Unit Title: Film and Cinematography

Fundamental Pathway Focus

Colorado's District Sample Curriculum Project

INSTRUCTIONAL UNIT AUTHOR

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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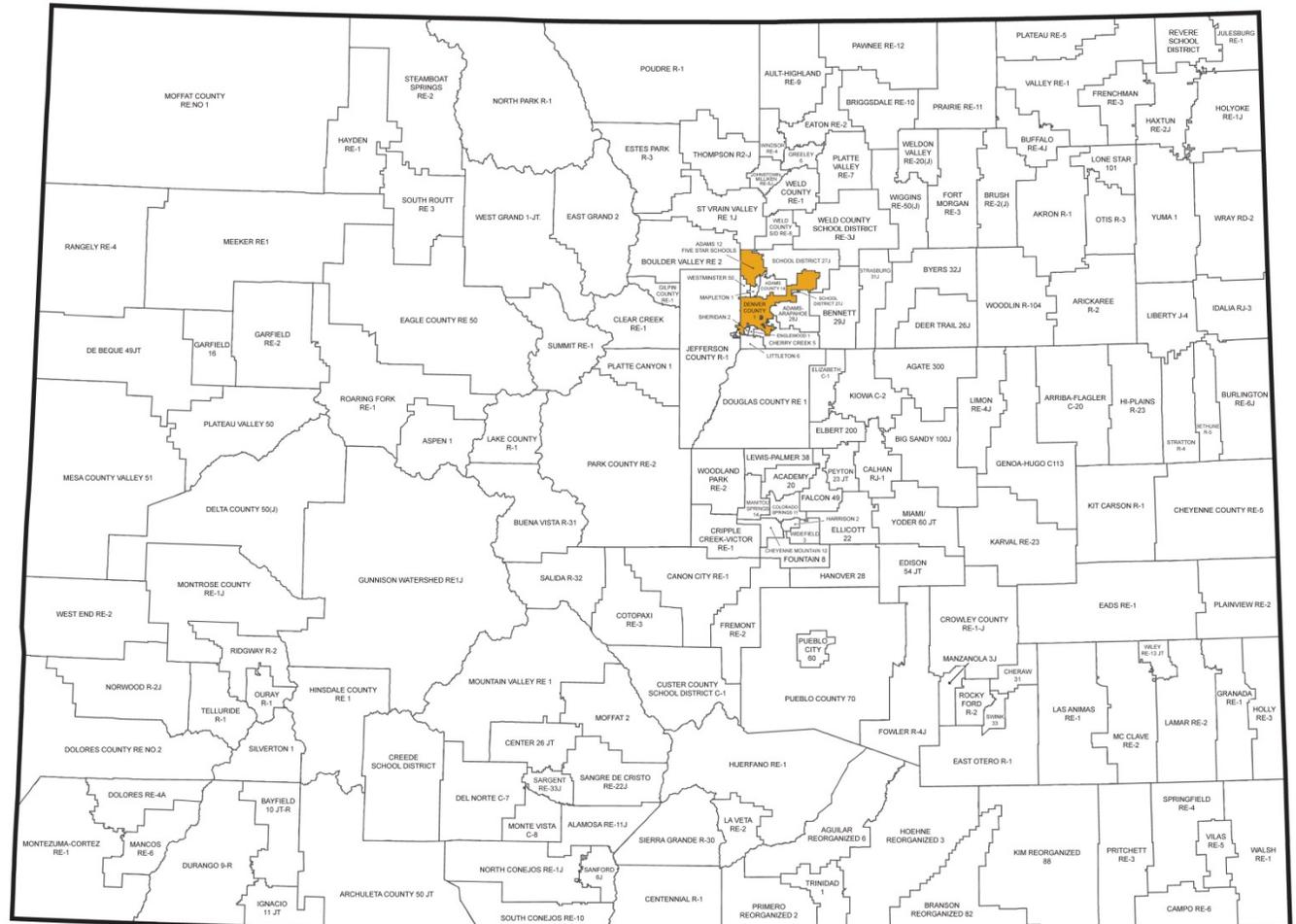
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Colorado Teacher-Authored Sample Instructional Unit

Content Area	Drama and Theatre Arts		Grade Level	High School
Course Name/Course Code	Film and Cinematography			

Standard	Fundamental Pathway Grade Level Expectations (GLE)			Extended Pathway Grade Level Expectations (GLE)	
1. Create	1.	Creative process in character development and script improvisation	DTA09-HSFP-S.1-GLE.1	1. Character development in improvised and scripted works	DTA09-HSEP-S.1-GLE.1
	2.	Technical elements of theatre in improvised and scripted works	DTA09-HSFP-S.1-GLE.2	2. Technical design and application of technical elements	DTA09-HSEP-S.1-GLE.2
	3.	Expression, imagination, and appreciation in group dynamics	DTA09-HSFP-S.1-GLE.3	3. Ideas and creative concepts in improvisation and play building	DTA09-HSEP-S.1-GLE.3
	4.	Interpretation of drama using scripted material	DTA09-HSFP-S.1-GLE.4	4. Creation, appreciation, and interpretation of scripted works	DTA09-HSEP-S.1-GLE.4
2. Perform	1.	Communicate meaning to engage an audience	DTA09-HSFP-S.2-GLE.1	1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences	DTA09-HSEP-S.2-GLE.1
	2.	Technology reinforces, enhances, and/or alters a theatrical performance	DTA09-HSFP-S.2-GLE.2	2. Technology reinforces, enhances, and/or alters a theatrical performance	DTA09-HSEP-S.2-GLE.2
	3.	Directing as an art form	DTA09-HSFP-S.2-GLE.3	3. Direction or design of a theatrical performance for an intended audience	DTA09-HSEP-S.2-GLE.3
3. Critically Respond	1.	Analysis and evaluation of theatrical works	DTA09-HSFP-S.3-GLE.1	1. Contemporary and historical context of drama	DTA09-HSEP-S.3-GLE.1
	2.	Evaluation of elements of drama, dramatic techniques, and theatrical conventions	DTA09-HSFP-S.3-GLE.2	2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions	DTA09-HSEP-S.3-GLE.2
	3.	Respect for theatre, its practitioners, and conventions	DTA09-HSFP-S.3-GLE.3	3. Respect for theatre professions, cultural relationships, and legal responsibilities	DTA09-HSEP-S.3-GLE.3

Colorado 21st Century Skills
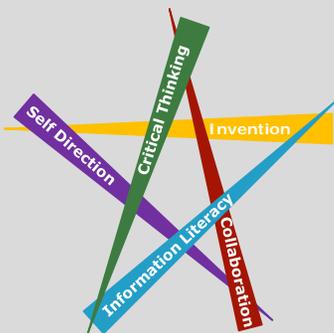
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Creative Process

Perform

Create

Critically Respond
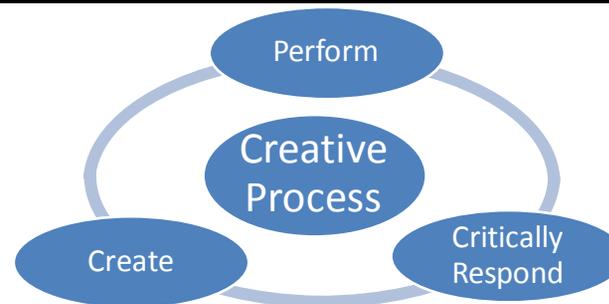
The Colorado Academic Standards for Drama and Theatre Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all three drama and theatre arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Film and Cinematography	Quarter/Semester/Yearly	Instructor Choice

Unit Title	Film and Cinematography (Fundamental and Extended)		Length of Unit	Quarter/Semester/Yearly	

Focusing Lens(es)	Genre Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	**Fundamental:**		**Extended:**
			DTA09-HSFP-S.1-GLE.1, DTA09-HSFP-S.1-GLE.2, DTA09-HSFP-S.1-GLE.3, DTA09-HSFP-S.1-GLE.4 DTA09-HSFP-S.2-GLE.1, DTA09-HSFP-S.2-GLE.2, DTA09-HSFP-S.2-GLE.3 DTA09-HSFP-S.3-GLE.1, DTA09-HSFP-S.3-GLE.2, DTA09-HSFP-S.3-GLE.3		DTA09-HSEP-S.1-GLE.1, DTA09-HSEP-S.1-GLE.2, DTA09-HSEP-S.1-GLE.3, DTA09-HSEP-S.1-GLE.4 DTA09-HSEP-S.2-GLE.1, DTA09-HSEP-S.2-GLE.2, DTA09-HSEP-S.2-GLE.3 DTA09-HSEP-S.3-GLE.1, DTA09-HSEP-S.3-GLE.2, DTA09-HSEP-S.3-GLE.3

Inquiry Questions (Engaging-Debatable):	**Fundamental:** • Why are film genres significant to the study of American cinematography?(DTA09-HSFP-S.1-GLE.1,2,3,4) and (DTA09-HSFP-S2-GLE.1,2,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • How can film genres assist in the understanding of film structure and form? • How do film genres contribute to American cultural expressions? • How does the ensemble process help to build a character and self-direction with a film work? **Extended:** • How can students differentiate between the various techniques used in filming a (music video vs. a commercial, movie vs. documentary, computer animation vs. cellular film)? (DTA09-HSEP-S.1-GLE.1,2,3,4) and (DTA09-HSEP-S2-GLE.1,2,3) and (DTA09-HSEP-S.3-GLE.1,2,3,4) • How does the function of a media product (e.g.) commercial, music video) determine structure?
Unit Strands	Create, Perform, Critically Respond
Concepts	Technique, Style, Influence, Tradition, Expressions, Investigation/Discovery, Laws/Rules, Culture, Observation, Composition, Character, Film Mediums, Inspiration, Patterns, Character Choices, Self-Direction, Character Arc, Contribution, Tragedy, Design

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Fundamental: Film patterns, rules, and styles often communicate film specific genres. (DTA09-HSFP-S.3-GLE.1,2,3)	What types of American film genres exist? What patterns are consistently present in American horror films (insert genre)? What character choices are revealed in American tragedy films (insert genre)?	How are Greek tragedies expressed in American love stories (insert genre)? How are character choices consistent or not consistent in American love stories (insert genre)?
Fundamental: Film directors' style contributes and influences character arcs within a film. (DTA09-HSFP-S.1-GLE.4) and (DTA09-HSFP-S2-GLE.1,2,3) and (DTA09-HSFP-S.3-GLE.1,2,3)	What can a film director do to define character through vocal techniques, body movement, and placement? What can a historical/contextual phrase from a film demonstrate about the power of vocal techniques and character choices?	How does the character use of vocal techniques influence societal impressions of them in film? How can a film director add an editorial comment to their visual presentation? How can character arc contribute to film style?

Fundamental: Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style (DTA09-HSFP-S.1-GLE.4) and (DTA09-HSFP-S2-GLE.1,2,3) and (DTA09-HSFP-S.3-GLE.1,2,3)	What are the characteristics of the different genres of film?	How do different cinematographers/directors use design, structure and form in their filmmaking?
Extended: Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. (DTA09-HSEP-S.1-GLE.2,4) and (DTA09-HSEP-S.3-GLE.1,2)	What laws/rules are used in organizing the storyline in films that have created genres for various cultures?	How can laws/rules organize a storyline in a film that have created genres in various cultures?
Extended: Investigation and/or discovery of current film mediums provide the foundation for students to create within a genre that will express and inspire. (FS1-GLE1 EO c thru f.) (FS1-GLE3 EO a.) (FS3-GLE 3 EO b, c and f.) and (DTA09-HSEP-S.1-GLE.1,3) and (DTA09-HSEP-S.3-GLE.3)	What investigation/discovery techniques are used in current film mediums that create a certain genre that will express and inspire their peers?	How can investigation/discovery techniques used in current film mediums create a genre that expresses and inspires their peers?
Extended: Techniques and traditions dictate the form and substance of films. (DTA09-HSEP-S.3-GLE.3)	What techniques and traditions are employed in creating a film from the beginning, middle and end?	What happens when traditional forms are disrupted in film making?
Extended: Film genres emerge through observation, research and investigation of compositions in historical context. (DTA09-HSEP-S.3-GLE.1,2,3)	What kinds of observations, research and investigation of compositions in historical context have created film genres?	How can observation, research and investigation of compositions in historical context create film genres?

Critical Content:	**Key Skills:**
My students will **Know**…	My students will be able to **(Do)**…
Fundamental: • Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and	**Fundamental and Extended:** • Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) • Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3) • Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) • Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) • Investigate techniques in lighting and sound design, which demonstrates choice of

(DTA09-HSFP-S.3-GLE.1)
- Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2)

Extended:
- Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2)
- Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1)
- Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1)
- Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3)
- Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2)
- The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)

genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
- Utilize film terminology correctly within a film script and storyboard development (DTA09-HSFP-S.3-GLE.1,2)
- Collaborate with a team on the specific needs of a film production. . (DTA09-HSEP-S2-GLE.2)
- Articulate cultural/historical influences of particular eras/genres to a film team. (DTA09-HSEP-S.3-GLE.1)
- Implement artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1,2,3)
- Work effectively in group collaboration settings. (DTA09-HSEP-S2-GLE.2)
- Implement a plan in producing a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
- Utilize skills learned in other relevant content to execute a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
> EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	***Fundamental:*** *In the comedy The Graduate (1967),(insert film) the visual exploration of innocence lost (insert theme)is discovered against the backdrop and dynamics of the American youth culture of the 1960's(insert context), director Mike Nichols(insert director) makes use of three visual themes of bareness, isolation, and alienation (insert theme).* ***Extended:*** *Through collaboration and problem solving with directors, film production team members will understand the film production vocabulary and process, and how artistic expression is necessary in order to produce a film.*
Academic Vocabulary:	Genre, plot line, climax, focus, relationships, system, design, aesthetic, complexity, collaboration, choices, inspiration
Technical Vocabulary:	Gaffer, camera person, boom, dolly, lighting, sound stage, computer animation, dissolve, highboy, production assistant, props crew, stage decorator, artistic director, track system, editor, sound engineer, pivotal point, subjective shots, objective shots, dutching, frame, shots, assembly, deep focus, insert, character arc

Unit Description:	In this unit, students will develop the **Fundamental** strand through creating a critical response to a film. The **Fundamental** strand focuses on the students' exploring personal emotional connections to a filmed screenplay. Students will be asked to analyze and refine filmmaking techniques through the lens of social, political, historical, and/or environmental factors. The unit will culminate in a written film critique in which students identify the numerous styles of filmmaking while considering the context of social, political, historical, and/or environmental factors that are addressed in the work.
Considerations:	This unit is designed to focus on the Fundamental portion of "Screenwriting and Film Analysis." When teaching this unit, teachers should focus on students' understanding of filmmaking techniques and structure through individual emotional response and expression. It is important to take into the consideration the students' background access and grasp of film history and techniques.

Unit Generalizations	
Key Generalization:	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. (DTA09-HSFP-S.3-GLE.1,2,3) **Fundamental:** Film directors' style contributes and influences character arcs within a film. (DTA09-HSFP-S.1-GLE.4) and (DTA09-HSFP-S2-GLE.1,2,3) and (DTA09-HSFP-S.3-GLE.1,2,3) **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style (DTA09-HSFP-S.1-GLE.4) and (DTA09-HSFP-S2-GLE.1,2,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Supporting Generalizations:	**Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. (DTA09-HSEP-S.1-GLE.2,4) and (DTA09-HSEP-S.3-GLE.1,2) genres. **Extended:** Investigation and/or discovery of current film mediums provide the foundation for students to create within a genre that will express and inspire. (FS1-GLE1 EO c thru f.) (FS1-GLE3 EO a.) (FS3-GLE 3 EO b, c and f.) and (DTA09-HSEP-S.1-GLE.1,3) and (DTA09-HSEP-S.3-GLE.3) **Extended:** Techniques and traditions dictate the form and substance of films. (DTA09-HSEP-S.3-GLE.3) **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context. (DTA09-HSEP-S.3-GLE.1,2,3)

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims:	Critiquing a variety of film genres leads to the understanding of filmmaking techniques and structure.
Stimulus Material:	You are a film critic for an entertainment team from a local newspaper/magazine. Your team prides themselves on understanding the specific requirements of particular genres of film (e.g. plot lines, character types, and cinematography elements). Your team's deadline is approaching to submit your latest reviews of films in the following genres: horror, sci-fi, action, and/or romantic comedy. You and your writing team will need to submit a full review to your editor that has been drafted in almost final copy.

Product/Evidence:	Students will demonstrate their understanding of the following film elements through embedding the following elements into a written final critique/review: • Film patterns as related to genres • Rules for each genre • Styles of each genre
Differentiation:	Students may also include the following elements for a more detailed review/critique: • Connections to other modern media (e.g. YouTube, Vines/GIFs, viral videos) • Cultural influence within genres • Director's style

Texts for independent reading or for class read aloud to support the content	
Improv Texts	**Sketch Comedy Texts**
How to Make a Movie in 10 Easy Lessons: Learn how to write, direct, and edit your own film without a Hollywood Budget. by Robert Blofield *How to Shoot Video That Doesn't Suck: Advice to Make Any Amateur Look Like a Pro*, by Steve Stockman *How to Make Movies: Low-Budget / No-Budget Indie Experts Tell All*, by Kevin J. Lindenmuth *Filmmaking For Dummies*, by Bryan Michael Stoller and Jerry Lewis *First Time Director: How to Make Your Breakthrough Movie*, by Gil Bettman *How To Make A Movie*, by Nitin Das *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age: 2013 Edition*, by Steven Ascher and Edward Pincus *On Film-making: An Introduction to the Craft of the Director*, by Alexander Mackendrick and Paul Cronin *The Digital Filmmaking Handbook, 5th Edition*, by Sonja Schenk and Ben Long *Cinematic Storytelling: The 100 Most Powerful Film Conventions Every Filmmaker Must Know*, by Jennifer Van Sijll *Writing About Movies* (Third Edition), by Karen Gocsik and Dave Monahan	*A Third Face: My Tale of Writing, Fighting and Filmmaking*, by Samuel Fuller and Christa Lang Fuller *The Sound of Music: The Making of America's Favorite Movie*, by Hirsch,Julia *As You Wish: Inconceivable Tales from the Making of The Princess Bride*, by Cary Elwes and Joe Layden *The Drop Box: How 500 Abandoned Babies, an Act of Compassion, and a Movie Changed My Life Forever*, by Brian Ivie and Ted Kluck *Nature and My Cine Camera - Story and Lessons of Making Eighty Nature Films*, by Oliver G. Pike *Valentines & Vitriol*, by Rex Reed *Conversations In The Raw*, by Rex Reed *Big Screen, Little Screen*, by Rex Reed *An Introduction to Criticism: Literature - Film – Culture,* by Michael Ryan *How to Read a Film: Movies, Media, and Beyond,* by James Monaco

Ongoing Discipline-Specific Learning Experiences				
1.	**Description:**	Think/Work like a film critic - select a film for viewing and preparing a film critique. Write a comprehensive film critique on the selected film.	**Teacher Resources:**	Check out the national art standards for media arts www.nationalartsstandards.org http://teachfilmstudy.com/ Resources for Film Instructors http://filmmaker.com/ http://revision3.com/filmriot http://gointothestory.blcklst.com/ http://hopeforfilm.com/ http://www.indietalk.com/ http://johnaugust.com/ http://www.raindance.org/ https://shootingpeople.org/home http://twitchfilm.com/ http://www.philipbloom.net/ http://nofilmschool.com/ http://filmmakeriq.com/
			Student Resources:	Journal template
	Skills:	Writing Skills (see HS Reading/Writing units for good writing skills) Knowledge of filmmaking techniques, genres and styles.	**Assessment:**	Journal reflections on film studies Journal page template
2.	**Description:**	Research like a film critique - utilize numerous sources to back up connection to history, emotional impact, and storytelling.	**Teacher Resources:**	http://filmmaker.com/ http://revision3.com/filmriot http://gointothestory.blcklst.com/ http://hopeforfilm.com/ http://www.indietalk.com/ http://johnaugust.com/ http://www.raindance.org/ https://shootingpeople.org/home http://twitchfilm.com/ http://www.philipbloom.net/ http://nofilmschool.com/ http://filmmakeriq.com/
			Student Resources:	Journal Self-made film terms and description dictionary

Skills:	Discerning details within various film styles/genres Understanding filmmaking techniques and language	Assessment:	Bibliography of researched sites and connections

Prior Knowledge and Experiences

The students should have some prior experience in working with film, and film productions. The students should have exposure and experience in viewing a variety of contemporary and non-contemporary film genres. Students should feel comfortable with basic understanding of film terms, styles and genres, and the accompanying film tricks used in those genres. Knowledge of basic film terms and film industry vocabulary is encouraged but not mandatory.

Learning Experiences # 1 – 10
Instructional Timeframe: Teacher Determined

Learning Experience #1

The teacher may introduce an animated short film (e.g. Pixar shorts), so that students can differentiate between animated film genres.

Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.
Teacher Resources:	https://www.youtube.com/watch?v=Gq0jfzgvvrM (YouTube Pixar short of Birds) http://www.pixar.com/short_films/ (Pixar Site for Published Short Films)
Student Resources:	See Teacher Resources
Assessment:	Students will individually write an initial, short critique of the same film to include the following within their summaries: • Characters • Plot • Style http://vannindz.com/new-gadgets/film-review-template (Film Review Template)
Differentiation:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**

(Multiple means for students to access content and multiple modes for student to express understanding.)	Students may use a patterned template of a story summary. http://tiosimobook37.soup.io/post/459460554/story-outline-template (Story Template)	Students may write group essay or class poster of these elements.
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	See above	See above
Critical Content:	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. • Summary essay structure • Critique elements Fundamental: • Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1) • Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2 Extended: • Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2) • Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1) • Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1) • Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3) • Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2) • The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)	
Key Skills:	Fundamental and Extended: • Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) • Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3)	

	• Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) • Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) • Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements

Learning Experience #2

The teacher may lecture and preview a particular genre, so that students can identify particular storytelling tactics used related to genre.

Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Film directors' style contributes and influences character arcs within a film. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Techniques and traditions dictate the form and substance of films. **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com
Student Resources:	Notepad, study guide (designed by teacher), see Teacher Resources
Assessment:	Students will individually write and orally share out an initial and general critique of the film presented to include the following within their summaries: (Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action http://vannindz.com/new-gadgets/film-review-template (Film Review Template)
Differentiation:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**

(Multiple means for students to access content and multiple modes for student to express understanding.)	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	See above	See above
Critical Content:	- Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. - Summary essay structure - Critique elements Fundamental: - Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) - Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) - Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1) - Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2 Extended: - Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2) - Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1) - Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1) - Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3) - Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2) - The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
Key Skills:	Fundamental and Extended: - Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) - Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) - Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3)

	• Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) • Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) • Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)	
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements	

Learning Experience #3		
The teacher may preview selected scenes from multiple genres, so that students can engage with examples and categorize them into specific genres based on cinematic elements used.		
Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.	
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com	
Student Resources:	Notepad, study guide (designed by teacher), see Teacher Resources	
Assessment:	Students will individually write and orally share out an initial and general critique of the film presented to include the following within their summaries:(Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action http://vannindz.com/new-gadgets/film-review-template (Film Review Template)	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**

	See above	See above
Critical Content:	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. • Summary essay structure • Critique elements Fundamental: • Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1) • Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2 Extended: • Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2) • Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1) • Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1) • Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3) • Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2) • The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)	
Key Skills:	Fundamental and Extended: • Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) • Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3) • Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) • Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) • Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)	

Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements

Learning Experience #4	
The teacher may preview selected scenes from crossover or hard to define genres, so that students can engage with examples and categorize them into specific genres based on cinematic elements used.	
Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Investigation and/or discovery of current film mediums provide the foundation for students to create within a genre that will express and inspire. **Extended:** Techniques and traditions dictate the form and substance of films. **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com
Student Resources:	Notepad, study guide (designed by teacher), see Teacher Resources
Assessment:	Students will individually write and orally share out an initial and general critique of the film presented to include the following within their summaries:(Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action http://vannindz.com/new-gadgets/film-review-template (Film Review Template)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	See above	See above
Critical Content:	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and	

	Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary.
	• Summary essay structure
	• Critique elements
	Fundamental:
	• Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
	• Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1)
	• Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2
	Extended:
	• Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2)
	• Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1)
	• Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1)
	• Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3)
	• Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2)
	• The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
Key Skills:	Fundamental and Extended:
	• Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1)
	• Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
	• Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3)
	• Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2)
	• Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1)
	• Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and

tactics, filmmaker's vision, director's use of film elements

Learning Experience #5

The teacher may provide students with 30-second clips and instruction of how to screen capture slides of the clip, so that students can create presentations breaking down each shot (while using a screen capture) to analyze uses of lightning, angles, pans, etc.

Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Film directors' style contributes and influences character arcs within a film. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Investigation and/or discovery of current film mediums provide the foundation for students to create within a genre that will express and inspire. **Extended:** Techniques and traditions dictate the form and substance of films. **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com, presentation facilitation (i.e. projector)
Student Resources:	Notepad, study guide (designed by teacher), computer, screen capture, presentation software (powerpoint, google slides, keynote), see Teacher Resources
Assessment:	Students will individually write and present a presentation of their selected clip that will include a description of the following items within the genre:(Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action, cinematography elements

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	See above	See above
Critical Content:	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary.

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- Summary essay structure
- Critique elements

Fundamental:
- Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
- Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
- Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1)
- Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2

Extended:
- Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2)
- Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1)
- Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1)
- Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3)
- Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2)
- The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
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Key Skills:	Fundamental and Extended: - Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) - Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) - Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3) - Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) - Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) - Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements

Learning Experience #6		
The teacher may provide students with 1-minute clips and instruction of how to orally critique, so that students can create presentations breaking down their 1-minute clip to analyze genre aspects.		
Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Film directors' style contributes and influences character arcs within a film. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Techniques and traditions dictate the form and substance of films. **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.	
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com	
Student Resources:	Notepad, study guide (designed by teacher), see Teacher Resources	
Assessment:	Students will individually write and orally share out an initial and general critique of the film presented to include the following within their summaries:(Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	See above	See above
Critical Content:	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. • Summary essay structure • Critique elements Fundamental:	

	• Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1) • Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2 Extended: • Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2) • Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1) • Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1) • Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3) • Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2) • The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
Key Skills:	Fundamental and Extended: • Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) • Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3) • Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) • Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) • Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements

Learning Experience #7		
The teacher may provide students with 30-second clips and basic instruction of how to edit captured video, so that students can create shot for shot recreations of their 30-second clip discovering angles, lighting and cinematic devices used in defining genre.		
Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Film directors' style contributes and influences character arcs within a film. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Techniques and traditions dictate the form and substance of films. **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.	
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com, editing software, cameras	
Student Resources:	Computer capable of playback and editing, notepad, see teacher resources	
Assessment:	Students will individually write and orally share out an initial and general critique of the film presented to include the following within their summaries: (Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action	
Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	See above	See above
Critical Content:	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. • Summary essay structure • Critique elements	

	Fundamental:
	• Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
	• Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1)
	• Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2
	Extended:
	• Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2)
	• Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1)
	• Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1)
	• Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3)
	• Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2)
	• The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
Key Skills:	Fundamental and Extended:
	• Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1)
	• Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
	• Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3)
	• Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2)
	• Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1)
	• Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements

Learning Experience #8

The teacher may preview episodic pilot (or other examples), so that students can expand their media review and critical response to a medium length format.

Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Film directors' style contributes and influences character arcs within a film. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Techniques and traditions dictate the form and substance of films. **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.	
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com, editing software, cameras	
Student Resources:	Computer capable of playback and editing, notepad, see Teacher Resources	
Assessment:	Students will individually write and orally share out an initial and general critique of the film presented to include the following within their summaries: (Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	See above	See above
Critical Content:	• Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. • Summary essay structure • Critique elements Fundamental: • Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3)	

and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)

- Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
- Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1)
- Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2

Extended:
- Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2)
- Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1)
- Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1)
- Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3)
- Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2)
- The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)

Key Skills:	Fundamental and Extended:
	- Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1)
	- Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
	- Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3)
	- Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2)
	- Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1)
	- Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements

Learning Experience #9
The teacher may introduce a short film (live action), so that students can differentiate between film genres using short films.

Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres.

	Extended: Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Film directors' style contributes and influences character arcs within a film. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style **Extended:** Techniques and traditions dictate the form and substance of films. **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com, editing software, cameras
Student Resources:	Computer capable of playback and editing, notepad, see Teacher Resources
Assessment:	Students will individually write and orally share out an initial and general critique of the film presented to include the following within their summaries: (Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action

Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.

Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	See above	See above

Critical Content:	- Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. - Summary essay structure - Critique elements Fundamental: - Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) - Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) - Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the

state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1)

- Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2

Extended:

- Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2)
- Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1)
- Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1)
- Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3)
- Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2)
- The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)

Key Skills:	Fundamental and Extended: • Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) • Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3) • Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) • Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) • Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements

Learning Experience #10
The teacher may introduce criteria for a full-length motion picture critique, so that students can critique a full-length motion picture while being able to make informed responses on the execution of elements of genre.

Generalization Connection(s):	**Fundamental:** Film patterns, rules, and styles often communicate film specific genres. **Extended:** Laws/Rules govern various styles of organizing the storyline in films that create culturally determined genres. **Fundamental:** Film directors' style contributes and influences character arcs within a film. **Fundamental:** Specific genres and styles shape aspects of technical design, structure and form and validate filmmaking style

	Extended: Techniques and traditions dictate the form and substance of films. **Extended:** Film genres emerge through observation, research and investigation of compositions in historical context.
Teacher Resources:	www.netflix.com, https://teachfilmstudy.com, www.imdb.com, editing software, cameras
Student Resources:	Computer capable of playback and editing, notepad, see Teacher Resources
Assessment:	Students will individually write and orally share out an initial and general critique of the film presented to include the following within their summaries: (Pick any of the following based on specific goals of the assignment): Characters, Plot, Style, Technique, Laws/Rules, Culture, Composition, Film Mediums, Patterns, Character Choices, Character Arc, Design Genre, climax, focus, relationships, system, design, aesthetic, lighting, computer animation, shots, action

Differentiation: **(Multiple means for students to access content and multiple modes for student to express understanding.)**	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Students may respond to the film presented through multiple written, orally, or kinesthetic extension activities (tableau creation, pitching a possible sequel, parameters and concept of a remake).	Students may create and respond to the film presented in small groups through a compare and contrast of other examples in the genre (or other genre) from individual previous experiences.

Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	See above	See above

| **Critical Content:** | Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. Summary essay structure Critique elements Fundamental: Major directors in American cinematography, such as; Robert Altman, Alfred Hitchcock, Jonathan Demme, DJ Caruso, Mike Nichols, David Lynch, Martin Scorsese, Joel and Ethan Coen, Steven Soderbergh, Terrence Malick, Quentin Tarantino, Alexander Payne, Spike Jonze, Michael Moore, David Fincher, Gus Van Sant. (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) Major styles and genres in American cinematography, such as; Action, Adventure, Drama, Comedy, Crime and Gangster, Epics, Historical, Musical, Horror, Dance, Science Fiction, War, Westerns, Docudrama, Documentary. DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) Aspects of filmmaking developmental research and structure, such as historical inventions that contributed to the state of the art (DTA09-HSFP-S2-GLE.1,4) and (DTA09-HSFP-S.3-GLE.1) Conventional filmmaking vocabulary in American cinematography and theme identification and structure (DTA09-HSFP-S.3-GLE.1) and (DTA09-HSFP-S.3-GLE.2 Extended: |

	• Identify necessary requirements for a film production. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.2) • Identify cultural/historical influences of particular eras/genres. (DTA09-HSEP-S.3-GLE.1) • Possible artistic expressions within a specific cultural/historical setting. (DTA09-HSEP-S.3-GLE.1) • Techniques used in problem solving for film production. (DTA09-HSEP-S.3-GLE.1,3) • Using tactics that are effective in group collaborations. (DTA09-HSEP-S2-GLE.2) The steps necessary to implementing a production of a film. (DTA09-HSEP-S2-GLE.2) and (DTA09-HSEP-S.3-GLE.1,2,3)
Key Skills:	Fundamental and Extended: • Demonstrate the influences of director filmmaking choices and script interpretation (DTA09-HSFP-S.1-GLE.1) • Identify director's style with their trademark genres (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3) • Identify significant trends in the invention process of filmmaking that moved it forward (DTA09-HSFP-S.3-GLE.1,3) • Demonstrate characteristics of film genre in a produced short film (DTA09-HSFP-S.3-GLE.1,2) • Work productively in the collaborative environment of filmmaking (DTA09-HSFP-S2-GLE.4) and (DTA09-HSFP-S.3-GLE.1) • Investigate techniques in lighting and sound design, which demonstrates choice of genre (DTA09-HSFP-S.1-GLE.1,2,3) and (DTA09-HSFP-S2-GLE.1,3) and (DTA09-HSFP-S.3-GLE.1,2,3)
Critical Language:	Opening shots, final shots, credits, graphics, animations, atmosphere, mood, visual storytelling, dialogue, conflict, cinematography, lens choice, depth of field and focus, framing or shot length, lighting exposure, camera movement and angles, music, sound levels, editing, scene length and flow, audience engagement, narrative, character choices and tactics, filmmaker's vision, director's use of film elements