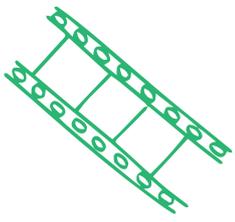


ADDING FILM INTO YOUR
CHILDREN'S UNIVERSITY OFFER



U N I V E R S I T Y



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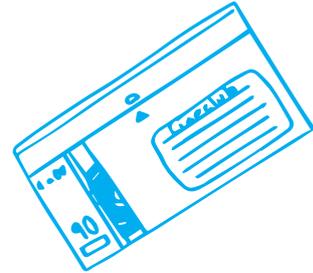


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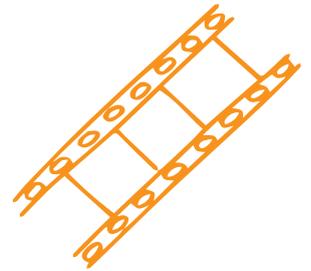
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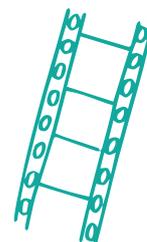
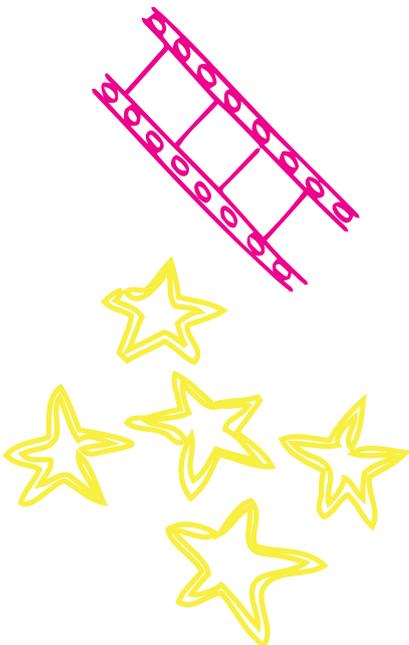
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INTRODUCTION

About Cineclub

Cineclub, The Young Filmmakers Network, train professional filmmakers and teachers to set up and run filmmaking workshops for young people. We aim to create a vibrant and thriving network of young filmmakers who create, watch and share films with each other. By providing CPD to teachers, TAs and youth workers we are ensuring that filmmaking and film watching become sustainable activities for our members.

Cineclub has been up and running since 2004 and are the UK's first and only network for young filmmakers, enabling young people to script, shoot and edit their own short films. We are one of the very few arts organisations to have been awarded QiSS (Quality in Study Support) Emerged status by Canterbury Christchurch University in recognition of our dedication to high quality projects and programmes.

All of Cineclub's work embraces the experiential learning process, creating an environment where students are encouraged to give things a go and make mistakes in order that they can learn from their experiences and develop as filmmakers.

Cineclub forges partnerships with cinemas across England to provide opportunities for students to see their completed films up on the big screen. Our screening events give students the chance to reflect critically upon their work, see the work of their peers and celebrate their achievements.

Cineclub are a nationwide learning partner for Children's University.

www.cineclub.org.uk

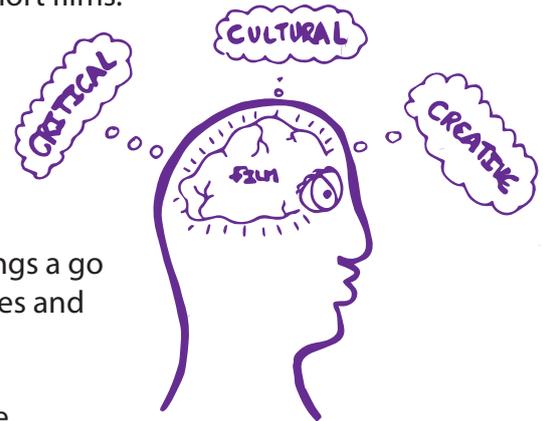
About this pack

This pack has been designed to support 6 hours of film related activity. The pack can be adapted for a variety of age groups and needs and can be incorporated into existing after school activities.

Section A provides introductory activities for students. These activities are designed for you to lead with your whole group before they undertake individual work. These activities will take approximately 2 hours to complete with your group.

For the film watching part of this project, Section C, you may decide to watch a film as a group by programming this into your sessions, or alternatively ask the students to watch a film of their choice between sessions. A worksheet has been provided for your students to help them keep notes when they are watching the film they will be viewing. Suggestions of films you could select for this section have also been included, however you may select any film that suits the age and sensitivities of your groups.

Sections D, E and F are all creative responses to the film that students have chosen to review. Please read through these sections of the pack before you begin to ensure the chosen film, will provide scope for these activities. These sections will take approximately 2 hours to complete with your groups.



BASIC SHOT INFORMATION

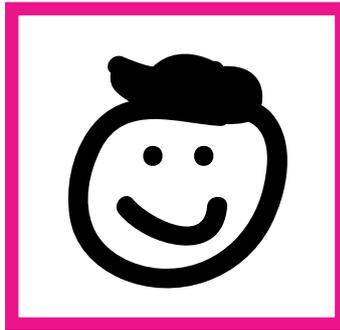
Introduction:

A shot is the basic building block of making a film. A finished film is made up of hundreds of different shots in a sequence, that when seen together tell us a story. A shot is essentially what is caught on film in-between a director shouting "action" and "cut"! It may take a few attempts to get a shot right when filming, but only one version of each shot will be seen in the final film.

When thinking about shots it is important that your group considers the duration of the shot, the angle of the camera, camera movements and the distance between the camera and the subject.



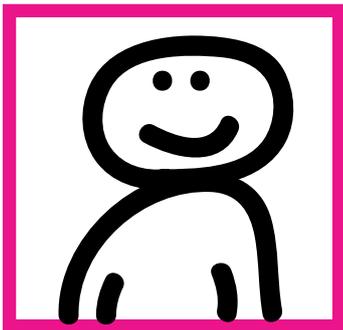
Extreme Close Up
(XCU)



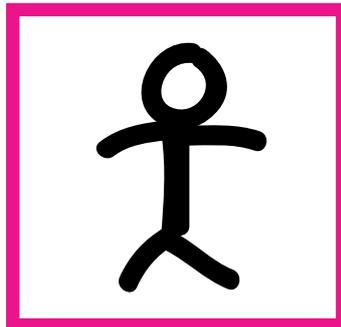
Close Up
(CU)



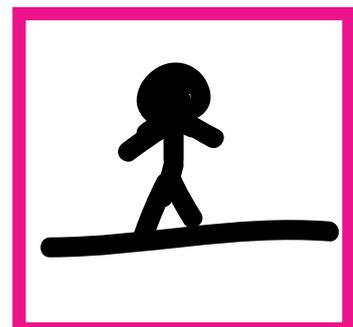
Medium Close Up
(MCU)



Medium Shot
(MS)



Long Shot
(LS)



Extreme Long Shot
(XLS)

For older students you can add more complex shot types, such as a point of view (P.O.V) shot or over the shoulder (OTS) shot. Also you can discuss camera movements such as pans (moving the camera horizontally whilst in a fixed position), tilts (moving the camera vertically from a fixed position) and tracking (moving the camera through a space using a wheelie chair or a skateboard etc.).

The following activities provide an opportunity to introduce the idea of shot types and how different shot types are used for different reasons. The distance the camera is from the subject changes the way the image is read by the audience.

If a character is emotional it is important that the audience can see their face and so it is traditional to use close up shots to capture these kinds of scenes. Conversely at the start of films filmmakers need to establish the context of the action and so often start with a long shot so they can show the audience the location, time period and setting of the film.

SECTION A – BASIC ACTIVITIES

1HR

Image Analysis (20mins)

Cut some images out of newspaper or magazines or print a few out from the internet. In groups ask the students to discuss what they think is happening in the picture, how the person is feeling, where the picture was taken etc. This is a great way to introduce students to image analysis and this can be built on with moving image examples. Direct questions about colour, lighting, costume, expressions ensure they consider all the information they have before deciding on what they think the picture means.

What Will Happen? (20mins)

Having had a few attempts at analysing a still image this activity builds upon students knowledge by asking them to make predictions based upon what they see. Pause a short film on the opening image and ask the class to tell you as much as possible about what they see.

Follow this up by asking them what they think will happen in the film. This activity works to build up students abilities to make predictions based upon inferred information and to apply their knowledge of stories they have accessed before at school, at home or by watching moving image texts. Once the group has made their predictions show the clip or short film and then discuss if it met their expectations.

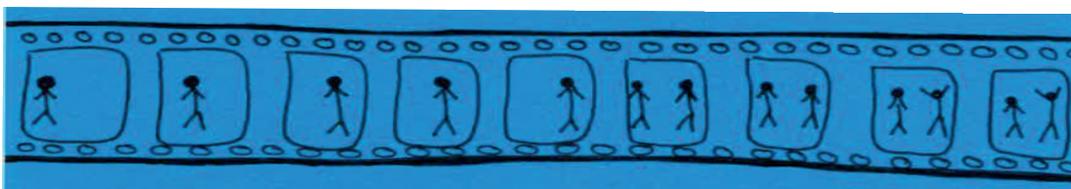
Deciding the order of events (20mins)

Using either hand drawn or cut out images create several A4 storyboards. It's a good idea to laminate them if you can, because then the students can write on them with a dry wipe marker. This activity is about developing a creative understanding of building up a story using images. It tests students understanding of the concepts learnt in the previous activities and gives them chance to interpret a variety of images and build their own stories. You can approach this two ways.

Option 1: Get your group into small teams and ask them to put the pictures into the order they think is most appropriate. They can decide upon the story they want to tell with the pictures. Then ask them to number them once they have them in the right order. They can then swap with different teams and put another groups pictures into their chosen order and try and work out what story they were trying to tell.

Option 2: Alternatively, number some of the storyboards but leave a few blank, then once the groups have decided where they will add in the other storyboards ask them to add the numbers to the unmarked ones. If you can laminate the pictures it means you can use them again in future and mix them up so they can be used to tell a wide range of different stories.

This is a good way to introduce the concept of a flashback by showing an event out of linear order and talking about how this gives the audience additional information about what has happened to the characters previous to the action of the film.



SECTION B - BEING A CRITIC

1HR

Count the Cuts (30 mins)

This activity is designed to get students thinking about the way a film is constructed out of lots of different shots. In the introductory activities groups should become familiar with the names of different shot types and have a basic understanding of when they should be used. This activity builds upon this knowledge by asking students to consider the ordering of shots and the pace of the editing and how this impacts on the way the audience experience the film. Faster paced editing is normally used for action sequences to help build up tension and create excitement, whereas slower paced editing is often used for emotional scenes where the audience need to focus on a character's face and reactions.

Select clips from two different films. Ensure that each example is distinctly different in its pace e.g. one clip of a car chase and one clip from an interview.

After viewing the first short sequence once ask pupils to guess the number of shots. Then watch the clip again and ask students to count the cuts as they watch the sequence, counting out loud as they go. This will draw attention to the editing process and chosen style and pace. You may use the pause button to discuss particular sections of the clip. Follow this up by playing your second clip and discussing how it differs from the first clip in terms of pace and the impact the editing has on the atmosphere of the scene.

Once students feel confident counting the number of cuts ask them to think about the transitions (the way the filmmaker moves between images). Most films use straight cuts between shots to make the action appear continuous. In certain circumstances, for example if the filmmaker wishes to tell the audience that the action has gone forward or backwards in time, they will use a transition such as a fade or a dissolve.

Kims Game (30 mins)

Being a film critic requires attention to detail. This simple game can highlight just how complicated it can be to keep track of lots of things at once.

Fill a tray with random objects from your classroom and cover the tray with a towel or a sheet. Uncover the tray and give the students 1 minute to memorize the contents of the tray. Then cover the sheet again and sneakily remove one of the objects from the tray. Uncover the tray again and see if your group can spot what is missing. You can make this harder by moving items around on the tray or adding things to the tray instead.

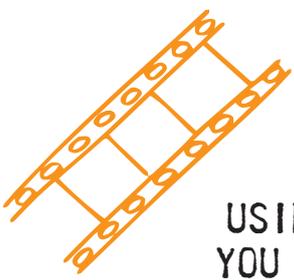
This game can draw attention to the construction of the film's image and the attention to detail it takes to get things right. There is a person on the film set who is responsible for making sure things are always the same for each take. They are called the continuity person and they keep track of everything that happens on camera to make sure that the action looks seamless even if what we are seeing comes from lots of different takes.

This idea can be developed by screening a perception test film like this one...

<https://www.youtube.com/watch?v=INGwGGOjifY>

Will your group spot the obvious?





NOTES

USING THE BOXES BELOW NOTE DOWN SOME KEY WORDS WHEN YOU ARE WATCHING THE FILM. THIS WILL HELP YOU DECIDE WHAT TO INCLUDE IN YOUR REVIEW.

GENRE

COSTUME AND PROPS

EDITING

MUSIC

PERFORMANCES BY ACTORS



SECTION D THE CHANGE UP



For this activity students will use the film they reviewed as a starting point to come up with a new idea for a film.

They will need to change at least 1 of the following.....

The genre - For example if the film they watched was a comedy how would they make their film into a science fiction or a horror film?

The main character - Could the story be told from a different point of view? Maybe the story could be told from the perspective of the villain, or the hero's brother or sister?

The ending - Could the narrative be resolved in a different way?

The setting or time period - Was the film they reviewed set in the past, or the future? Could they change the period of the action, bringing an old story up to date? Lots of modern adaptations of plays by Shakespeare have been adapted and set in a modern day setting maybe they could do the same with their story? What would they have to change in order to do this?

This activity could be done in teams, pairs or individually. The idea is that by the end of this session students should have the following information about their new story. They should be able to present their idea back to the rest of the group by the end of the session.

TITLE FOR THEIR NEW FILM

MAIN CHARACTERS

MAIN ACTION

SETTING

THE GENRE

ACTORS (WHO WOULD THEY CAST IF THEY WERE A BIG HOLLYWOOD PRODUCER?)



SECTION E

CREATING A POSTER FOR YOUR ALTERNATIVE VERSION

1HR

Introduction:

When a new film is released in the cinema, one of the ways that the filmmakers advertise the film is using a film poster. This is a way of drawing attention to the film and giving a potential audience important information about it. As there are usually many new films being released in the cinema every week it is also important that a film's poster stands out to draw the audience in.

A film poster is usually made up of a picture and some text. As the film's title is perhaps the most important part of the poster this is usually written in large letters so that it is easy to read but hard to miss! The picture will try and capture what the film is all about, for example showing one or more of the main characters or recreating an important scene in the film.

The film's release date is another crucial piece of information on the poster. The names of the main actors and the film's director can also be included as can a tagline for the film. A tagline is a short phrase that aims to create further anticipation about what will happen in film. This can be a line from the film, a question or a simple phrase that sums up the film. For example, the tagline for Matilda (1996) is "Sometimes a little magic goes a long way.."

Activity:

Why not ask your group to make a poster for their own film idea. This will encourage the students to think about the key aspects of their film idea and how to communicate this to others. What kind of film have they come up with? Posters for children's films are often bright and colourful while a horror film's poster will be dark and scary. How will you show the kind of film you are promoting on your poster? Is there a memorable or funny line from the script that could be used a tagline? What picture might draw people's attention to the film? Ask your students to think about film posters that they like and what it is about them they remember so that this can be used a starting point for creating their own.

For this activity they should create a poster for their alternative version of the film they reviewed. It is a good idea to look at the poster for the original film for some inspiration.

Here is a list of things to include on your poster....

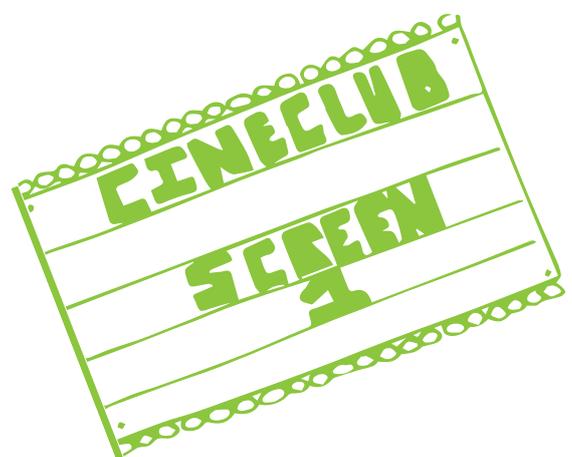
TITLE

PICTURES

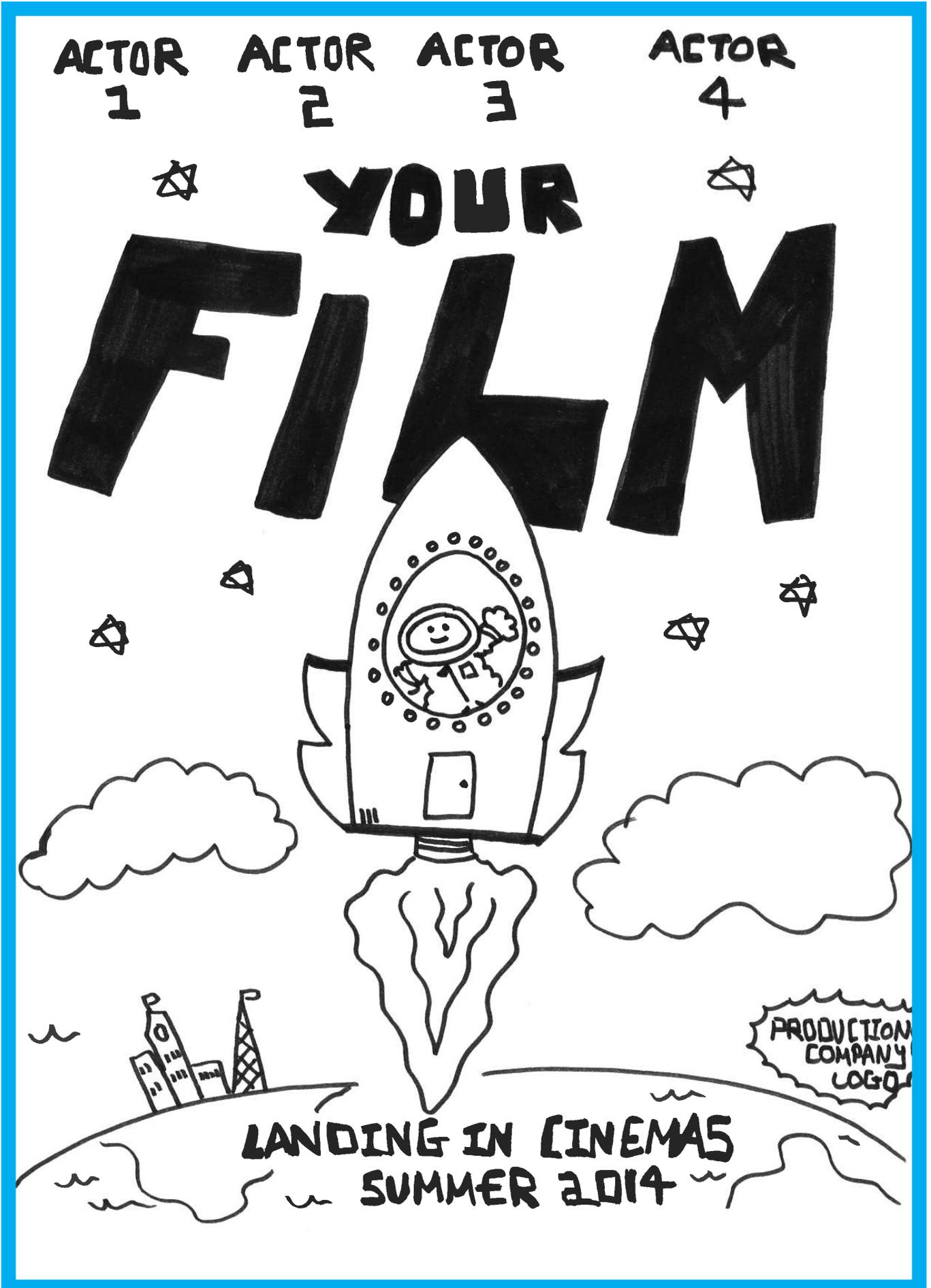
RELEASE DATE

NAMES OF THE CAST

TAGLINE



EXAMPLE POSTER



SECTION F

DIARY EXTRACT

1HR

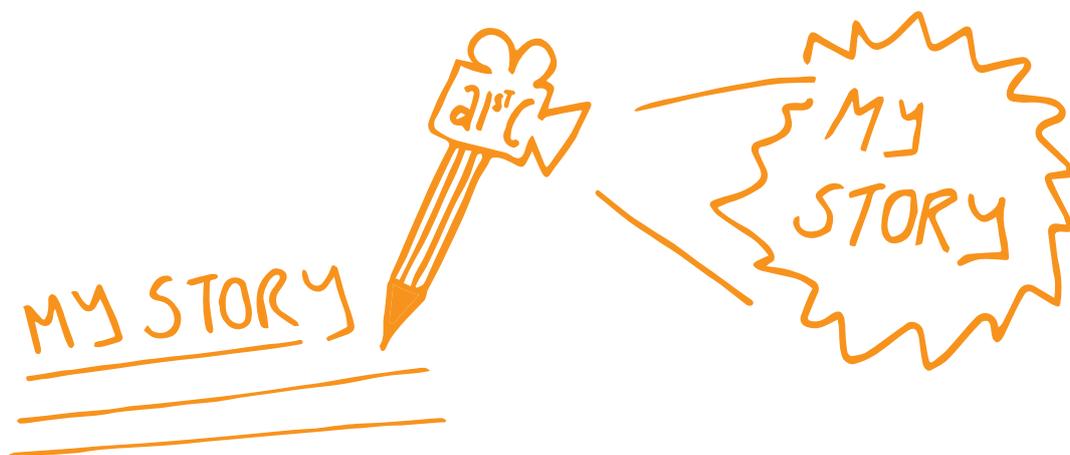
Character Diary Extracts

Understanding what your characters think and feel is an important part of making a film, especially when you are adapting an existing story, as you haven't created the characters yourself.

A character's emotions affect the way they act, which in turn can change their relationships with other characters and the plot of the film.

A great way of getting your class to understand the characters is to get them to write a diary entry for a day in the life of the main characters. Try and encourage them to write about how the character feels rather than focusing on what happened that day. This is a really good way to explore the themes of the story they have developed, and can help students explore a particular issue their story touches on.

For example, if you choose to adapt *Matilda* or *Oliver Twist*, you could explore the issue of bullying (How does Miss Trunchbull treat the children in her school? How does Mr Bumble treat Oliver when he asks for more?). You could get your class to write a diary entry for a day that isn't featured in the original film but is central to their version of the film. If they have changed the main character of the film's story then a diary extract from the point of view of that character would help them have a deeper understanding of their new story.



Find out more about Cineclub and watch films made by our young people on our website...

WWW.CINECLUB.ORG.UK