

Lights, Camera, Literacy!
High School Edition
Lesson Plan #2

Topics:

Journal Writing
Roles & Collaboration
Storyboards
Class Critiquing
Three Stages of Film-Production

Outcomes:

Students will follow organizational procedures for handling equipment.
Students will see, hear, and use applicable vocabulary.
Students will assume a film-making role and collaborate with a film-making team.
Students will respectfully critique each group's footage.
Students will define the three stages of film-production.
Students will identify camera shots.
Students will storyboard their assigned conflict scene and prepare for re-filming.

Materials:

Journals
LCD projector or Promethean Board
Chart paper and Post-its or Promethean Board
Video Cameras

HANDOUTS:

Working Effectively on a Production Team
Conflict Scene #1 from Day 1 (in student folders)
AFI Glossary of Film Shots (in Appendix)
Storyboard Shell

New Vocabulary: Director, Action, Cut, Cinematographer, Actor, Editor, Collaboration, Compromise, Critique, Three Stages of Production, Pre-Production, Production, Post-Production, Storyboard

Sequence of Events:

I. Journal Activity (15)

Prompt: **What are your hopes and expectations for this class?**

II. Roles and Collaboration (25)

1. On the board, write the roles: **DIRECTOR, CINEMATOGRAPHER, ACTOR, EDITOR**

Explain each, as they will need to decide who will do what. (Tell them assignments can be rotated throughout the program.)

Director: Says "**ACTION**" and "**CUT**" to determine the beginning and ending of each take. Discusses with the actor(s) how they might interpret and carry out their action.

Cinematographer: Operates the camera.

Actor(s): If more than one is necessary, individuals can take on more than one role or trade off roles during production.

Editor: With group input, edits the footage and audio into the final product

2. Discuss the collaboration sheet emphasizing the importance of **COLLABORATION** and **COMPROMISE**.

HANDOUTS: "Working Effectively on a Production Team"

III. Filming a Scene (45)

1. Review directions for the conflict scene together.

HANDOUT: Conflict Scene (in student folders)

2. Assign groups a filming location that can be supervised (either by you or a school volunteer.)
3. Tell groups the amount of time they have to film their scenes. Distribute equipment. Students work with minimal interference by adults.

IV. Present and Critique (45)

1. Set ground rules for the **CRITIQUE**:
Use respectful tone and language. No put downs.
Be constructive. Be honest and open.
Foster an understanding of diversity and style.
(A hundred people could interpret the scene a hundred different ways!). This is an opportunity to share, discuss, ask questions, and become better and better filmmakers!
2. Each group shows their segment.
3. **VERY IMPORTANT!**... Take comments from the class using the following two-part structure:

First ask what works. Everyone will be learning film-making techniques from each other via these critique sessions and they will want to add more and more skills to their own film-making "toolbox."

Next ask what could be improved and how. Allow time to discuss these suggestions. Make sure each group understands that they may use any or none of these suggestions in future work. The final decisions fall with each film-making team.

V. Three Stages of Film Production (15)

1. On the board write each of the following **THREE STAGES OF PRODUCTION** and discuss:
Pre-Production- planning done prior to filming

In-Production- the actual filming

Post-Production- editing completed after filming to assemble the production

2. Explain that what they've already done in class is highly unusual in the world of professional film-making, because filming comes after pre-production. Tell them that they're now going to learn about camera shots and **STORYBOARDS**, essential elements of pre-production.

VI. Camera Shots and Storyboards (50)

1. Hand out the packet of camera shots and review. Explain that filmmakers create a sequence of pictures, showing each separate "SHOT." They can do these quickly, using simplistic drawings.

HANDOUTS: AFI Glossary of Camera Shots, Storyboard Shell

2. Individually, students create a storyboard sequence to improve their conflict scene. They enhance their scene by including at least three of the following shots: Long Shot, Medium Shot, Close-Up, Extreme Close-Up, Cut-in, Pan or Tilt
3. Groups share the storyboards and consolidate ideas to create one group storyboard from which they will be re-shooting their conflict scene.

VII. Reflection (15)

1. Direct students to the board labeled:
What have you learned about filmmaking today?
2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.