webpage <https://sites.google.com/site/caswellartpage> which can also be accessed by going to the SP High School webpage.

Course Description:

In Movie Mania we will explore the history and development of the language of film. We will watch many clips and analyze them looking at how lighting, composition, camera angles, camera movement, sound effects, visual effects, etc come together to communicate the ideas and moods that contribute to the story the film is telling. The first half of this course will focus mainly on film history and on observing, analyzing, and critiquing existing films. The second half will mainly focus on writing your own storyboards, creating your own animations, and filming your own film short. Throughout the course there are several writing assignments including writing a formal movie review.

YOU MUST HAVE YOUR iPad and iPad CHARGER WITH YOU EVERY DAY. You may NOT substitute your phone.

Course expectations:

1. Attendance in this class is CRITICAL to your success. If you are absent you MUST arrange to stay after school or come in during a workshop (red days only). Whenever possible I post clips to the website, however many films are available only on DVD or on subscription sites and the class activities and discussions related to the clips cannot be replicated at home or after school. So do everything you can to be here!
2. Come to class **prepared** to work with all materials needed. **YOU MUST HAVE YOUR iPad and iPad CHARGER WITH YOU EVERY DAY.** You should arrive on time with your iPad, pencil, and any other materials you might be assigned to bring in (for example- for your stop motion animation you will need to bring in some objects from home). If you are held back by a teacher, administrator, nurse, etc please GET A PASS **before** you come to class.
3. Handle materials appropriately and responsibly and make sure you leave tools and work areas as clean or cleaner as you found them. Students avoiding clean up will be required to stay after school and help clean the entire classroom- skipping this will result in an administrative detention.
4. Your work should be your own original work- use your imagination! You are encouraged to look at other artists for inspiration but be sure you are not copying their work exactly. (Logos and existing cartoon characters are examples of another artists work!)
5. Participation in class activities and discussions is mandatory. Students wasting time in class will be required to stay after school to make up work.
6. Students will keep all work school appropriate. No work should reference drugs, alcohol, tobacco, etc and no work should be degrading or insulting to any group or point of view.
7. NO CELL PHONES. Your cell phone must be turned off and put away before the bell at the start of

class rings.

Grading Policy: All grading rubrics will be available digitally on my website (paper copies available upon request), and will also be posted in the classroom on the bulletin board for each project as the projects are assigned. Rubrics will highlight the criteria and objectives of each assignment and break it down explaining how much each component factors into the final grade.

Late Work:

Most of our projects are labor intensive, generally not something that you can rush through and end up with a successful piece. You are expected to meet project deadlines. I can be flexible when a student **MAKES A PLAN** by **SPEAKING WITH ME BEFORE THE DEADLINE**. If you wait until the deadline has passed your work is late and will begin losing one letter grade for each day it is late.

Course Calendar Q1

Wed Sept 7	First day- syllabus overview- class expectations Precursorers to movie and the “Persistence of Vision”
Fri Sept 9	Review precursors to film and Persistence of Vision and begin work on 2 thaumatropes (Project #1). Project info can be found on project page of website.
Tues Sept 13	Look at very early film, watch some of Charlie Chaplin’s “The Kid” while continuing work on thaumatropes
Thurs Sept 15	
Mon Sept 19	<u>Thaumatropes (Project #1) DUE</u>
Wed Sept 21	<u>iMovie basics/Thaumatrope movie (Project #2) DUE</u>
Fri Sept 23	
Tues Sept 27	
Thurs Sept 29	(progress reports)
Mon Oct 3	
Wed Oct 5	
Tues Oct 11	
Thurs Oct 13	

Mon Oct 17	
Wed Oct 19	
Fri Oct 21	
Tues Oct 25	
Thurs Oct 27	
Mon Oct 31	
Wed Nov 2	
Fri Nov 4	(last day of Q1)

Q2

Tues Nov 8	
Thurs Nov 10	
Tues Nov 15	
Thurs Nov 17	
Mon Nov 21	
Mon Nov 28	
Wed Nov 30	
Fri Dec 2	
Tues Dec 6	
Thurs Dec 8	
Mon Dec 12	
Wed Dec 14	
Fri Dec 16	
Tues Dec 20	

Thurs Dec 22	
Wed Jan 4	
Fri Jan 6	
Tues Jan 10	
Thurs Jan 12	
Tues Jan 17	
Thurs Jan 19	

Graduation Standard 1: Disciplinary Literacy

Column B: Students will understand the use of line, value, shape, space, rhythm, balance and emphasis.

Graduation Standard 2: Creation, Performance, Expression

Column B: Students will use multiple approaches to begin creative endeavors.

Columns A and B: Students will apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Graduation Standard 3: Aesthetics and Criticism

Students describe, analyze, interpret and evaluate art.

Column B: Create a convincing and logical argument to support an evaluation of art.

Graduation Standard 4: Connections

Students understand the relationship among art, history and world culture; and they make connections between music and other disciplines..

Column B: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

21st C Skills

Creativity, Critical Thinking= summative

Global awareness, Problem solving= formative

Creativity:

Cultivating Curiosity- Seeks resources (ie feedback, additional materials, research, etc) to revise product to better meet the needs of the intended audience.

Seek Inspiration- Promotes divergent and creative perspectives during discussions.

Originality- Looks beyond the rules and conventions, or use common materials or ideas in new, clever and surprising way.

Implementation- Creates plan or design that is thorough, well-integrated and considers the purpose and feasibility including acknowledgement of barriers/ related complexities.

Risk-Taking- Seeks out opportunities to engage in new activities, strategies, interactions, etc.

Critical Thinking:

Ask Questions- Identify an overarching question for exploration with sub-questions and revise and adjust as new information is gained.

Observe, Research, Collect Data, & Organize Info- Identify data or info to be collected and the system best suited for its recording/display/dissemination/archiving.

Seek Explanations- Consult a variety of sources to support, refine, refute, and or elaborate or reasonings.

Analyze Arguments- Reflecting to insure that you are being objective in detecting and explaining errors in reasoning.

Seeks or Makes Connections- Uses understanding of how different things (ie gears, organisms, nations, skills, info, etc) in a context work together and influence one another in order to consider different outcomes or predict outcomes.

Generalizing- Uses generalizations (pattern, model, diagram) to explain different specifics both how it fits and how it does not and revise the generalization in light of the new information
AND/OR Use generalizations (pattern, model, diagram) from previous learning and apply it in a new context or situation to complete a task or solve a problem.

