

Lights, Camera, FILM Literacy!
Lesson Plan #21

Topics:

**Journal Writing
Lighting
Act III Production**

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will analyze the lighting in a scene of *THE ADVENTURES OF ROBIN HOOD*.
Students will be involved in the production phases of Act III of their narrative films.

Materials:

Writing journals
Camcorders
Tripods
Computers
Post-it notes
Chart Paper

HANDOUTS: LCL! 3x3 - Act III Planning Sheet
Storyboard

DVD: *THE ADVENTURES OF ROBIN HOOD*

New Vocabulary: *(no new words)*

Sequence of Events:

I. Journal Activity (15)

Prompt:

As a filmmaker, what are your reactions to the film THE ADVENTURES OF ROBIN HOOD?

II. Lighting (20)

1. Ask students if they noticed the part of the sword fighting scene where you could only see the shadows of Robin and Sir Guy on the wall. Show this scene.

DVD: *THE ADVENTURES OF ROBIN HOOD* (1:36:50)

2. Tell students that cinematographers are skilled in the use of lighting and require different types of lights for their work.

<http://www.mole.com/aboutus/history/smpete/1967-07p671.html>

3. Tell students that even though they don't have use of professional lights, they may bring in and use inexpensive lights to create effects. Brainstorm types of lights.

(flashlights, Xmas lights, etc.).

4. Encourage students to brainstorm lighting ideas in their groups to make their films even more effective.

III. Act III Production (110)

1. Remind students of the steps in Act III.
2. Each group should move into pre-production, completing the planning sheet, the storyboard, and script for Act III.

HANDOUT: LCL! 3x3 Story Path - Act III Planning Sheet

3. After these are approved, groups film and edit their scenes.

IV. Critiquing the New Scenes (40)

1. Remind students of the critique format.
2. View films in turn and afterward have students say what worked and what could be improved and how.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about creating Act III of your film?

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.