

Singin in the Rain / Grease Study Tasks
Component 1
Key Developments in US Film
Section A
US film Comparative Study



Pre-film research activities - watch the videos and read the articles to better understand the social / cultural / political / historical contexts for the films

Singin in the Rain: <https://catalog.afi.com/Catalog/moviedetails/50652>

<https://www2.bfi.org.uk/films-tv-people/4ce2b6b6036b6>

Grease: <https://catalog.afi.com/Catalog/MovieDetails/55211>

<https://www2.bfi.org.uk/musicals>

<https://www2.bfi.org.uk/news-opinion/sight-sound-magazine/reviews-recommendations/grease-monthly-film-bulletin-new-low-retro-style>

<https://www.youtube.com/watch?v=ErALN36KMkA> [very insightful short interview with Randal Kleiser about the filmmaking choices involved in filming *You're The One That I Want* scene].

https://www.youtube.com/watch?v=sV_ljdqsH_0 [very insightful short interview with Stanley Donen, director of Singin' in the Rain about filming the Singin' in the Rain scene].

Consider time, geographical setting, story types, iconography, what the heroes are like and what they do and want and likewise for the villains - note down your ideas

Start here -

Complete the left hand column of **Worksheet 10** with the findings from your research

Singin in the Rain - Story and cast details:

<https://catalog.afi.com/Catalog/moviedetails/50652>

Grease - Story and cast details:

<https://catalog.afi.com/Catalog/MovieDetails/55211>

The worksheets

There are a series of worksheets to enable students to meaningfully engage with the film and ultimately prepare them for the exam.

Worksheets 1,6, 8 and 9 should be completed separately for each film. Worksheet 7 should be completed when analysis of both films has been completed to enable cross-comparison

Singin' in the Rain

Learning Objectives - to develop your knowledge and understanding of the events and characters of the film

Worksheet 1: Film note making is to record descriptive notes of the film, track the journey of a nominated main character and gather textual evidence of the impact of the micro-elements of film language for use later in the cycle.

Instructions for learners

Summarise the key events of each segment of the film in the left hand column

In the right hand column, track characters of Don, Kathy and Lina.

- 1. Consider the character's starting points, end points and what they each learn on their journey and how they learn it.***

2. *How does your opinion of Don change over the course of the film? To what extent is this shift to the use of aspects of film language and to what extent is this due to the way the narrative is structured?*
3. *Challenge - can you make connections between Singin' in the Rain and the history of early Hollywood ?*

In the 'micro film language' box underneath each segment, note down how the use of at least one of the elements of film language teaches you something about one of the character

Grease

Learning Objectives - to develop your knowledge and understanding of the events and characters of the film

Worksheet 1: Film note making is to record descriptive notes of the film, track the journey of a nominated main character and gather textual evidence of the impact of the micro-elements of film language for use later in the cycle.

Instructions for learners

Summarise the key events of each segment of the film in the left hand column

In the right hand column, track characters of Danny, Sandy and Rizzo for Grease.;

1. *Consider the character's starting points, end points and what they each learn on their journey and how they learn it.*
2. *Does your opinion of Danny change over the course of the film? To what extent is this shift to the use of aspects of film language and to what extent is this due to the way the narrative is structured?*

3. *Challenge – In what ways is Grease a film about how people want to belong to particular groups and communities ? In what ways is Grease a film about being honest about your feelings ?*

In the 'micro film language' box underneath each segment, note down how the use of at least one of the elements of film language teaches you something about one of the characters.

Singin' in the Rain

Learning Objectives - to further develop your knowledge and understanding of sequences from the film and analyse the use of film language

Worksheet 6: Key sequence analysis focuses upon representation and contexts – the objective here is to begin to reflect on the themes and issues raised by the film, then requires learners to critically engage with the range of representation encountered within the film and explore these in combination with a range of contextual factors as each of these will inform each other.

Instructions for learners

Representation of gender / age / ethnicity – focus on Kathy, Don and Lena.

For each of the 3 plot points identified on the worksheet (Inciting Incident / First culmination (Midpoint / main culmination) make a judgment on how stereotypical or not the representations are of gender / age / ethnicity.

Ideally, you should work on this with one other person. If working alone, focus on the characters of Kathy and Don.

Contexts – to what extent does this film capture the changes that the coming of sound brought to silent films ? To what extent does the film capture the place of the film star in

Hollywood and popular culture ?

Grease.

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Instructions for learners

Representation of gender / age / ethnicity – focus on Danny, Sandy and Rizzo

For each of the 3 plot points identified on the worksheet (Inciting Incident / First culmination (Midpoint / main culmination) make a judgment on how stereotypical or not the representations are of gender / age / ethnicity.

Ideally, you should work on this with one other person. If working alone, focus on the characters of Danny and Sandy

Contexts – to what extent does this film explore gang rivalry, ‘good’ and ‘bad’ behaviour and pregnancy.

Singin in the Rain / Grease.

Learning Objectives - to further develop your knowledge and understanding of the film and analyse the use of film language

Worksheet 7: Comparative exercise – this is an opportunity for learners to begin thinking comparatively across the films they are studying for this component, by noting down ideas across all areas for assessment and then engaging with the comparative questions.

Instructions for learners

- To complete Worksheet 7, you will need your completed responses to Worksheet 1 and Worksheet 6
- The first task requires to pull together your overall responses about the two film with regards to representation, contexts and narrative
- The second task requires you to identify similarities and differences between aspects of representation, contexts and narrative structures between the two films studied

Singin' in the Rain

Learning Objectives - to develop your knowledge and understanding of film aesthetics applied sequences from the film

Worksheet 8: In-depth analysis: aesthetics and spectator response – here learners engage directly with the challenging concept of film aesthetics – this worksheet is designed to make this a challenge which can be accomplished by linking elements of film style to effects on personal, spectator response.

Instructions for learners

Firstly, recalling and with reference to your responses to Worksheet 1 and Worksheet 6, decide what your response to the film is. Then using the question in the left hand column on Worksheet 8 map your response to aesthetic qualities from the film.

In the right hand column, make connections between your observations of aesthetic

qualities to your personal response to this specific example or sequence

Learning Objectives - to consolidate your knowledge and understanding of the film

Worksheet 9: Summing up the film – topics for discussion – this is designed to give questions for discussion and debate in the classroom – in small groups and large groups. Done in this way, this will enable learners to process further the information digested through all of the previous steps. This offers learners an opportunity to marshal their thoughts before proceeding to the final step of preparing exam style responses.

Instructions for learners

Work out your answers to each of the questions - be ready to share with other learners

Grease

Learning Objective - to develop your knowledge and understanding of film aesthetics applied sequences from the film

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Learning Objective - to consolidate your knowledge and understanding of the film

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Instructions for learners

Work out your answers to each of the questions - be ready to share with other learners

Learning Objective - to apply knowledge and understanding of the concept of genre to the film studied and analyse the where the film cleaves to genre conventions and identify any inventions

Worksheet 10: Genre - this worksheet should be used in two phases - as part of the pre-film research and then for analysis after having watched the film. This worksheet is designed to be used for both films to enable to quickly identify points for comparison and contrast

Instructions for learners

- Make sure you have previously completed the left hand column from the pre-film research
- The middle column is where you analyse what the conventional elements are and identify - and note down - where these apply to the film studied
- The third column is where you note down where the film works against genre conventions - e.g. featuring an unconventional type of hero or setting for the film
- There is second table, the same as the first to complete for the other film for the comparative study - complete this too
- Table 3 - note down points for comparison and contrast - this will help you to organise your ideas for the exam.

