

Lights, Camera, FILM Literacy!

Lesson Plan #19

Topics:

Journal Writing
Genre
Camera Shots
Technicolor
Act II Production

Outcomes:

Students will follow organizational procedures.

Students will see and hear applicable vocabulary.

Students will analyze the genre and camera shots of *BRIDE OF FRANKENSTEIN*.

Students will react to the first part of the documentary "*Glorious Technicolor*."

Students will compare their knowledge of the history and physics of Technicolor before and after viewing "*Glorious Technicolor*."

Students will react to the introduction of color film.

Materials:

Writing journals

Camcorders

Tripods

Computers

Post-it notes

Chart Paper

HANDOUTS: Camera Shots (in students' folders from session #7)
Glorious Technicolor

DVD: "*Glorious Technicolor*" (*THE ADVENTURES OF ROBIN HOOD* disk two bonus feature)

New Vocabulary: Technicolor, sepia

Sequence of Events:

I. Journal Activity (15)

Prompt:

**As a filmmaker, what is your opinion
of the film *BRIDE OF FRANKENSTEIN*?**

II. Genre (15)

1. Ask students the genre of *BRIDE OF FRANKENSTEIN*. (horror)
2. Have students list audience expectations for horror. (*Eerie sets, eerie lighting, and music, tension building before each horrific event, audience bravery is challenged, characters meet their demise, often one at a time.*)
3. Tell students the next film they will be viewing is an action-adventure film made four years later in 1938...
...*THE ADVENTURES OF ROBIN HOOD*.
4. List students' expectations for the action-adventure film genre. (*Exaggerated villain, chase scenes, danger lurking at every turn, hero escaping harrowing obstacles in smart ways.*)

III. Technicolor (75)

1. Tell students that *THE ADVENTURES OF ROBIN HOOD* is one of the earliest films made in TECHNICOLOR.
Ask students if they know anything about the switch from black and white to color. (*Color was not embraced by all filmmakers. In fact, many cinematographers abhorred color film as it did not allow for the play with shadows and varying shades of grey for mood and photographic artistry. Both black & white and color films were produced for many years.*)
2. Direct students to the vocabulary box on the handout.

HANDOUT: Glorious Technicolor

Students underline names and terms they have heard before and circle any they could explain to the class.

3. Tell students that they will be viewing the first 35 minutes of a documentary about Technicolor. As they watch they will be able to fill in the Section II blanks on the handout.

(NOTE: Some, but not all answers are in the vocabulary box)

4. View the documentary, stopping after each of the six sections to review the filled-in blanks and to discuss what has been viewed.

DVD: "Glorious Technicolor" Bonus material, Disc Two...

on *THE ADVENTURES OF ROBIN HOOD*

5. Direct students to return to the vocabulary box on the handout to see how many more items they can underline and circle.

IV. Adding Color to Productions (80)

1. Groups complete production for Act II and add color.

2. Watch the new scenes as a class and briefly discuss the impact of color.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about Technicolor?

2. Hand out Post-its on which students write and post.

3. Review the comments on the Post-Its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.