

REVIEWING A CLASSIC FILM

Film critics are regularly asked to review films that first appeared in theatres years ago, sometimes decades ago. Most major cities have one or two independent movie theatres that specialize in showing older films, and older movies are regularly re-released on video and DVD. However, reviewing an older film is a different kind of task than a normal review. One difference is that an older film review is usually published before the movie is shown, more as a promotion than a critique. Regular movie reviews are written to help potential viewers decide whether or not the film is good enough to spend money to see it. A regular review rates the quality of the story and the skill with which the film is made in order to help its readers make up their mind. In the case of an older film review, the judgment about quality has already been made by history. The fact that the film has lasted and maintained public interest for so many years is proof enough that the film is worth watching. In this scenario, the reviewer's job is more to prepare the reader for watching the film than to actually encourage them to see it. What is the film about? What special moments should the audience be sure to notice? Why has the film lasted for so long, and why is it still funny or moving or relevant today? In rare cases, the reviewer may find him or herself unenthusiastic about the film, but should still be careful about dismissing it. Instead of simply telling people not to go and see it, he or she should try to identify what groups of people would enjoy the movie.

THE ASSIGNMENT

Assume that the Metro Cinema is screening your film choice this weekend. Because she knows that you have now studied the film in depth, your editor at See Magazine has asked you to write the review. Following the outline provided, write a review, at least 3 paragraphs long, of your film. (Note: You are encouraged to use information you have gained from this module or other sources, but this information must still be put into your own words.)

LEARNING OUTCOMES FOR ASSIGNMENTS 3

Strategies:

Understand the similarities and differences between movie reviews for new films and for already-established films

Skills:

Follow an outline

Use previous knowledge

Summarize plot

Organize ideas into a fluent, cohesive text

OUTLINE:

Section 1: In a well-organized paragraph of at least seven sentences, provide the screening details (where and when) and a brief outline of the movie's story. In this paragraph, you may also briefly discuss the movie's theme. As usual, avoid giving away the ending; at least one person in the theatre won't have seen it yet.

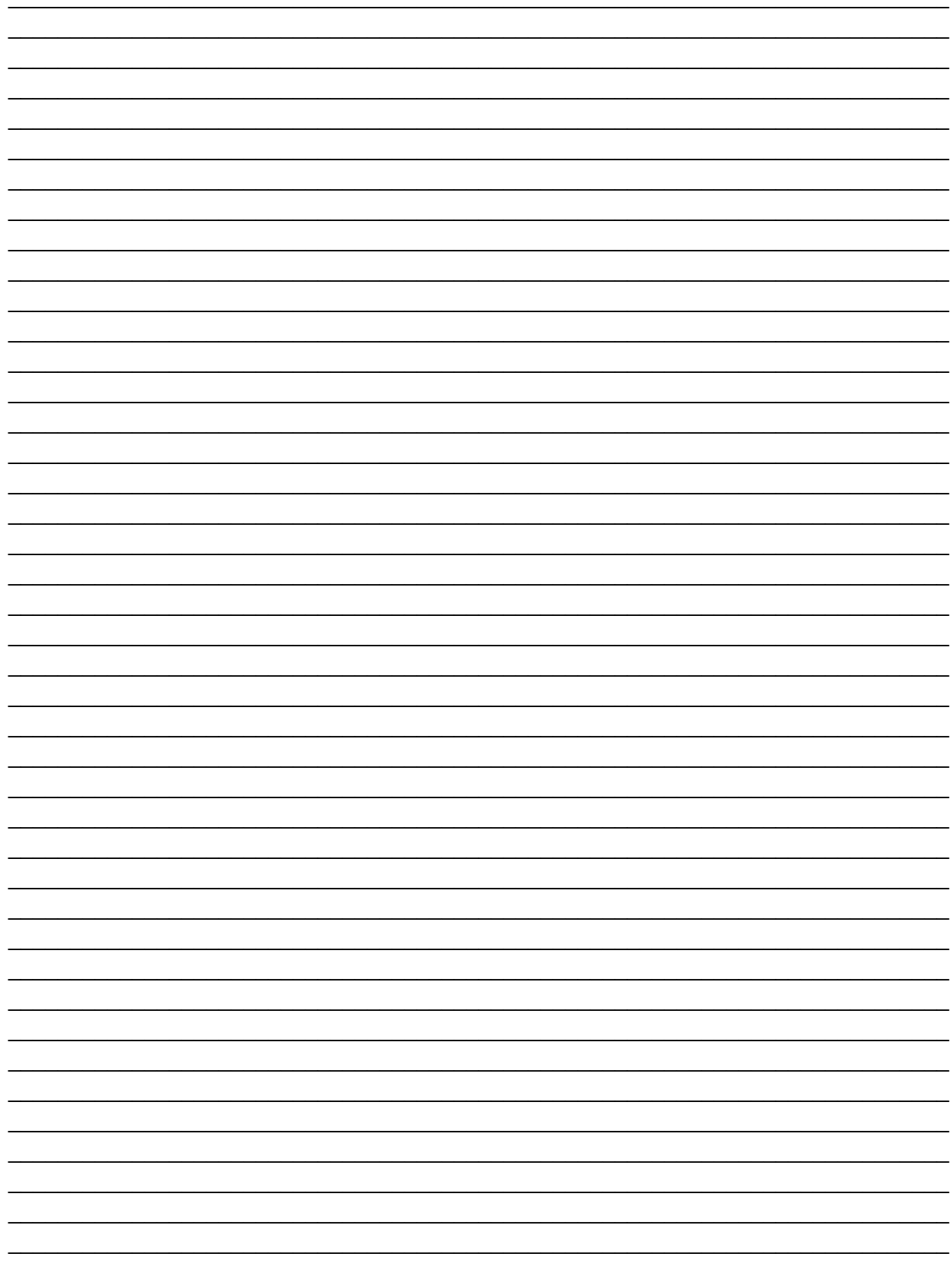
Section 2: In a well-organized paragraph of ten to fifteen sentences, explain why this film has lasted for so long. What is it that still makes this movie, moving, clever, impressive, or important? In this section you may choose to discuss symbolism, actors' performances, mise-en-scene, sound and editing, or anything else you can think of. For example, if someone you know is sitting down to watch the movie, what favourite moments or details would you tell them to watch for?

Note: This information might be difficult to effectively organize into one paragraph, so feel free to split it into two or three paragraphs of at least 5 sentences each.

Section 3: In a paragraph of at least seven sentences, explain who you think should see this film. Will it appeal to a particular range of ages? to people with particular interests or opinions? to fans of a certain movie genre? Can you think of any contemporary movies to compare the film to? Remember that classic films do not appeal to everybody, but they always appeal to somebody. Also, ensure that, for every judgment you make about the potential audience for this film, you give a reason for choosing that group. For example, if you say that it will appeal to people with an interest in politics, you must explain what the film has to do with politics. Remember that the concluding sentence for this paragraph will also be the conclusion of your review.

Warning: Do not give in to the temptation to plagiarize a review from the Internet. If you can find it, so can we, and you will face the consequences outlined in your syllabus.

[illegible]



REVIEW MARKING RUBRIC

Thought and Detail

5. Excellent

Shows excellent understanding of concepts discussed in the module.

Explains ideas very clearly, with many specific details.

Follows and builds on the outline provided.

4. Proficient

Shows strong understanding of concepts discussed in the module.

Explains ideas clearly, with several specific details.

Skilfully follows the outline provided.

3. Satisfactory

Shows some understanding of concepts discussed in the module.

Explains ideas somewhat clearly, with an adequate number of specific details.

Adequately follows the outline provided.

2. Limited

Shows limited understanding of concepts discussed in the module.

Explains ideas somewhat awkwardly, with few specific details.

Loosely follows the outline provided.

1. Poor

Shows little or no understanding of concepts discussed in the module.

Explains ideas very awkwardly, with few or no specific details.

Does not follow the outline provided.

Must redo assignment.

Writing Skills

5. Excellent

Consistently uses precise, descriptive language.

Consistently writes very well-organized paragraphs.

Uses correct and effective grammar, spelling, and punctuation.

4. Proficient

Uses precise, descriptive language in most cases.

Frequently writes very well-organized paragraphs.

Uses grammar, spelling, and punctuation effectively.

3. Satisfactory

Uses precise, descriptive language with occasional lapses.

Generally writes well-organized paragraphs.

Uses generally controlled grammar, spelling, and punctuation.

2. Limited

Uses imprecise, descriptive language with frequent lapses.

Generally writes paragraphs that lack organization.

Shows lack of control of grammar, spelling, and punctuation.

1. Poor

Uses imprecise, vague language.

Writes poorly organized paragraphs.

Makes frequent errors that impede communication.

Teacher's Evaluation: Thought and Detail: _____ x 3 = _____

Writing Skills: _____ x 2 = _____ Total: _____/25