Topics Covered Today:

Journal Writing
Filmmaking Decisions
Establishing Story
Audio/Sound

Outcomes:
Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will collaborate with a filmmaking team.
Students will watch "*The Making of Akeelah*" and discuss problem solving and decision making in filmmaking.
Students will analyze the opening sequence of *AKEELAH AND THE BEE*.
Students will work in production groups to consider ideas for voice over, flashback, montage, time jumps, and sequence of scenes.

Materials:
writing journals
computers with editing software
chart paper and post-its
DVD: *AKEELAH AND THE BEE*

New Vocabulary: sequence, casting, interpreting, voiceover, sound effects, music, silence, audio levels

Sequence of Events:
  I. <u>Journal Activity (15)</u>
          1. Today's Prompt**:**

<u>Why do you enjoy some films and not others from a filmmaker's viewpoint?</u>

  II. <u>Problem solving and decision making in filmmaking (70)</u>
          1. Brainstorm a list of decisions that filmmaker's make when creating a movie. (Small group, then large group)

          2. Watch "**THE MAKING OF AKEELAH**" (approx. 20 min.) in Special Features of the DVD…
             What decisions of the filmmakers were shown or talked about that are on the brainstormed list? What additional ones can be added to the list? (*Inspiration for the idea, researching casting, rewriting the script, sequence, sound, set location, how to show Akeelah's point of view while jumping rope!!!*)

          3. Show "**Akeelah's Introduction**" (deleted scenes in Special Features.) Students should recognize Akeelah's dialogue as being the version in the full script from yesterday's lesson.

             Discuss what they think of this discarded opening. Why do they think the filmmaker decided to rewrite and refilm it? (*Lots of logistics in reshooting…must have been important…see if they remember the point yesterday about a character's arc.*)

  III. <u>Establishing Story (10)</u>
          1. The opening **SEQUENCES** of a movie establish who, what, where.

          2. Discuss why they think Doug Atchison began with Akeelah's Voice Over? (*No conclusions need to be reached today.*)

       (This topic will receive more attention at a later time.)

IV. <u>Explore Components of Editing Software. (90)</u>

   1. Discuss the use of **AUDIO** in movies. Explain that filmmakers make decisions about four components of audio:
   MUSIC, DIALOGUE, SOUND EFFECTS, SILENCE

   2. Demonstrate these in the editing timeline's audio lines. Explain that dialogue can be recorded when filming or just by recording into the computer. Also point out that audio can be deleted from the footage, so that only their visual is included.

   3. Students meet in small groups to explore any of the audio elements of editing that will enhance their scene.

   It is strongly suggested that students use original music
   in their productions to avoid copyright issues.

V. <u>Reflection (15)</u>

   1. Direct students to the hanging chart papers labeled:

   What I Learned About the Decisions Filmmakers Make

   What I Learned About Editing Software

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

   3. Teacher wrap-up to review and clear up any misconceptions.