

Subject: film	Year Group: Secondary School	Date: 03/19/2025	No. of pupils: Boys: 9 Girls: 6	Teacher: Yi Lu
Topic of lesson: Lesson Plan: Group Film Analysis Presentations (Focus: Chinese Martial Arts/Action Films)			Prior Learning: ● Understanding of basic film analysis principles. ● Familiarity with cinematic elements such as mise-en-scène, cinematography, and editing. ● Group Film Analysis Presentations: Students present analyses of a selected Chinese martial arts/action film (e.g., <i>Crouching Tiger, Hidden Dragon</i>, <i>Hero</i>, or <i>Ip Man</i>).	
Learning outcomes Pupils are learning to: ● Brainstorming and Concept Development: Develop a concept for a five-minute Chinese traditional martial arts film, incorporating key themes and cinematic elements. ● Collaborative Storytelling: Work in groups to create a cohesive narrative for their film, emphasizing cultural themes and martial arts traditions. ● Creative Problem-Solving: Apply film analysis skills to solve creative challenges in developing their film concept.			Success criteria ● Engage in focused discussions about film analysis techniques specific to analyzing "Forrest Gump." ● Present a coherent, well-supported, and critically nuanced analysis of "Forrest Gump." ● Provide constructive feedback on peer video projects, highlighting strengths and areas for improvement. ● Reflect on the Hong Kong film unit, identifying key takeaways and how they relate to broader film studies.	
EAL, SEND, and other notes on class: ● Pre-Teaching Key Vocabulary: Provide EAL and SEND students with a glossary of key terms related to film and martial arts (e.g., "Wu," "Xia," "Jianghu"), including visual aids.				

● Collaborative Environment: Encourage an inclusive and supportive environment where all students can contribute ideas.	
Resources needed: ● Projector: For viewing film clips that showcase traditional Chinese martial arts films and demonstrating key cinematic elements. ● Whiteboard and Markers: Essential for brainstorming and outlining ideas during the group sessions. ● Computers or Tablets: For accessing online resources, researching traditional Chinese martial arts themes, and viewing film clips. ● Printed Copies of Key Terms: Provide EAL and SEND students with printed copies of key vocabulary terms, including visual aids.	Key Vocabulary: ● Mise-en-scène: The arrangement of everything within a frame, including actors, props, and setting. ● Cinematography: The art of capturing images using cameras, including lighting and camera angles. ● Editing: The process of selecting and combining shots to create a cohesive narrative. ● Narrative Structure: The way a story is organized and presented. ● Visual Storytelling: Using visual elements to convey themes and ideas. ● Theme: The underlying message or idea in a film. ● Symbolism: The use of objects or images to represent abstract ideas or concepts.
Planning for an additional adult/learning support:	
Consideration of context: ● Diverse Learning Styles: Accommodate diverse learning styles by incorporating visual examples of martial arts films, hands-on activities like scriptwriting, opportunities for individual brainstorming, and peer collaboration during group presentations. Use varied assessment formats such as written reflections and group presentations. ● Promoting Critical Engagement: Encourage students to critically examine how traditional Chinese martial arts films portray cultural themes and social issues, considering historical context and potential biases. Provide opportunities for students to share their perspectives and experiences in a respectful manner, fostering a collaborative and inclusive learning environment.	

Time	Learning Activity	Key Questions	Adaptive Teaching Approaches	Formative & Summative Assessment Opportunities
10:05-10:15	Introduction and Reflection on HK Film Unit	What did you learn about Chinese martial arts films from the Hong Kong film unit? How can these insights inform your new project?	Use visual aids to highlight key elements from past projects. Encourage reflection on past learning.	Observe student engagement and participation. Collect initial reflections on sticky notes.
10:15-10:35	Viewing and Discussing Chinese Martial Arts Film Clips	How do the selected clips showcase traditional Chinese martial arts themes or techniques? What cinematic elements enhance action sequences?	Show three clips related to the topic:	

- 1. Hero 2002 - Fight choreography and cultural themes.**
- 2. Crouching Tiger, Hidden Dragon - High-flying stunt work and fantastical fight scenes.**
- 3. Ip Man - Integration of Wing Chun and Western boxing.**
Use a viewing guide to focus discussions on key elements and themes. | Observe student participation during discussions. |

Time	Learning Activity	Key Questions	Adaptive Teaching Approaches	Formative & Summative Assessment Opportunities
10:35-10:50	Group Discussion on Clip Analysis	What themes or cinematic elements stood out to you in the clips? How can these be applied to your own film?	Encourage group discussion focusing on key takeaways from the clips.	Circulate to assist groups and note their ideas.

Time	Learning Activity	Key Questions	Adaptive Teaching Approaches	Formative & Summative Assessment Opportunities
10:50-11:05	Group Presentations on Clip Analysis	What did you learn from analyzing the clips? How can these insights inform your film concept?	Have groups briefly present their findings, focusing on key cinematic elements and themes.	Observe participation and engagement during presentations.
11:05-11:15	Group Brainstorming of Story Ideas	What themes or storylines can we explore in our five-minute martial arts film? How can we incorporate traditional Chinese martial arts styles into our narrative?	Encourage group brainstorming. Provide whiteboards and markers for outlining ideas.	Circulate to assist groups and note their ideas.
11:15-11:25	Group Presentations of Brainstormed Ideas	What strengths and weaknesses do you see in each group's ideas? How can these be improved?	Have groups share their ideas and provide constructive feedback using a peer feedback rubric.	Observe participation and engagement during peer feedback.
11:25-11:30	Exit Ticket: Voting for the Best Film Idea	Which film idea do you think is the most compelling? Why?	Distribute an exit ticket with the above question and have students vote on the best film idea.	Collect exit tickets to assess understanding and engagement.

Comprehensive Film Analysis Chart: Exploring Story, Technique, and Cultural Significance

Film Analysis Category	Key Questions	Observations
Story Elements	What is the narrative structure? How are characters developed? What themes are explored?	Plot summary, character roles, thematic development.
Setting	Where does the story take place? What time period is it set in? What cultural influences are present?	Location impact, time period influence, cultural references.
Filming Techniques	How is mise-en-scène used (lighting, setting, props, costumes)? What cinematography techniques are employed (camera angles, shot types)?	Lighting effects, setting and prop usage, costume significance, camera angle impact.
Editing	What types of cuts are used? How does editing influence pacing and rhythm? Are montage techniques used?	Types of cuts, pacing effects, montage usage.
Music and Sound	How does the soundtrack contribute to mood or themes? What role do sound effects play? How does dialogue enhance character development?	Music score impact, sound effect usage, dialogue significance.
Additional Elements	Are there symbols or motifs? What historical or cultural context does the film reflect? What cultural significance does it hold?	Symbolic meanings, historical reflections, cultural impact.
Conclusion	What is your overall impression? What are the strengths and weaknesses? Would you recommend the film?	Overall impression, strengths and weaknesses, recommendation.