

Topic: Unit 1: Character (Analysis of Film as Lit Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

Characters in a film can be analyzed in the same way as characters in a piece of nonfiction.

Understand:

Characters in a film can be analyzed for the following:  
Basic character analysis  
Dynamic vs Static Characters  
Protagonist vs Antagonist  
Archetypal Characters  
Stereotypes

Do:

Analyze character in a series of films.

Topic: Unit 1: Character (Analysis of Film as Lit Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible

Topic: Unit 1: Elements of Film and Literature (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

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| <p>How do the film techniques used to tell a story differ from those used in literature?</p> <p>How do film techniques influence our understanding of characters, mood, plot, or theme?</p> <p>How do themes of film/literature connect to my life, the world, or other texts?</p> | <p>Theme, characterization, motifs, mood, and plot are concepts that apply to film as well as literature.</p> <p>Filmmakers purposely create a desired effect. Film elements(angles, shots, sound, lighting, and transitions) are used to influence the audience's perception and understanding. Identifying specific elements of film can help us to be critical viewers.</p> | <p>Watch clips and/or whole films, stopping to explore the various elements of film used. Compare to literature through analysis.</p> |
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Topic: Unit 1: Elements of Film and Literature (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible

Topic: Unit 2: Plot (Analysis of Film as Lit Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

Topic: Unit 2: Plot (Analysis of Film as Lit Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible

Topic: Unit 2: Visual Literacy (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

What is visual literacy?  
What is the language of film?  
How do filmmakers visually tell the story and create audience response?

Understand:

We live in a visual society and students need to be visually literate to be successful.  
  
Filmmakers use elements of film to tell their stories and create a response from the audience.

Do:

Watch clips and/or whole films, stopping to explore the various elements of film used. Compare to literature through analysis.

Topic: Unit 2: Visual Literacy (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible



## Topic: Unit 3: The Study of Film Genre (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

## Know:

How does viewing a film through a critical eye affect the analysis?

What do different genres of film reflect about our current society?

How do films make us think?

What are the motifs, formulas, and elements that help qualify a film under a certain genre?

## Understand:

Reflective viewers apply personally meaningful criteria to make evaluative judgments about film within and across different genres, and how these judgments influence their choices and interests as viewers.

## Do:

Watch clips and/or whole films, stopping to explore the various elements of film used. Compare to literature through analysis.

Topic: Unit 3: The Study of Film Genre (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible

## Topic: Unit 4: Society and Film (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

## Know:

How has film evolved over time?

How does film reflect society?

How does society influence film?

What roles do people play in society and how does film capture them?

How are actors a reflection of the values of society?

## Understand:

Film is a reflection of the hopes and fears of society, either conscious or unconscious.

The hero and villain archetypes in film often imitate the social climate of the time.

One way that society evaluates its morals and values is through film.

## Do:

Watch clips and/or whole films, stopping to explore the various elements of film used. Compare to literature through analysis.

Topic: Unit 4: Society and Film (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible

Topic: Unit 1: Character (Analysis of Film as Lit Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** Characters in a film can be analyzed for the following: Basic character analysis Dynamic vs Static Characters Protagonist vs Antagonist Archetypal Characters Stereotypes



Unit Essential Question(s):

**How can characters in a film be analyzed?**

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| <p><b>Concept:</b><br/><b>Basic Analysis</b></p> <p>Students will be able to complete a basic analysis of character in a film using the lesson essential questions.</p>  | <p><b>Concept:</b><br/><b>Dynamic vs Static and Protagonist vs Antagonist</b></p> <p>Students will be able to complete an analysis of dynamic and static characters in a film.<br/>Students will be able to complete an analysis of protagonists and antagonists in film.</p>   | <p><b>Concept:</b><br/><b>Archetypal Characters and Stereotypes</b></p> <p>Students will be able to complete an analysis of archetypal characters in a film.<br/>Students will be able to complete an analysis of stereotypes in film.</p>   |
| <p><b>Lesson Essential Question(s):</b><br/>Who are the main characters in the film? Who are the minor characters?</p> <p>What do you learn about the characters through their physical appearance, thoughts, speech, and actions?</p> <p>What do you learn about each character from the comments of other characters? Or, if there is one, from the narrator?</p> <p>In what ways does each character react to other people or events? What do these reactions reveal about him or her? What reasons might the characters have had to reacting as they do? (A)</p> | <p><b>Lesson Essential Question(s):</b><br/>Dynamic characters change or grow as a result of events in the film, while static characters change very little or not at all. Which characters in the film are dynamic and which are static? What events or circumstances in the story cause the dynamic characters to change?</p> <p>The protagonist is the main character, often the hero. The antagonist is the character in conflict with the protagonist. Remember the antagonist doesn't have to be a person; it can be an obstacle or a force of nature. Who are the protagonist and the antagonist in the story? Describe the conflict between them. (A)</p> | <p><b>Lesson Essential Question(s):</b><br/>Across time and cultures, one can find certain character types reappearing in literature. Heroes, villains, and clowns are examples of archetypal characters. Does this film include archetypal characters? If so, what archetype do you think each character represents?</p> <p>Writers generally try to avoid creating stereotypes (such as the "dumb jock"), but they may use stereotypes in minor roles to provide comic relief or to shed light on a main character. Does this film include stereotypes, and if so, what do they do for the story? Are the traditional stereotypes present reinforced or obliterated throughout the course of the film? (A)</p> |
| <p><b>Vocabulary:</b><br/>main character minor character characterization - physical appearance, thoughts, speech, actions, comments from other characters or narrator, reactions to people and events</p>   | <p><b>Vocabulary:</b><br/>dynamic characters static characters antagonist protagonist</p>   | <p><b>Vocabulary:</b><br/>archetypes stereotypes</p>   |

Topic: Unit 1: Character (Analysis of Film as Lit Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

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|---|--|
| <p>Concept:</p> <p><b>Comparing Different Versions</b></p> <p>Students will be able to compare characters in two different versions of "the same" or similar films.</p> | <p>Concept:</p> <p><b>Compare, Connect, Evaluate, and Critique</b></p> <p>Students will be able to complete a character analysis for a film of their own choosing.</p> |
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| <p><b>Lesson Essential Question(s):</b><br/> Refer back to the "Basic Analysis" questions.<br/> Are the main characters in the film the same?<br/> Are the minor characters in the film the same? If the characters were different, why do you think this is? Why were those added necessary? Why do you think those not present were removed?<br/> Are the physical appearances, thoughts, speech, and actions of the characters in each version the same? Why or why not? Which versions of the characters do you like better? Why?<br/> Do the other characters react to or speak differently about the main character in the different versions? How?<br/> In what ways does each character react to other people or events? What do these reactions reveal about him or her? What reasons might the different characters have had to reacting as they do?<br/> Which film's characters did you like best? Why?</p> | <p><b>Lesson Essential Question(s):</b><br/> Evaluate characters in the film using any group of character types and the accompanying questions.<br/> Compare the way in which two characters in this film react to the conflict. What do you learn about these characters by making this comparison?<br/> Choose a character from another story or film who was in a similar situation but responded quite differently. Compare the characters and explain what their responses tell you about each of them.<br/> Choose a character from another film by this writer or director. In what ways is he or she similar to and different from the main character in this film?<br/> Choose a character you first encountered in literature and then saw in a film version of the story. Does the film character look the way you thought he or she would? Does the actor or actress capture the character's personality? Use specific film scenes and passages from the text to support your opinion.<br/> Which character in the film do you most admire? Which do you least admire? Why? Do the characters seem like real people? Give details from the story to support your opinion.<br/> Evaluate the main character. Is he or she a good person? A smart person? Do you agree with his or her actions or opinions? Support your evaluation with evidence from the film.</p> |
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| <p>Vocabulary:</p> | <p>Vocabulary:</p> |
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Additional Information:

Attached Document(s):

Vocab Report for Topic: Unit 1: Character (Analysis of Film as Lit Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Concept: Basic Analysis**

main character  
minor character  
characterization - physical appearance, thoughts, speech, actions, comments  
from other characters or narrator, reactions to people and events -

**Concept: Dynamic vs Static and Protagonist vs Antagonist**

dynamic characters  
static characters  
antagonist  
protagonist -

**Concept: Archetypal Characters and Stereotypes**

archetypes  
stereotypes -

Topic: Unit 1: Elements of Film and Literature (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** Theme, characterization, motifs, mood, and plot are concepts that apply to film as well as literature.

Filmmakers purposely create a desired effect. Film elements(angles, shots, sound, lighting, and transitions) are used to influence the audience's perception and understanding. Identifying specific elements of film can help us to be critical viewers.



Unit Essential Question(s):

**How do film techniques influence the viewer?**



**Concept:**

**Elements of Film and Literature**

The student will do the following:  
Identify angles, shots, transitions, lighting, or sound choices in film.  
Identify several themes of a film and/or short story.  
Describe character development of a film and/or short story.  
After watching films/reading short stories, create and answer questions that explore connections between self, other texts, and the world.



**Lesson Essential Question(s):**

How do the film techniques used to tell a story differ from those used in literature?  
How do film techniques influence our understanding of characters, mood, plot, or theme?  
How do themes of film/literature connect to my life, the world, or other texts? (A)



**Vocabulary:**  
exposition

rising action

climax

falling action



Topic: Unit 1: Elements of Film and Literature (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

resolution  
conflict  
internal conflict  
theme  
mood  
motif  
dynamic/static character  
flat/round character  
indirect/direct characterization  
film treatment  
shooting script  
storyboard  
sequence  
shot  
establishing shot  
long shot  
medium shot  
close up  
low angle shot  
high angle shot  
bird's eye view shot  
point of view shot  
deep focus  
rack focus  
pan  
whip pan  
tilt  
zoom  
synchronous sound  
non-synchronous sound  
mickey mousing  
voice over  
dolly  
boom  
cutting to continuity  
fade out  
dissolve  
jump cut  
superim  
position  
wipe  
iris  
freeze frame  
high key lighting  
low key  
high contrast  
overexposed shots  
underexposed shots  
mis en scene

**Additional Information:**

See resources for possible films, useful texts, websites, and other assignments.

**Attached Document(s):**

Vocab Report for Topic: Unit 1: Elements of Film and Literature (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

## Concept: Elements of Film and Literature

exposition

rising action

climax

falling action

resolution

conflict

internal conflict

theme

mood

motif

dynamic/static character

flat/round character

indirect/direct characterization

film treatment

shooting script

storyboard

sequence

shot

establishing shot

long shot

medium shot

close up

low angle shot

high angle shot

bird's eye view shot

point of view shot

deep focus

rack focus

pan

whip pan

tilt

zoom

synchronous sound

non-synchronous sound

mickey mousing

voice over

dolly

boom

cutting to continuity

fade out

dissolve

jump cut

superim

position

wipe

iris

freeze frame

high key lighting

low key

high contrast

overexposed shots

underexposed shots

mis en scene

Vocab Report for Topic: Unit 1: Elements of Film and Literature (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

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Topic: Unit 2: Plot (Analysis of Film as Lit Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Key Learning:



Unit Essential Question(s):



Concept:



Lesson Essential Question(s):



Vocabulary:

Additional Information:

Attached Document(s):



Topic: Unit 2: Visual Literacy (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Key Learning: We live in a visual society and students need to be visually literate to be successful.



Filmmakers use elements of film to tell their stories and create a response from the audience.

Unit Essential Question(s):

What is visual literacy?



Concept:

Visual Literacy

The student will do the following:  
Watch clips and/or whole films, stopping to explore the various elements of film used.

Students will be able to answer the following questions about a scene:

- 1) Dominant - Where is our eye attracted first? Why?
- 2) Lighting key - High key? Low key? High contrast? Combination of these?
- 3) Shot and angle proximities - What type of shot? How far away is the camera from the action?
- 4) Angle - Are we (and the camera) looking up or down on the subject? Or is the camera neutral (eye level)?
- 5) Color values - What is the dominant color? Are there contrasting foils? Is there color symbolism?
- 6) Lens/filter/stock/CG - How do these distort or comment on the photographed materials?
- 7) Subsidiary contrasts - What are the main eye-stops after taking in the dominant?
- 8) Density - How much visual information is packed into the image? Is the texture stark, moderate, or highly detailed?
- 9) Composition - How is the two-dimensional space segmented and organized? What is the underlying design?
- 10) Form - Open or closed? Does the image suggest a window that arbitrarily isolates a fragment of the scene? Or a proscenium arch, in which they visual elements are carefully arranged and held in balance?
- 11) Framing - Tight or loose? Do characters have no room to move around, or can they move freely without impediments?
- 12) Depth - On how many planes is the image composed? Does the background or foreground comment on the middle ground?
- 13) Character Placement - What part of the framed space do the characters occupy? Center? Top? Bottom? Edge? Why?
- 14) Staging Positions - Which way do the characters look vis-a-vis the camera?
- 15) Character proxemics - How much space is there between the characters?



Lesson Essential Question(s):

What is visual literacy?  
What is the language of film?  
How to filmmakers visually tell the story and create audience response? (A)



Vocabulary:

Topic: Unit 2: Visual Literacy (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Shot Terms:

mise en scene  
frame  
shot types (close ups and long shots)  
point of view  
fourth wall  
negative space  
rule of thirds  
angles

Elements of Composition:

horizon line  
vanishing point  
foreground  
middle ground  
background

Focus:

pulling focus  
pushing focus  
racking focus  
following focus

Light:

Artificial vs. Natural  
Hard vs. Soft  
contrast  
three point lighting method  
key light  
back light  
fill light  
low vs high key light  
front lighting  
side lighting  
top lighting  
underlighting  
silhouette  
kicker light  
practical light  
gels

Production vs. Postproduction:

shot - scene - act - film  
takes  
continuity  
screen direction  
sight lines  
axis of action  
jump the line  
eye-line match  
staging  
blocking  
pan and tilt  
start frame - camera movement - end frame

Other possible terms:

symbolism  
motif  
mood  
theme  
character  
archetype  
hero cycle

Topic: Unit 2: Visual Literacy (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Additional Information:**

See resources for possible films, useful texts, websites, and other assignments.

Attached Document(s):



Vocab Report for Topic: Unit 2: Visual Literacy (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

### Concept: Visual Literacy

#### Shot Terms:

mise en scene  
frame  
shot types (close ups and long shots)  
point of view  
fourth wall  
negative space  
rule of thirds  
angles

#### Elements of Composition:

horizon line  
vanishing point  
foreground  
middle ground  
background

#### Focus:

pulling focus  
pushing focus  
racking focus  
following focus

#### Light:

Artificial vs. Natural  
Hard vs. Soft  
contrast  
three point lighting method  
key light  
back light  
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low vs high key light  
front lighting  
side lighting  
top lighting  
underlighting  
silhouette  
kicker light  
practical light  
gels

#### Production vs. Postproduction:

shot - scene - act - film  
takes  
continuity  
screen direction  
sight lines  
axis of action  
jump the line

Vocab Report for Topic: Unit 2: Visual Literacy (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

eye-line match  
staging  
blocking  
pan and tilt  
start frame - camera movement - end frame

Other possible terms:

symbolism  
motif  
mood  
theme  
character  
archetype  
hero cycle  
-

Topic: Unit 3: The Study of Film Genre (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** Reflective viewers apply personally meaningful criteria to make evaluative judgments about film within and across different genres, and how these judgments influence their choices and interests as viewers.



Unit Essential Question(s):

**What are the genres of film?**



Concept:

### The Study of Film Genre

The student will do the following:

- Watch a selection
- Be able to identify the genre
- Analyze the film for symbolism and other film/literary elements



Lesson Essential Question(s):

How does viewing a film through a critical eye affect the analysis?

What do different genres of film reflect about our current society?

How do films make us think?

What are the motifs, formulas, and elements that help qualify a film under a certain genre? (A)



Vocabulary:

- Genres to study:
- Suspense-Hitchcock
  - Western
  - Sci-fi and fantasy
  - Drama
  - Comedy/Romance
  - Action
  - Martial arts
  - Foreign
  - Musical
  - Documentaries
  - Film noir
  - Historical

Other Possible Terms:

- Film terms studied in earlier units
- Symbolism
- Motif
- Mood
- Theme
- Character
- Archetype
- Hero cycle

Topic: Unit 3: The Study of Film Genre (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Additional Information:**

See resources for possible films, useful texts, websites, and other assignments.

Attached Document(s):

Vocab Report for Topic: Unit 3: The Study of Film Genre (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

### Concept: The Study of Film Genre

Genres to study:

Suspense-Hitchcock

Western

Sci-fi and fantasy

Drama

Comedy/Romance

Action

Martial arts

Foreign

Musical

Documentaries

Film noir

Historical

Other Possible Terms:

Film terms studied in earlier units

Symbolism

Motif

Mood

Theme

Character

Archetype

Hero cycle -

Topic: Unit 4: Society and Film (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** Film is a reflection of the hopes and fears of society, either conscious or unconscious.

The hero and villain archetypes in film often imitate the social climate of the time.

One way that society evaluates its morals and values is through film.



Unit Essential Question(s):

**How is film affected by society?**



**Concept:**

### Society and Film

The student will do the following:  
Watch various film selections chosen by the teacher.  
Identify social issues present in society.\* Analyze how actors and film reflect the values of society.  
Explain how film is influenced by society and vice versa.  
Recognize the role of film as a reflection of society.



**Lesson Essential Question(s):**

How has film evolved over time?

How does film reflect society?

How does society influence film?

What roles do people play in society and how does film capture them?

How are actors a reflection of the values of society? (A)



**Vocabulary:**

- theme
- thesis
- icon
- archetype
- allegory
- apocalypse
- motif
- critique

**Additional Information:**

See Resources

**Attached Document(s):**

Vocab Report for Topic: Unit 4: Society and Film (Film Studies Focus)

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Concept: Society and Film**

theme  
thesis  
icon  
archetype  
allegory  
apocalypse  
motif  
critique  
-