

International Baccalaureate Diploma Programme Subject Brief

The Arts: Film

First assessments 2019



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate the following key course components

- I. Course description and aims
- II. Curriculum model overview
- III. Assessment model



I. Course description and aims

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 practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of 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. The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture.

The film syllabus allows for greater breadth and depth in teaching and learning at HL through an additional assessment task, requiring HL students to reflect on the core syllabus areas to formulate their own intentions for a completed film. They work collaboratively as a core production team in order to effectively communicate on screen.

The aims of the Film course are to enable students to:

- explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (**inquiry**)
- acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (**action**)

- develop evaluative and critical perspectives on their own film work and the work of others (**reflection**).

II. Curriculum model overview

Syllabus component	Teaching hours	
	SL	HL
Reading film 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.	45	45
Contextualizing film Explore the evolution of film across time and culture. Examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts .	45	45
Exploring film production roles Explore various film production roles through engagement with all phases of the filmmaking process. Acquire, develop and apply skills through filmmaking exercises, experiments and completed films.	60	60
HL only: Collaboratively producing film Focus on the collaborative aspects of filmmaking and experience working in core production teams to fulfill shared artistic intentions. Work in chosen film production roles and contribute to all phases of the filmmaking process to collaboratively create original completed films.		90
Total teaching hours	150	240

III. Assessment model

It is expected that by the end of the film course, students at SL or HL will be able to demonstrate the following.

1. Knowledge and understanding of specified contexts and processes

- Identify the film elements associated with conveying meaning in a variety of film texts.
- Formulate personal intentions for work, which arise from both research and artistic endeavour.
- Identify informative moments and examples from their own filmmaking work to support analysis.
- Present ideas, discoveries and learning that arise from both research and practical engagement with films, filmmakers and techniques.

2. Application and analysis of knowledge and understanding

- Analyse film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.
- Demonstrate knowledge and understanding of films, filmmakers and their various cultural contexts in order to influence, inform and impact the creation of film work.
- Explore and experiment with a variety of film-production roles in order to understand the associated skills, techniques and processes employed by filmmakers.

3. Synthesis and evaluation

- Critically interpret various sources of information in order to support analysis.
- Compare and contrast filmmakers, their films and their various cultural contexts in order to further the understanding of particular areas of film focus.
- Evaluate films created by themselves and others and articulate an informed personal response using appropriate cinematic language and vocabulary.
- Reflect on the process of collaboration and on the successes and challenges encountered as a member of a core production team.

4. Select, use and apply a variety of appropriate skills and techniques

- Make appropriate choices in the selection of words, images, sounds and techniques when assembling their own work for presentation.
- Experiment in a variety of film-production roles in order to produce film work that conveys meaning on screen.
- Collaborate effectively with others in the creation of film work.

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)	
		SL	HL
External		60	40
Textual analysis	Textual analysis (max 1,750 words) of a prescribed film text based on a chosen extract (max 5 mins), and list of sources.	30	20
Comparative study	Recorded multimedia comparative study (max 10 mins), and list of sources.	30	20
Internal		40	60
Film portfolio	Portfolio pages (max 9 pages: 3 pages per production role) and list of sources. A film reel (max 9 mins: 3 mins per production role, including 1 completed film).	40	25
Collaborative film project (HL only)	Completed film (max 7 mins). Project report (max 2,000 words) and list of sources.		35

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Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.

For more on how the DP prepares students for success at university, visit: www.ibo.org/recognition or email: recognition@ibo.org.