

CLASS DEPARTMENT RECOMMENDATION: 1st to 4th grade

COURSE: Croatian language

TEACHING AREA: Culture and media

TEACHING UNIT: 120 Seconds, Salome

CLASS TYPE: Analysis of short fiction and experimental film

DURATION OF TEACHING UNIT: 45 minutes

PROPOSAL OF EDUCATIONAL OUTCOMES (4th grade)

The student critically assesses the impact of media texts on the perception of reality and shaping the identity of the recipient.

DEVELOPMENT OF EDUCATIONAL OUTCOMES

- describes the social and aesthetic value of the film
- compares different media texts and critically evaluates how they present information, ideas, attitudes and opinions and how they affect the perception of reality and the formation of the recipient's identity with regard to age, gender and cultural context
- recognizes fiction and experimental film as film types
- notices the features of film language (noises, parallel editing, panning shot, close-up shot, extreme close-up shot, split frame, mirroring composition, semi-subjective shot, black and white photography, fragmentary narration, OFF voice)
- notices the characterization of the characters, the theme, motives and idea
- expresses their own opinion and their own views
- connects the theme of the film with everyday life

EXPECTATIONS OF CROSS-CURRICULAR TOPICS

Sees the consequences of their own and other people's attitudes/actions/choices.

Takes care and responsibility of reproductive health and understands the importance of regular medical checkups.

The student independently thinks critically and evaluates ideas.

The student self-evaluates the learning process and their results, assesses the progress made and plans future learning based on that.

The student independently conducts a complex search for information in a digital environment.

KEY TERMS: film type/genre, fiction film, experimental film, film sound, film title, editing, editing transition, film shot, composition, cinematography

STUDENT ACTIVITIES

- expresses their feelings, attitudes and experiences
- connects previously acquired knowledge
- watches a fiction and experimental film
- expresses their impressions after watching the film
- analyzes fiction and experimental film on a stylistic and content level by answering directed questions from teachers
- solves a quiz by which they self-evaluate their knowledge

COURSE OF ACTIVITIES

1. 120 SECONDS (Lucija Pigl)

MOTIVATION

Conversation with the students

- 1) How many things can you do in two minutes?
- 2) Have you ever waited for the results of something very important? How did time pass while you waited?
What were you doing while you waited?
- 3) Do you think life can change in two minutes? Give an example.

THE ANNOUNCEMENT OF THE FILM

You will watch a short fiction film *120 Seconds* by Lucija Pigl.

INSTRUCTIONS FOR WATCHING

Pay attention to the film shots of the three protagonists and what is achieved by such shots.

Pay attention to the sound.

Pay attention to the ending of the film and think about why the film ends that way.

WATCHING OF THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

What particularly impressed you about the film when it comes to film elements?

FILM ANALYSIS

1) How does the film start? What's in the first shot?

In the first shot are women's legs.

2) What kind of noise is heard in that first shot?

The noise of urination.

3) What follows after the first shot?

What follows is a film title with the name of the film.

4) How many female characters are followed? How?

Three female characters are followed, with parallel editing.

5) Why aren't the reactions of just one female character followed?

Because each of the three women approaches this pregnancy test and the possibility of pregnancy differently and experiences them differently. Two girls are worried, and the girl in the orange sweater is portrayed much more dramatically. The third girl seems calm, discovers that she longs for pregnancy and imagines what she will look like pregnant.

6) What noise is constantly present when one of them turns on the stopwatch on her cell phone?

A countdown noise.

7) What is achieved by this noise?

It creates the impression of anticipation, the passage of time that can never be accelerated, tension.

8) What kind of editing transition do we see when a girl puts her cell phone on the sink and then moves to another space?

A fast panning shot that emphasizes that a similar situation is taking place in another space at the same time. (A panning shot cannot be interpreted only in this way. That is, in some situations in other films it can often be used to show scenes and situations from the past. This can be read only from the overall context of a particular film.)

9) Which filmic expression devices emphasize the tension of a girl in a yellow sweater?

With the zoom of the camera, the noise of the outside world is amplified, such as the car horn and the passage of cars, the lighting changes in the scene (first the space is isolated with darkness, then the color on her face is changes with a red light.) This is a very nice film procedure that tries to stage her inner world i.e. the accumulation of dark thoughts.

10) In what type of shot is the girl in the yellow sweater when the camera gets very close to her?

In a close-up shot.

11) Why is she in a close-up? What does such a choice of shot want to emphasize?

Her emotions are emphasized, and those are fear and anxiety. A close-up is usually used to emphasize the emotions of the characters. If the character is happy, in a close-up their happiness will be greater. If the character is worried, in a close-up their concern will be even greater. The close-up is a sort of magnifying glass for emotions.

12) Which of the three protagonists is happy about a possible pregnancy? On what basis can the viewer conclude this?

The protagonist in a gray T-shirt who receives a message from her mother. This can be concluded from her reflection in the mirror when she checks her belly (to see what she would look like if she were pregnant) while she has a smile on her face.

13) How else are anxiety and fear emphasized?

By showing their hands.

14) With which film shot are these hands shown?

An extreme close-up shot.

15) Are there more extreme close-ups in the film that emphasize anticipation?

An extreme close-up of lips counting down the last ten seconds.

16) How does the film end? What is seen in the shot? What is such a composition called?

The shot shows all three girls finally getting the results of their pregnancy tests. This type of composition is called a split screen. There is a possibility for two, three or more frames. Only their facial expressions are visible when they find out the test results, but that result is not revealed to the spectators.

17) What is the name of an editing procedure that shows simultaneous actions?

It is immediately clear that each of the girls are alone in their rooms. Only with the girl in an orange sweater a young man enters the bathroom to check if she is okay. With a cut we move from one space to another, from one girl to another. Such a procedure is called parallel editing.

18) Try to remember what makes composition when a young man first enters the bathroom interesting?

The young man is in a close-up, but his portrait is mirrored in the mirror. Such a composition is called a mirroring composition.

19) What is the name of the shot in which the young man enters the bathroom a second time? Try to remember that that shot was taken from his perspective.

Over the young man's shoulder in the left part of the shot we see him looking at the girl who then gets up from the floor. Such a shot is called a semi-subjective shot. Those two shots are the only male perspective in the film. It is interesting that this young man takes care of the girl, but he is not aware of the problem that is bothering her.

2. SALOME (Greece)

MOTIVATION

Conversation with the students

- 1) Do you know in which important part of European culture and civilization Salome's character is mentioned?
- 2) Do you know who Salome was?
- 3) What was Salome famous for?
- 4) Study which artists were inspired by the story of Salome.

THE ANNOUNCEMENT OF THE FILM

You will watch the short film Salome from Greece.

INSTRUCTIONS FOR WATCHING

Pay attention to the film type. What kind of film type does it belong to?

Pay attention to the sound.

WATCHING OF THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

What particularly impressed you about the film when it comes to film elements?

Would you understand the film if you didn't know the story of Salome?

FILM ANALYSIS

1) How does the film start? What is seen and what is heard?

The film begins with a black frame while a monotonous noise is heard, although at the very beginning it is not clear what kind of noise it is.

2) What noise follows after that?

The noise of cutting onions.

3) After watching the film, in what category of film types would you classify this film?

The film stars actors, which is one of the main features of a fiction film, but the characteristics of an experimental film are more emphasized. These are fragmentary narration, the stylized compositions and the accentuated unusual film procedures (for example, upside-down shots, the movement of the camera low to the ground suggesting a snake's subjective shot etc.)

4) Are all the elements of the story clear?

They are not i.e. they are clearer if the viewer is familiar with the story from the Bible given in the title of the film. There is a lot of symbolism in the film, and it is clear only if the viewer knows the context or reference.

5) What can you associate onion cutting with?

With the head of John the Baptist on a platter that Salome sought as a reward for her dance.

6) Have you noticed other links to the biblical story of Salome?

The script, the ballet movements, the pig's head on a platter, the man holding the platter.

7) Besides the sound of onion cutting, what elements of sound are present?

Non-diegetic music (piano), the sound of a bell, clapping and balls falling on the piano.

8) In what kind of shot is the cutting of the onions shown?

An extreme close-up of the knife and onions.

9) What is the cinematography like in the film?

Black and white photography, and that's the director's stylistic choice. It is accentuated contrast photography.

10) What is the space like in the film? What impression does the space create?

The space creates the impression of crampedness, claustrophobia and the impossibility of getting out of that enclosed space.

11) What technique is involved in displaying the whole and then sliced bread on the table?

Although these are three shots, the impression of continuity between these three shots is created and can therefore be linked to stop-motion animation. However, there is no animation (enlivening), but the editing cut is emphasized, as is the bread cutting.

12) What is the name of the narrator's voice that is heard but the person uttering it is not seen?

OFF voice.

EVALUATION

- monitoring student activities while watching a film
- checking the understanding of the film by asking directed questions
- teaching sheet (quiz)

TEACHING SHEET (QUIZ) is available on the Film EDUcation website.