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| **Time**  A morning or an afternoon | | |  | | **Lesson**  PHSE  English | | **Year**  Year 5 to Year 8 | **Levels**  All ability levels |  |
|  | **Topic:** **Film and TV drama** | | | | | | | | |
| **Activity** | | **Timings** | | **Resource** | | **Plan** | | | |
| Learning objective and outcome | | One min | | Slide two | | **Learning objective**  To understand the wide variety of roles available as a career in film and TV drama  **Outcome**  To produce a piece of film based on a well-known story or film | | | |
| Starter activity | | 10 mins | | Slide three | | What roles do you think exist if you wanted to work in TV or film?  What qualities do you think you would need to have to work in this industry?  Write these ideas on sticky notes and put them on a flipchart. | | | |
| Main activity  Independent  activities | | 45 mins  This can vary depending on how much time you have. It needs at least 90 minutes but could be done over a couple of afternoons. | | Slide four  Slide five  Slide six  Slide seven  Script resource sheet  Slide eight  Craft resource sheet  Slide nine  Camera resource sheet  Slide ten  Slide eleven  Slide twelve | | Show the children a clip from Paddington**:** [**Paddington Bear in the Brown's house alone - and almost captured**](https://youtu.be/6GvhtgKH_t4)**.** (Clip courtesy of STUDIOCANAL)  **Discuss**  Having seen the clip, are there any other roles you think would need to exist to put this movie together? Add to your sticky notes.  **What story do you want to tell?**  If the children have seen the film, ask them to explain what happened next? If not, predict what you think might happen next? You might like to create a [**simple storyboard**](https://www.screenskills.com/careers/careers-resources/simple-storyboards-why-and-how-to-make-them/) with the whole group.  Explain to the children they are going to be filming the next scene of the film, whether that be what happened in the film or a scenario of their own imagining. All the children will be working from the same storyboard.  **Decide on your roles**  Pick who is going to do what role in each group. These could be randomly chosen from a hat, unless you want to give out specific roles.  This could include:   * Producer * Director * Screenwriter * Production designer * Hair and make-up designer * Costume designer * Special effects designer * Director of photography * Locations manager * Gaffer * Sound mixer * Editor   **Understanding your role**  Each person within the group has a job description given to them. Read your job description and then introduce yourself to the others in your group. Explain your own role in your words.  **Prepare to make your film**  Show the children the modelled examples of resource sheet 1. These are also on the teacher’s presentation. Explain the questions to each group (refer to the resource sheets) and look at the example of how these have been completed.  Each group completes a resource sheet related to their role:  **Script resource sheet**  Roles: producer, screenwriter  Task: writing the story – what happens next?  **Craft resource sheet**  Roles: production designer, hair and make-up designer, costume designer, special effects designer  Task: creating the look – what are we going to need for the hair, the costumes and the props? What have we already got? What will we need to make?  **Camera resource sheet**  Roles: locations manager, director, director of photography, gaffer, sound mixer  Task: capturing the action – where will we film this? what will we do about controlling the light? Will it be too noisy? How can we plan the shots?  All groups to consider: How are we bringing the characters to life on screen and enabling the audience to emphasise with them?  **Go into pre-production**  The children prepare for the filming depending on their roles.  Those with craft roles will get the props, costumes and make-up ready. The locations managers and construction manager can prepare the set. If there are any special effects, those will need to be prepared.  The actors can practise their scenes, with minimal dialogue. It’s the job of the director to get the best out of the actors, tell them where to stand, where they need to add more emotion and so on. The director of photography can think about the shots – when there will be a need for a wide, or a close-up, whether the camera is still, or whether it will be panning.  **Action**  Film the scene together. The director works with the actors. The director of photography operates the camera. The gaffer controls the light. The sound mixer contributes the sound effects.  **Edit**  Look at the film and decide what needs to be cut, re filmed, adapted etc. This would be the role of the editor and the producer. You could also add titles to the film. If time, the sound designer could add music and sound effects to the film at this point.  **Show your film**  Each group to show their film to the rest of the class. The director or producer would introduce the film to the class. | | | |
| Evaluation | | 10 mins | | Slide thirteen  Evaluation sheet | | **Review the outcome**  How did you feel about your drama?  Do you understand more about the variety of job roles in film and TV drama?  Did anything unexpected happen?  Are there any changes or improvements you could make in the future?  Record your answers on your evaluation sheet. | | | |
| Plenary | | 10 mins | | Slide fourteen | | **What did you learn?**  Remind the children of the learning objective, to understand the wide variety of roles and jobs available in film and TV drama.  Ask   * How important was your role to the final product? * Did you enjoy your role in the project? * Was there a role you would rather have been doing and why? * Was there a role that would suit your teammate(s) better and why? * Were there any roles missing from your sticky notes? | | | |
| Extension | |  | |  | | There are a number of possible extension activities that would link to this lesson, for example:   * Changing roles - film a variety of scenes changing the roles each time to ensure everyone has a chance to do something different * Script writing - give the children a scene from the film to story board and write the script for * Composing music - create a piece of music that could be the background music for your film | | | |

**Resources**

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| **For the film and TV drama lesson**   * White board or flipchart * Sticky notes * White boards and pens for the children * Clip: [**Paddington Bear in the Brown's house alone - and almost captured**](https://youtu.be/6GvhtgKH_t4) * Labels to explain which role you are   **From the ScreenSkills website**   * [**Film and TV drama career map**](https://www.screenskills.com/media/3012/a3-primary-school-map-english-screen-layout.pdf) * [**Film and TV drama slides**](https://www.screenskills.com/media/3654/film-and-tv-drama-lesson-plan-slideshow.pdf) * [**Simple storyboards: why and how to make them**](https://www.screenskills.com/careers/careers-resources/simple-storyboards-why-and-how-to-make-them/) * [**Script resource sheet**](https://www.screenskills.com/media/3643/resource-sheet-script-film-and-tv-drama.pdf) * [**Craft resource sheet**](https://www.screenskills.com/media/3644/resource-sheets-craft-film-and-tv-drama.pdf) * [**Camera resource sheet**](https://www.screenskills.com/media/3642/resource-sheet-camera-film-and-tv-drama.pdf) * **[Evaluation sheet](https://www.screenskills.com/media/3657/film-and-tv-drama-evaluation-sheet.pdf)** | **You will need some way of recording the drama. This can be with:**   * Any tablet with editing software, such as an iPad with iMovie software * A digital video camera, computer and desktop editing software * A digital stills camera, computer and desktop editing software. (In this case, the film will be a series of stills) * A smartphone. You can even use an old smartphone without the SIM as a camera. You can still connect it to the internet, to transfer the images. You will need a computer and desktop editing software too. |

**Lesson objectives**

**KS2 objectives**

**Reading**

* Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
* Identifying how language, structure and presentation contribute to meaning

**Writing**

Plan their writing by:

* Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

**KS3 objectives**

**Reading**

Read critically through:

* studying setting, plot, and characterisation, and the effects of these
* understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

**Writing**

Pupils should be taught to:

* write accurately, fluently, effectively and at length for pleasure and information through:
* applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
* drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
* plan, draft, edit and proof-read through:
* considering how their writing reflects the audiences and purposes for which it was intended

**Assessment**

* All pupils must be able to explain their role within the lesson
* Most pupils would have progressed and should be able to explain the roles of others within the lesson
* Some pupils will have progressed further and could explain the role of the others in the lesson and be able to identify which role would suit them best against their qualities.

**Differentiation**

* Consider the roles you give to the children.
* Work in mixed ability groupings.
* Ensure there are leaders within the group.
* Ensure there are children willing to act within the group.
* Differentiate the questioning you give to the children.
* Place any adults appropriately.

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