

Lights, Camera, Literacy!
Lesson Plan #2

Topics Covered Today:

Journal Writing
Roles & Collaboration
Critiquing Work As a Group
Creating a Storyboard

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will assume a filmmaking role and collaborate with a filmmaking team.
Students will work as a team to plan and film a conflict scene.
Students will react to and discuss conflict scenes.
Students will identify camera shots.
Students will create storyboards.

Materials:

writing journals
video cameras with student tapes or memory cards
chart paper and post-its

Handouts: "Working Effectively on a Production Team"
"Conflict Scene" from Day 1 in student folder
"Film Shots Glossary"
"Storyboard"

New Vocabulary: Roles, director, producer, cinematographer, actor, pre-production, production (*different meaning = the film recording stage of the overall production process*), post-production, collaboration, camera shots, storyboards, long shot medium shot, pan, tilt, set.

Sequence of Events:

I. Journal Activity (15)

1. Prompt:

What are your hopes and expectations for this class?

II. Roles and Collaboration (25)

1. Write the 4 roles:

(DIRECTOR, PRODUCER, CINEMATOGRAPHER, ACTOR(S))

Needed for their filming on the board. Explain each, as they will need to decide who will do what. (Tell them that assignments can be rotated throughout the program.)

DIRECTOR Says "Action" and "Cut." Discusses with the actor(s) how they might interpret and carry out their action.

PRODUCER Makes sure everything/everyone is working and that the director stays true to the decisions of the group. (For this purpose) Says, "Quiet on the set." Asks loud groups to be quiet for their group's taping. Offers suggestions to the director.

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.

2. Collaboration sheets should be discussed as a whole group.

HANDOUT: "Working Effectively on a Production Team"

III. Filming a Scene (40)

1. Review directions for the conflict scene together.

HANDOUT: "Conflict Scene" (in student folder)

2. Groups receive a number (1, 2, 3, 4, 5) and find their "**Set**" : their filming location.

3. Groups use their camcorder and film their scenes. Any revising is done by re-filming. No further direction/instruction at this time.

IV. Present and Critique their work (40)

1. Set ground rules for 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 take the same scene and interpret it 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. Group member #3 connects their camcorder to the LCD projector.

3. VERY IMPORTANT to... take comments from the class...

Discuss what works. Everyone will be learning filmmaking techniques from each other via these critique sessions and they will want to add more and more skills to their own filmmaking "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 filmmaking team.

V. Introduce the 3 stages of film production (15)

1. **PRE-PRODUCTION** what you do prior to filming
2. **PRODUCTION** the filming on the set
3. **POST-PRODUCTION** what you do after filming to assemble and complete the 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, even stick figures.

HANDOUTS: "Film Shots Glossary"
"Storyboards"

2. Individually, students create a storyboard sequence for their door scene. They enhance their scene by including at least three of the following shots: **LONG SHOT, MEDIUM SHOT, CLOSE-UP, EXTREME CLOSE-UP, PAN, OR TILT.**

3. Collect these.

VII. Reflection (10)

1. Direct students to the hanging chart paper labeled:

What I Learned About Filmmaking Today

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 this day. Make sure to clear up any misconceptions.