

## Syllabus and Course Outline

**Course: IB Film I**

**Instructor: Joseph Chambers**

**School Year: 2024-2025**

**Course Description:** IB Film is two-year course that fulfills the arts component of the International Baccalaureate diploma program. The IB Film Guide explains the nature of the subject as follows:

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

**Topic Areas:** The main topics fall under four areas, leading to four major assessment components of the final IB score. Students will spend their junior year laying the groundwork by learning about the fundamentals of film analysis and production and the major movements in global film history. The seniors will perform more in-depth analysis while honing their production skills and will complete the internal and external assessments for IB.

### **Part 1: Reading Film**

**Objective:** Students will examine film as an art form, studying a broad range of film texts from a variety of **cultural contexts** and analysing how **film elements** combine to create meaning.

#### **External Assessment: Textual Analysis**

Students demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text and a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements.

Students submit the following.

1. A textual analysis (1,750 words maximum) and a list of all sources used.

### **Part 2: Contextualizing Film**

**Objective:** Students will explore the evolution of film across time, space and culture. Students will examine various areas of **film focus** in order to recognize the similarities and differences that exist between films from contrasting **cultural contexts**.

#### **External Assessment: Comparative Study**

Students carry out research into a chosen area of **film focus**, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.

Students submit the following.

1. A recorded multimedia comparative study (10 minutes maximum).
2. A list of all sources used.

### **Part 3: Exploring Film Production Roles**

**Objective:** Students will explore various **film production roles** through engagement with all phases of the filmmaking process in order to fulfill their own **filmmaker intentions**. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.

#### **Internal Assessment: Film Portfolio**

Students undertake a variety of film-making exercises in three **film production roles**, led by clearly defined **filmmaker intentions**. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.

Students submit the following.

1. Portfolio pages (9 pages maximum: 3 pages maximum per **film production role**) and a list of all sources used.
2. A film reel (9 minutes maximum: 3 minutes maximum per **film production role**, including one completed film).

#### **Part 4: Collaboratively Producing Film**

**Objective:** Students focus on the collaborative aspects of filmmaking and experience working in **core production teams** in order to fulfill shared artistic intentions. They work in chosen **film production roles** and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.

#### **Internal Assessment: Collaborative Film Project**

Making clear links to films and film-makers they have encountered, and skills and techniques acquired, students work collaboratively in a **core production team** to plan and create an original completed film.

Students submit the following.

1. A project report (2,000 words maximum) and a list of all sources used.
2. A completed film (7 minutes maximum).

**Assessment:** All of the work in the course will be assigned a point value. The number of points earned over the course of the semester will be divided by the total number of points possible to give a percentage grade. As per Metro policy, letter grades will be given as follows:

90%-100%	= A
80%-89%	= B
70%-79%	= C
69% ↓	= F

Work for the class will involve a variety of written essays, filming projects, class discussions and notes, and quizzes and tests over film terminology and concepts, along with points for the various components of the four IB assessments. Much of the filming and editing work for student productions will need to be completed outside of class time and may involve a significant time commitment.

#### **Classroom Procedures:**

**Attendance and tardiness:** All students are expected to be in class and on time every day. Any work missed due to tardiness can only be made up if the student arranges for a makeup quiz or assignment that day.

**Make-up policy:** Students will be allowed to make up work that they missed due to an excused absence, but it is the student's responsibility to find out what work was missed. Tests or quizzes may only be made up outside of regular class time by appointment. Work that is missed due to unexcused absence may not be made up.

**Late work:** Any work that is not turned in at the beginning of the class period in which it is due will be subject to a 25% deduction in points if one day late and 50% for two or three days. (School days, not class meetings.) Work that is more than three days late will not be accepted.

**Academic Dishonesty:** Metro has extremely high regard for academic integrity and, as such, has zero tolerance for any and all forms of academic dishonesty. Academic dishonesty includes but is not limited to, all forms of cheating on any assessments, essays, or assignments (copying, taking pictures, group chats with answers, etc.), plagiarism, and any other unethical academic behavior. Any student in violation will receive no credit (zero/F letter grade), a family meeting will be scheduled, and a notation of the violation will be in the student's school record. The use of artificial intelligence (AI) tools, such as Chat GPT, has the potential for misuse and often borders on plagiarism. At Metro, we utilize Turnitin to disrupt plagiarism and ensure the integrity of all student work. If it is deemed that a student has used any AI tool to complete an assignment, the student will receive no credit (zero/F letter grade), a family meeting will be scheduled, as well as a notation of the violation in the student's school record. Any academic dishonesty violation will affect recommendations written by the school for any student applying for post-secondary institutions, scholarships, and other educational programs.

#### **Questions or concerns:**

If any student or their parent or guardian has any questions or concerns, they should feel free to contact Mr. Chambers by e-mail at [joseph.chambers@slps.org](mailto:joseph.chambers@slps.org) or by phone at Metro at (314) 534-3894. Assignments and course documents are available at [www.slps.org/jchambers](http://www.slps.org/jchambers).