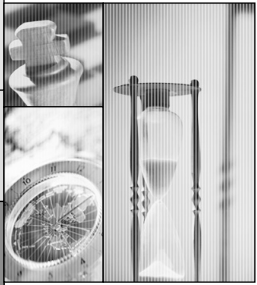


Why Film Matters:




Teaching Film in
the Age of
YouTube &
iMovie

Teasley, 2009


Introduction

- What questions do you bring to the workshop today?
- List 5 movies you'd rate "really good."
- What are 2 movies all of your students seem to have seen?
- Who am I and why am I here?



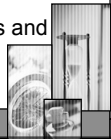
The Current Sea of "Literacies"

- Critical Literacy
- ICT Literacy
- Media Literacy
- Visual Literacy



Critical Literacy

“... the ability to analyze, evaluate, and produce print, aural, and visual forms of communication. A critical literacy empowers low-income, urban teenagers to understand how media is made to convey particular messages and how they can use electronic and print technologies themselves to document and publicly voice their ideas and concerns” (Goodman, 2003)



Information & Communications Technology (ICT) Literacy

“... is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. Students must be able to use technology to help them learn content and skills--so that they know *how* to learn, think critically, solve problems, use information, communicate, innovate and collaborate.”

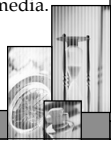
(Partnership for 21st Century Skills, 2006)



Core Concepts of Media Literacy

1. All media are constructions.
2. The media construct reality.
3. Audiences negotiate meaning in media.
4. Media have commercial implications.
5. Media contain ideological and value messages.
6. Media have social and political implications.
7. Form and content are closely related in the media.
8. Each medium has a unique aesthetic form.

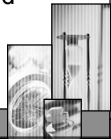
(Ontario Ministry of Education, 1989).



Visual Literacy: NCTE/IRA

“Being literate in contemporary society means being active, critical, and creative users not only of print and spoken language but also of the visual language of film and television, commercial and political advertising, photography and more. . . .”

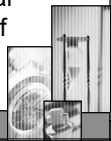
(NCTE/IRA Standards, 1996)



Visual Literacy: NCTE/IRA 2

“We must therefore challenge students to analyze critically the texts they view and to integrate their visual knowledge with their knowledge of other forms of language. By studying how visual texts work, students learn to employ visual media as another powerful means of communication.”

(NCTE/IRA Standards, 1996)



Kids & Media @ The New Millennium*

Of children 8-18:

- 65% have a TV in bedroom
- 61% say parents set no rules about TV
- 24% watch more than 5 hours/day
- Parents watch TV with them 5% of time

Of children 2-7:

- 32% have a TV in bedroom
- 35% say TV is on “most of the time”
- Parents watch TV with them 19% of time.

* A study by the Kaiser Family Foundation, 1999
<http://www.kff.org>



Media Use by 8-18 Year-Olds in 2005*

- Children & teens spending more time with computers, Internet, & video games and less with TV, print, & music.
- Students are increasingly “multi-tasking” with media (e.g., watching TV while online).
- Students are exposed to 8:33 hours of media content per day in 6+ hours of use.
- 46% of students say parents have rules, but only 20% report enforcement of rules “most of the time.”

**Source: Kaiser Family Foundation*



New Research on Media and the Preschool Child (2006)*

- 83% of children under six use screen media daily.
- Average use: just under 2 hours per day
- Media use increases with age: 61% of babies to 90% of 4-6 year olds.
- 1 in 3 very young children have a TV in their bedroom.

**Source: Kaiser Family Foundation*



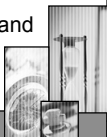
Discuss with a partner . . .

What does this data on children's media use imply for our work in the classroom?



Media Education & State Standards


- In 1999 Kubey & Baker found that 48 states called for some form of media education, in a variety of curriculum areas:
 - English/language arts 46 states
 - Social studies 30 states
 - Health education 30 states
- 7 states called for a separate media strand
("Has Media Literacy Found a Curricular Foothold?"
Education Week, 10/27/99)



Media Education in the US

- "We find the educational establishment still often mystified about how to retool and retrain to educate future citizens for the new realities of communication."
- "America comes in last among the world's major English-speaking countries in teaching for this crucial form of modern literacy."


(Kubey & Baker, *Education Week*, 10/27/99)



Rationale for Including Film and Video in the Secondary English Curriculum (1996*)

1. Students have prior experience with film--almost all of it positive.
2. Film is already there anyway--and often in ways that are a disservice to film.
3. Film is an art form that has a rightful place in the English curriculum.
4. Viewing a film provides opportunities for discussion and writing.
5. In the last two decades, there has been a growing interest in "non-print" media.

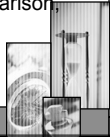
(*Teasley & Wilder, *Reel Conversations*, 1996.)



Take Two (2009): Rationale for Including FILM in the English Curriculum

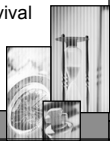
1. Students have prior experience with film, so they are open to watching, but the films they choose on their own may "lack range."
2. The sheer number of visual texts students have access to has increased, but they are largely homemade and/or viewed in small formats.
3. Film is already there anyway--and often in ways that are a disservice to film (clichéd comparison for example).

But wait! There's more . . .



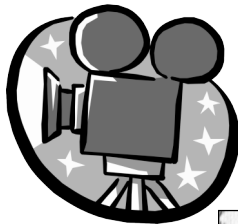
Take Two (2009): Rationale for Including FILM in the English Curriculum

4. Film, as a narrative art form, has a place in the English curriculum alongside plays and other literature.
5. Since films deal with many of the themes and subjects English teachers are interested in, viewing a film together as a class provides opportunities for discussion and writing.
6. Given the amount of visual information students cope with these days, critical viewing is a survival skill.



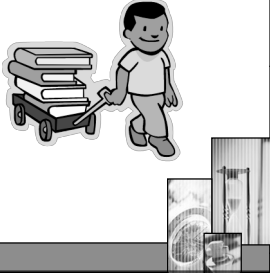
How to Read a Movie

- Literary
- Dramatic
- Cinematic




Some Literary Elements of Film


- Plot
- Characters
- Setting
- Theme
- Point of View
- Mood
- Symbolism




Some Dramatic Elements of Film



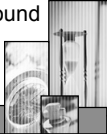
- Dialogue
- Acting
- Sets
- Costumes
- Makeup
- Direction
- Mise-en-scene



Cinematic Elements (Film Terms)

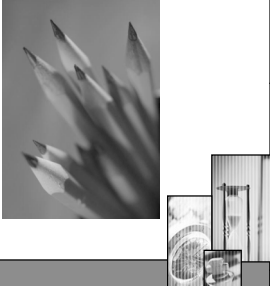


- Types of Shots
- Camera Angles
- Camera Movement
- Duration of Shots
- Editing
- Sources of Sound




Writing about Films

- Film review
- Critical analysis
- Genre comparison
- Thematic connection
- Film treatment or storyboard
- "Missing scenes"
- Source/film analysis



Teaching Film Genres


<p>ASPECTS</p> <ul style="list-style-type: none"> • Setting • Characters • Plot • Iconography • Mood • Cinematic Style 	<p>GENRES</p> <ul style="list-style-type: none"> • Western • Detective • Screwball Comedy • Gangster • Horror • War
---	--



Lessons in Film Genre Study

1. What is a film genre?
2. One film as representative of a genre.
3. Comparing two films in a genre.
4. Comparing two genres.

(See *Telemidium* article and *Reel Conversations*, Ch 4, for details.)



Legal Use of Video, Part 2



- Off-Air Recording of Broadcast Programs
- 45-day rule
- Use once & repeat once during first 10 days.
- *Individual* teachers
- Etc.



Other Classroom Applications

- Connections across the curriculum
- Book/film pairings in English class
- Teaching a play
- Making thematic connections
- Issues with ratings



Does Film Matter? Why?

- Discuss with a partner
- Volunteers share with the whole group
- Some answers I would give . . .