

Lights, Camera, Literacy!
Lesson Plan #9

Topics Covered Today:

Journal Writing
Literary, Dramatic, and Cinematic Levels
Critique of Conflict Scenes

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 learn to looking at films on three levels: literary, dramatic, cinematic
Students will analyze their conflict scenes on the literary, dramatic, cinematic levels.
Students will have an opportunity to revise their work.
Students will participate in a class critique of their work.

Materials:

writing journals
video cameras
computers with editing software
chart paper and post-its

Handout: "Literary, Dramatic, and Cinematic Aspects of Film"

New Vocabulary: literary, dramatic, cinematic, montage, flashback

Sequence of Events:

I. Journal Activity (15 min)

1. Today's Prompt:

What are your reactions to how films are constructed?

II. Analyzing Film (20 min)

1. Introduce three ways of looking at films:
 - a. **LITERARY** (as in a book, play, movie)-
story, dialogue, character: traits, motivation, arc
 - b. **DRAMATIC** (as in a play, movie)-
acting, sets, costumes
 - c. **CINEMATIC** (as only in a movie)-
camera angles, frame composition, lighting, music,
"time jumping" via **MONTAGE, FLASHBACK**

III. Production Work (110)

1. Students meet in small groups to analyze their own scenes on the literary, dramatic, and cinematic levels.

HANDOUT: "Literary, Dramatic, Cinematic Aspects of Film"

2. Students create plans for revising their conflict scene to incorporate some of the techniques they've learned. They might choose to film new scenes, edit their work, add voice over, music, etc.

IV. Watch and Critique new scenes (40)

1. Each group presents their new scene to the class. After viewing, the other class members analyze the new scenes via the three levels and give feedback on cinematic elements, effectiveness of sound, etc.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What I Learned About The Three Levels of Filmmaking

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.