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| **BHS_Black_logo_with_Shadow_on_white** | **Birdwood High School** | |
| **Stage 1 English** | |
| **Task: Responding to Texts: Film Analysis Essay (25%)** | |
| **Teacher: Mr Djukic** – [mak.djukic680@schools.sa.edu.au](mailto:mak.djukic680@schools.sa.edu.au)  DRAFT Deadline (Email and Hard Copy): T2, Week 3 Tuesday  FINAL COPY: (1 week from return of marked draft) Roughly T2, Week 5 | |
| **Assignment**  Students will write a 800 word essay: they will discuss how effective a creator of a film is in persuading the viewer and influencing opinions around an idea (theme), through the use of filmic techniques.  In their writing students will **analyse two or three uses of film techniques in the text**, particular **examples** within the text, and **comment on their effectiveness** in developing the main idea/theme/presenting these ideas.  **Some options include the below, or negotiable:**   1. **How effectively does the Director of Gran Torino explore the idea of** *belonging / masculinity / reconnecting / atonement / belief* **through the use of filmic techniques?** 2. Or you could change / negotiate the question…  * Can you make up for a lifetime of sins?  Discuss, with reference to Gran Torino and Director Clint Eastwood’s use of filmic techniques. * Belonging to a community is…  Discuss, with reference to Gran Torino and Director Clint Eastwood’s use of filmic techniques. * Modern masculinity is toxic.  Discuss, with reference to Gran Torino and Director Clint Eastwood’s use of filmic techniques. | | |
| **Assignment Conditions**  800 Word Essay or negotiable multimodal presentation. | | |
| **Process**   1. **View** the film in its entirety. 2. **Discuss** the film, your opinions around it, and what you think the ‘big ideas’ of the text are. 3. **View** and **take** **notes** on the PowerPoint presentation,  making note of the themes present, and the filmic techniques used to communicate these ideas. 4. **Do** a mini-lesson analysis of one scene with the handout. 5. **Choose** a theme, perhaps altering it…  (e.g. ‘Freedom > ‘Freedom is not being free’) 6. **Pick** which 2 or 3 techniques did the creator employ to communicate this idea? e.g. Mise en Scene (costume, lighting, setting); Cinematography (shots, angles, composition); Soundtrack (custom folk acoustic soundtrack by Eddie Vedder, lack of noise); 7. **View** the film again; looking for particular **evidence** that proves your point. *(e.g. My theme is ‘Freedom’ and the technique is cinematography – I’ll find two scenes to contrast, as I noticed there’s wide landscape shots in nature and closer-in shots in society – I think this has an effect on the viewer…)* 8. **Fill in** the A3 scaffolding sheet – this is the skeleton of your assignment; whether essay or oral task. It identifies techniques, evidence, and explanations of your argument. 9. **Craft a Question:** it must mention your chosen theme, techniques and whether this was effective.   *e.g. “How has the Director of ‘Into The Wild’ employed filmic techniques to develop the theme of XYZ and influence the audience?”*  *e.g. “How effective… To What Extent…”*   1. **Write** the 2-3 Main Body paragraphs. TEEL paragraph structure is recommended  (Topic Sentence, Explain The Paragraph’s Idea; Evidence analysed; Link to the next paragraph) 2. **Write** your Introduction. Consider providing a sentence or two of context/summary; preview the director’s intent; preview the techniques used; preview of to what degree they were successful in communicating the theme. 3. **Write** Conclusion. This tends to be your Topic Sentences re-worded to flow, as well sa a final summary of your evaluation of how effective these techniques were. End on a strong/poetic note. | | |

**Performance Standards: ‘A’ Grade Criteria**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
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| **A** | Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.   * Communicate the theme   Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.   * Explain the use of stylistic features (editing, cinematography, soundtrack, mise en scene, etc) * How do these help explain   Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.   * How effectively do these techniques communicate the them? * How do they impact on the audience?   Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses.   * Use evidence (screenshots with captions, quotations, etc) |

**Performance Standards for Stage 1 English:**

**Gran Torino Film Essay: KU1, KU2, AN2, AP1, AP3**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
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| **A** | Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| **B** | Knowledge and understanding of ideas and perspectives explored in a range of texts.  Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  Analysis of how language features, stylistic features, and conventions influence readers in various text types.  Analysis of intertextual connections between different texts. | Mostly fluent and precise writing and speaking.  Use of accurate language features, stylistic features, and conventions for a range of audiences and purposes.  Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| **C** | Knowledge and understanding of ideas and some perspectives explored in a range of texts.  Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis of purpose, audience, and context and how they shape meaning.  Description, with some analysis, of how language features, stylistic features, and conventions influence readers in some text types.  Description, with some analysis of intertextual connections between different texts. | Generally fluent and accurate writing and speaking.  Use of language features, stylistic features, and conventions appropriate for familiar audiences and purposes.  Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| **D** | Reference to simple ideas explored in texts.  Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Identification of the purpose, audience, and context of texts.  Reference to some ways in which conventions and language features influence readers in some text types.  Recognition of similarities and or differences between texts. | Some control and fluency of expression.  Use of some language features and conventions appropriate for audience and purpose.  Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| **E** | Identification of an idea in a text.  Recognition of a restricted range of language features used by authors.  Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Reference to the purpose and audience of a text.  Recognition of a way in which language features influence readers in a text type.  Recognition of a connection between texts. | Emerging development of control of expression.  Emerging use of some language features appropriate for audience and/or purpose. |