

Title: *Blade Runner*

(Released in 1982)

Director: Ridley Scott

Approved for use in

Summary of the Work:

“Los Angeles, California, 2019. With towering skyscrapers looming over the dystopian mega-city, grizzled bounty hunter Rick Deckard is called out of retirement when rogue Nexus-6 replicants steal a spaceship and enter Earth. The order is crystal-clear: Deckard must seek out the illegal replicants and destroy them before they locate their creator. However, as Deckard tries to fix the mistakes of those who want to play God, unprecedented, conflicting emotions cloud his judgment. Can uncertainty and empathy overshadow a Blade Runner's sense of duty?” (IMDb.com).

The film will be viewed in the following manner:

- Full-length film** (*Note: Must have purchased appropriate rights. If uncertain, contact your Teacher-Librarian for copyright guidelines.)

Clips of film

Rationale:

Based on the novel *Do Androids Dream of Electric Sheep* by well-respected Sci-Fi author Philip K. Dick, this film is both hugely influential in the genre and in our culture at large. According to its entry on Wikipedia, “Academics began analyzing the film almost as soon as it was released.” In the entry about the film’s cultural impact, the entry also notes that “The film was selected for preservation in the United States National Film Registry in 1993 and is frequently taught in university courses”. There is enormous precedent for studying this film as a piece of literature both paired with and independent of its source material, and the possibilities for analysis are rich and varied. There have been six documentary films examining *Blade Runner’s* content, quality, and impact, as well as countless books and scholarly articles.

Professional Reviews and/or Critical Essays:

[Roger Ebert](#)

[The Guardian](#)

[LA Times](#)

[Pauline Kael \(The New Yorker\)](#)

- * Resources are available from the library media center and libraries in the district. Contact any Teacher-Librarian to view the scholarly sources.
- * Scholarly reviews are also available online. Contact the Teacher-Librarian for guidance.

Noted Distinction:

Year	Presenter	Title	Rank
2004	The Guardian , scientists	Top 10 Sci-fi Films of All Time	1
2005	<i>Total Film's</i> editors	100 Greatest Movies of All Time	47
	Time magazine's critics	"All-Time 100" Movies	—
2008	New Scientist	All-time favorite science fiction film (readers and staff)	1
	Empire	The 500 Greatest Movies of All Time	20
2010	Total Film	100 Greatest Movies of All Time	—
2017	<i>Empire</i>	The 100 Greatest Movies Of All Time	13
2022	IGN	Top 25 Sci-Fi Movies of All Time	2
2022	<i>Sight & Sound</i>	Sight & Sound 2022 critics top 100 films	54

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	<p>Content Rating: R</p> <p>Learning Resources Guidelines</p> <ul style="list-style-type: none">• The film meets the Learning Resources Guidelines and Board Policy. <p>Approval: Submitted to Committee: 10/5/23 Approved for Adoption:</p>
<p>Notes on the Film: <i>(The best way to evaluate and understand a film is to personally watch the film in its entirety.)</i></p> <p>Blade Runner can be viewed in several formats. I typically opt to use the "Final Cut" version which omits Harrison Ford's voiceover narration. The voiceover was added to help audiences interpret the norms of the future world, but in the context of a class studying exactly this type of subject matter, it is not needed. This film is influential, and no study of science fiction would be complete without it. There are numerous books and articles dedicated to analyzing the film's content and creation, as well as its adaptation of P.K. Dick's novel, so there's no shortage of material to supplement a viewing of the film. The many themes, motifs, and symbols that abound in the film make it interesting from a literary perspective, and the use of noir tropes and evocative cinematography make it also interesting from a film perspective.</p>	<p>Connection to the Curriculum:</p> <p>What purpose is this film serving within your unit?</p> <p>It represents a dominant example of a dystopian future, which is a perfect fit in the Possible Human Futures unit.</p> <p>What are students engaged in while viewing the film?</p> <p>Students will analyze the filmmaking techniques (director's choices, music, cinematography, lighting, etc.) as well as the vision of a future world in which humans and "replicants" must coexist.</p> <p>Standard Alignment: (Type which standard number then link to specific standard document on OPI website.) RL.11-12.5 RL.11-12.7 SL.11-12.2</p>
<p>Additional Connections: <i>(AP, Honors, Essential/Applied, Dramas, Other Films, Novels, etc.)</i></p> <p><i>This film is for use in the Science Fiction class, which will also read the novel Do Androids Dream of Electric Sheep.</i></p>	