

Educational material

“Zvezda”: Eclipse



CLASS DEPARTMENT RECOMMENDATION: 4th grade

TEACHING AREA: Culture and media

TEACHING UNIT: “Zvezda”: Eclipse

CLASS TYPE: Analysis of a short documentary film

DURATION OF A TEACHING UNIT: 45 minutes

“ZVEZDA”: ECLIPSE

Faculty of Dramatic Arts, Belgrade, Serbia 2024

MOTIVATION

Conversation with the students

1. How would you define arthouse cinema?
2. Do you know which arthouse/independent cinemas are still open in your city or area?
3. Do you consider arthouse cinemas important for (film) culture?
4. How often do you go to the cinema?
5. Why is the experience of watching a film in a cinema invaluable?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film “Zvezda”: Eclipse produced by the Faculty of Dramatic Arts from Belgrade.

INSTRUCTIONS FOR WATCHING

1. Pay attention to the editing.
2. Pay attention to how the present and the past intertwine.
3. Think about why this film can be defined as a meta-film.

WATCHING THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

What do you think of this film? Be sure to provide arguments for your impressions.

ANALYSIS AND INTERPRETATION OF THE FILM

1. How does the film begin? How is the fast rhythm achieved in the film?

The film begins with various shots of the old cinema interior, but the exterior is also shown to place it in the context of the urban whole. There are also shots of audiences, and the rhythm is achieved by a rapid exchange of short shots and non-diegetic alternative music.

2. What kind of shots are in those first scenes?

Archival footage.

3. What was achieved by starting the film like this?

The viewer is introduced to a location of an obvious importance, and the use of archival footage further contributes to its historical and cultural importance.

4. What shot does the first part of the film end with?

With a meta-film shot (the screening of the beginning of the film and the Universal Pictures production company logo).

5. What comes after the logo of an American production company?

A film title that reveals to the viewer what the film is about (the building where the “Zvezda” cinema is located) and briefly presents the history of the cinema.

6. What famous franchise does the shape of that film title remind you of?

The first part of *Star Wars: New Hope*, which is another meta-cinema element.

7. How does the first part of the film, titled *Eclipse*, begin?

With a shot of a working projector.

8. Who is the first interlocutor in the film and what does she talk about?

The director of the film *Occupied Cinema*, who talks about 2014, the year when the occupation of the cinema began, which was carried out by young activists and filmmakers.

9. What method is used for her to answer the questions, which is typical for documentary film?

The interview method.

10. What supports her interview?

Shots from the 2014 film *Occupied Cinema*.

11. What do these shots contribute to?

They convey the atmosphere of that time, but also show the director's inspiration and process, which she talks about in her interview.

12. Who are the interlocutors in the second part of the film?

Young people.

13. How do the past and present intertwine in the second part of the film?

The archival footage of the old and devastated cinema mixes with footage of young people talking about the importance of that cinema for them and their generation and what the charm of that cinema is, mentioning the lovable deterioration, relaxed atmosphere and generally approachable and friendly people.

14. How does the film end? What are the last shots in the film?

It ends with very short shots of the interior of the devastated cinema. The fact-paced editing of these shots achieves rhythm.

15. What do we call this type of composition?

Circular composition.

16. What type of film music is present in this film?

Non-diegetic music, music that contributes to the portrayal of the alternative art scene, but also to the portrayal of the rebellion and activism that actually "saved" the cinema.

17. We can watch this film not only as a document of the fight for the beloved cinema, but also as an homage or dedication, not only to the “Zvezda” cinema, but to a more general problem. What is this film indirectly dedicated to?

The disappearance of old cinemas, suppressed by privatization (and multiplexes).

EVALUATION

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

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