

Lights, Camera, Literacy!
High School Edition
Lesson Plan #9

Topics:

Journal Writing
Locations, Sound Stage, Set
Green Screen Project

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will learn the differences between sound-stages and on-location.
Students will be introduced to green screen and chroma-key special effects.
Students will create special effects using green screens.

Materials:

Journals
LCD projector or Promethean Board
Chart paper and Post-its or Promethean Board
Collapsible Green Screens

HANDOUTS:

Green Screen Experiment
Storyboards

New Vocabulary: On-Location, Sound Stage, Special Effects, Green Screen, Chroma-Key

Sequence of Events:

I. Journal Writing (15)

Prompt: **How is your experience watching movies different now than before you started this class?**

II. Sound-stage, On-Location, and Green Screen (30)

1. Ask students where *The Shopping Bag Lady* and *I'm Here* were filmed?

Both of these films were shot **ON-LOCATION**. *The Shopping Bag Lady* was shot in New York City; much of it in Central Park. *I'm Here* was filmed in Los Angeles.

2. Show the following clip from *The Perfect Storm* and ask students if they can guess where it was filmed:

<https://youtu.be/FM-wfXvcbaY> (3 minutes)

Tell students the clip they just watched was actually filmed in a large **SOUND STAGE** in Los Angeles.

A sound-stage is a large structure or building used for the production of films and television shows. Show students the following video about sound-stages:

[Warner Bros. Stage 16](#)
(4.5 minutes)

3. Filmmakers can also use green screen technology to create their settings as well as for **SPECIAL EFFECTS**. The following short clip shows how green screens were used in the production of Tim Burton's *Alice in Wonderland*:

[ALICE IN WONDERLAND - Visual Effects Highlights](#)

III. Green Screen Experiment (45)

1. Tell students their next film project will involve a short experiment using **GREEN SCREENS**.
 - a. Pass out the Green Screen Experiment Handout and project onto the overhead. Review the directions and rubric so students understand what they are being asked to do. Emphasize the importance of using a variety of camera angles for this short project.

Stress to students that this is an experiment and they should just do the best they can. Also, explain there is no story development for this project. Rather, they are simply trying to create a setting or special effect using a green screen and sound effects.

2. Take out one of the collapsible green screens and show students how to open and close it so it folds back back into its cover.
****Folding the green screen properly so it can go back into its cover is tricky to do. Show the following video:**

[How to Fold a Green Screen](#)

Have students practice opening and closing the collapsible green screens. *It's very helpful for students to learn how to collapse the green screens and fit them back into their covers!*

IV. Green Screen Tips and Chroma-key Basics (45)

1. Tell students the following green screen tips:
 - Actor should be far enough away from the green screen when filming so they do NOT cast a shadow onto the green screen.
 - Use a well-lit area when filming your green screen shots - if you have a light, or lights, use them.
 - Actor should NOT wear anything green.
 - Use a variety of camera shots.

2. Watch the following Green Screen **CHROMA-KEY**ing Tutorial on YouTube. Point out to students that this video link is also posted on their Green Screen Experiment Handout. They will need this tutorial in post-production once they start editing.

[Green Screen Chroma-Keying Tutorial](#)

V. Group Brainstorming & Planning (60)

1. Tell students that each group must agree on an idea for their green screen projects. Emphasize the brainstorming process.
2. Together, watch the following examples of possible uses of green screens. Tell students that after they watch these examples they will have time with their groups to explore other examples on YouTube and to come up with an idea for their short greenscreen project.

- [Driving a car - Green Screen Test 1](#)
- [Chroma Key Tutorial \(Fake car driver in green screen\)](#)
- [Insane Building Jump - Behind the Scenes](#)
- [Flying](#)
- [Flying special effect](#)
- [Spider-man wall climb - Green Screen](#)
- [Desk Driving](#)

3. Students brainstorm in their groups. Once they have agreed on an idea they can create their storyboards. (Allow students time and access to computers so they can continue to find examples on YouTube, if needed, for inspiration.)

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:
What have you learned about using green screens and chroma-key?

2. Hand out Post-its on which students write an item to post on the chart.
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.