

Unit 1-Film History

SUBJECT	TEACHER	GRADE	DATE
Intro to Animation and Film	Ms. Breese	7 and 8	8/21/18

OVERVIEW

For this lesson we will be taking a trip back in time. We will be looking at the first films ever created and how they did it. We will watch a few of those films and be critiquing how they look compared to the films of today. I will discuss the life of George Milies and the Luminere Brothers. We will look at their contributions to cinematic history. Then, we will move through time to the Golden Age of Hollywood. We will also look at main directors throughout history as well.

MATERIALS	FILMS & Videos
<ul style="list-style-type: none">• Composition Notebook• Personal Profile• Early Film Worksheet• Movie Critique Worksheet• Aspect Ratio Worksheet• Color Worksheet	<ul style="list-style-type: none">• <i>A Trip to the Moon (1902)</i>• <i>The Kid (1921)</i>• https://www.youtube.com/watch?v=aWOFxyQI9D8• https://www.youtube.com/watch?v=UWEjxkkB8Xs• https://www.youtube.com/watch?v=67uCB8y5g6k• https://www.youtube.com/watch?v=R26_F7pecqo• https://www.youtube.com/watch?v=SotdCmhFRQU

Standards:

CTE-AATC.68.AV.01.06: Describe technologies associated in careers within the audio and video technology and film career pathway.
CTE-AATC.68.GENRL.05.02: Analyze technology trends impacting the A/V technology, film, and printing technology industries.
CTE-AATC.68.AV.01.04: Research the history of the audio and video technology and film career pathway and describe how the associated careers have evolved and impacted society.

PROCEDURE

Day 1:

1. Have the students come into class and grab their composition notebooks.
2. Have the film history slide up and turn it to the slide title "Bell Ringer".
3. The students will be answering the question: What do they think the oldest movie is and what year do they think it was made?
4. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
5. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
6. Write the dates of what they guess on the board.
7. Flip to the next slide and show the student's the first ever motion picture.
8. Tell the students that the reason that Eadweard Muybridge took those photos was to win a bet with his friends.
 - a. He bet that when a horse runs in a race, there is a time when all of the horse's legs are up at one time. He used the photos to win the bet and prove his point.
9. Flip to the next slide, it should say 1878. That is when the first motion picture was made.

10. Next, play the next slide it should say the oldest video clip ever
 - a. This scene is 2 seconds of the first “Full Length” video
11. Tell the class that we will be looking at this short video about the two people that created this video
12. **PASS OUT THE FILM HISTORY WORKSHEET. THEY ARE ON THE TABLE WITH THE BLACK TABLE CLOTH.**
 - a. Tell the students that they will have the questions answered at the end but to try their best to get all of the information down. Only pause the movie for question 7.
13. The next 22 slides are the questions and answers to the worksheet.
 - a. Have the students say what their answers were before revealing the answers.
14. Have the students use the washi tape to tape the worksheet into their composition notebooks.
 - a. There is a slide that shows how it should be set up in their notebooks.
15. Now, we are going to look at one more guy who contributed a great deal to film and Cinema as a whole.
16. Move to the next slide and play the movie “A Trip To the Moon”
 - a. There should be no talking (No director’s commentary)
17. Turn to the slide that asks the question: If could ask George Melies anything about filmmaking what would it be?
 - a. Have them write the answer in their composition notebooks.
18. **PASS OUT THE PERSON PROFILE SHEET.**
19. Play the last video that shows a little more detail about George Melies’ life.
20. The next slide has some of the answers on the Person Profile Sheet.
21. Have the students tape their sheets into their composition books
22. Finally, ask the students one by one:
 - a. So, What did we learn that we didn’t already know?

Day 2 (Short Day):

1. Have the students come into class and grab their composition notebooks.
2. Have the Film and Animation Day 5 open
 - a. and turn it to the slide title “Bell Ringer”.
 - i. The students will be answering the question: **When it comes to film, what are you most excited to do/learn in this class?**
 - b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
 - c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
3. Turn to the slide: What did we cover last time?
 - a. Have the students discuss with the person next to them what was discussed last time for **5 min.**
 - b. Each person will share one thing that they remember from last class
4. Turn to the Hollywood Sign GIF
 - a. Ask the students where this is located
 - b. Explain how the Film Industry got to Hollywood
 - i. **Key Words: Thomas Edison, New Jersey, Patens, Weather.**
5. Turn to the Nickelodeon picture
 - a. Discuss the first ever movie theaters
 - i. How much did they cost?
 - ii. How did they get their name?
 - iii. Where else have you heard this name before?
6. Play the video: “The Rise and Fall of Hollywood”
 - a. Ask the students to summarize the 4 different times in Hollywood
 - i. How were they different
 - ii. How were they the same?
7. Turn to the United Artists slide
 - a. Ask the students if they recognize this?
 - b. Ask if they recognize any of the people in the photo
 - i. The man sitting down is Charlie Chaplin
 - c. Discuss what the United Artists were

- i. How did they come to be?
 - ii. Why did they come to be?
- 8. Play the video: "Story Behind FAMOUS Hollywood Logos!"
 - a. Ask the students if they recognize any of the production companies
- 9. Play the video: "Crash Course: Hollywood in the Silent Era"
- 10. Have the students write in their composition notebooks one thing they learned about the content of today.

Day 3:

- 1. Open the PowerPoint: "Day 6 Charlie Chaplin's The Kid"
- 2. Have the students come into class and grab their composition notebooks.
- 3. Bellringer:
 - a. **By looking at this movie poster, what do you infer this movie will be about?**



- i.
 - b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
 - c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
- 4. The movie slide:
 - a. Pass out the **Movie critique page**
 - b. Tell the students that for every movie, we will fill out one of these sheets
 - c. Not all the information on the sheet will be filled out for this movie
 - d. **THERE IS NO TALKING DURING THE MOVIE**
 - i. Questions will be addressed at the end of the movie
- 5. Format
 - a. The next seven slides have the information for the movie critique like the director, stars, year it was made, ect.
 - b. The students need to fill out the opinion section with 4-7 sentences as to their thoughts of the movie.
 - i. Did you like it? Why or why not?
 - ii. Favorite or least favorite moments?
 - iii. What could have been done differently?
 - c. The Critique should be decorated after with markers, magazine cutouts, and drawings.
 - i. Pass out photos from the movie, for students to use on their critique

Day 4:

- 1. Open the PowerPoint: "Day 7 From Silent to Color"
- 2. Have the students come into class and grab their composition notebooks.
- 3. Bell Ringer:
 - a. **Has your opinion of silent black and white movies changed after watching Charlie Chaplin's *The Kid*?**
 - b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
 - c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
- 4. Buster Keaton:
 - i. Discuss how the Silent Era made way to actors such as Buster Keaton:
 - ii. The first ever stunt man
 - iii. Play the video of his best stunts
- 5. How Buster Keaton did his stunts video:

- a. This is a behind the scenes look at how Mr. Keaton was able to pull off some of his famous stunts
 - b. Have the students infer why they needed to do these daring stunts
6. The Academy Awards video
- a. Show the video that goes through every award that has been given over the years and briefly explain how it came to be

Day 5:

1. Open the PowerPoint: "Day 8 The Golden Age of Hollywood"
2. Have the students come into class and grab their composition notebooks.
3. Bell Ringer:
 - a. **What do you think the difference between the Silent era and The Golden Age of Hollywood is? List at least 3 differences.**
 - b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
 - c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
4. So when does sound come into play?:
 - a. Play a clip of first ever movie with sound
 - i. Ask the students to share with their table what was different about this movie and the movies that we have today
5. Play the Watch Mojo Video of the Most Famous Actresses During the Golden Age of Hollywood
6. Go over the five most Famous Production Companies
 - a. Discuss what movies they became famous for
 - i. Of those movies, which ones did the students see on the Academy award for Best Picture video
 - b. Who were the actors and actresses that signed onto these production companies?
7. Watch the Crash Course Video of the technical advancements during this time in Hollywood
 - a. Have the students take notes of what these advancements are
8. Aspect Ratio
 - a. Play the two videos that discuss what an aspect ratio is and why is it important
 - b. How does the aspect ratio help the story?
 - c. What are the different types of aspect ratios?
 - i. 4:3
 - ii. 21:9
 - iii. 16:9
 - iv. 1:1
 - v. Ect.
 - d. When will they need to use it?
 - e. What do the numbers mean?
9. Quiz
 - a. Show the students the three slides that have different aspect ratios
 - b. Ask them what the ratio is and why would I use it?