



Film in a Fortnight

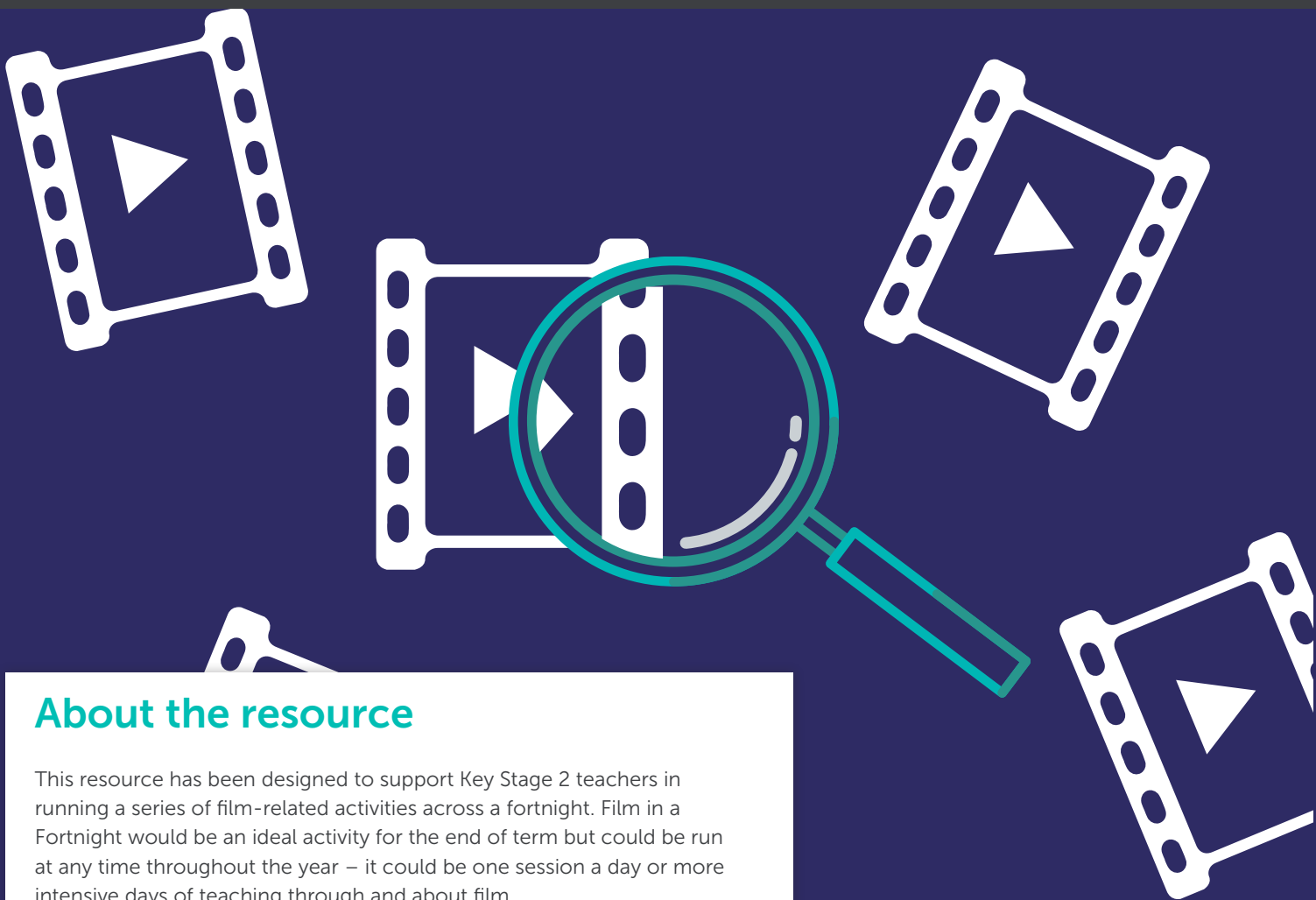
**INTO
FILM**

Our resources are designed to be used with selected film titles, which are available free for clubs at www.intofilm.org/clubs

intofilm.org

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About the resource

This resource has been designed to support Key Stage 2 teachers in running a series of film-related activities across a fortnight. Film in a Fortnight would be an ideal activity for the end of term but could be run at any time throughout the year – it could be one session a day or more intensive days of teaching through and about film.

It has been created as an introductory tool for teachers wishing to start using film in the classroom and reap the benefits of using film to support key curriculum and learning objectives around literacy and digital competence. Film is a powerful tool that can be used to support the Expressive Arts area of learning within the new curriculum for Wales. Film Fortnight also reflects how film can help schools achieve the 4 purposes outlined within the new curriculum.

Thank you to Into Film Cymru Teaching Ambassadors, who have been teaching with and about film and have experienced the impact of using film on educational attainment and pupil engagement, for their help in developing this resource to ensure it provides practical yet exciting activities to inspire and motivate both the educators and learners who use it.

Film in a Fortnight is split into six sections defined by teachers based on their classroom practices:

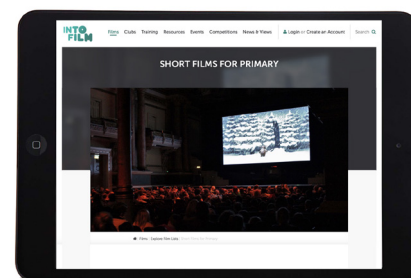
- Prediction
- Inference and deduction
- Comprehension
- Writing
- Planning and Pitching
- Filmmaking and Celebrating



It is advised that you deliver each six section in order, however, each sections contains several activities that give teachers the freedom to cherry-pick and adapt activities to suit their overall learning requirements and provide differentiation for pupils. These activities have been designed to be used with any short film and we encourage teachers to select films that suit their teaching, themes or topics. The curriculum link objectives are for the National Literacy Framework (NLF) and Digital Competence Framework (DCF).

It is recommended that the same film is used across several activities to provide a more in-depth learning experience.

Teachers can find some suitable films on our Into Film catalogue for leaders at www.intofilm.org/films or by attending a training session (www.intofilm.org/training), where you will get access to our Vimeo channel full of suitable short films to use for this activity.



Suggested short films can be found on the Into Film catalogue by going to www.intofilm.org/films/filmlist/38

BEFORE STARTING THE FILM

It is very important that children don't know the title of the film or see any images related to the film – this will spoil prediction activities. Make sure that the names of documents/files don't have the name of the film on them!

About Into Film

Into Film is an education charity that puts film at the heart of children and young people's educational, cultural and personal development.

Over half of UK schools engage with our programme of Into Film Clubs, special cinema screenings, and resources and training to support classroom teaching. Alongside rich online content for young audiences, this provides 5-19 year olds with inspiring opportunities to learn about and with film, and develop a passion for cinema.

Into Film's work is supported principally by the BFI through the National Lottery, and by the film industry through Cinema First.

Into Film Cymru supports educators across Wales and complements the ethos of the new curriculum for Wales of supporting the young people of Wales to become capable, creative and confident students. Into Film Cymru's free bilingual services are tailored to match the cultural and educational needs of schools in Wales, as they evolve and adapt to embrace the new curriculum. To find out more about Into Film Cymru's specific offer to Welsh schools, go to www.intofilm.org/cymru

If there are any aspects of the resource that teachers require more support or guidance on they should contact cardiff@intofilm.org.

INTO FILM



Prediction

Playing only a clip from the film - no visuals, just the sound

Curriculum learning objectives:

- To use evidence to support a prediction (key learning objective)
- To listen carefully and make informed contributions to group discussions (NLF)
- To develop the use of adventurous and imaginative vocabulary (NLF)
- To experiment with sentence structure (NLF)
- To share ideas collaboratively online in response to a stimulus (DCF)
- To select and use appropriate digital resources to express ideas (key learning objective)
- To select and use IT resources (or equipment and applications) best suited to meet the needs of the task (ICT)

Film learning objectives:

- To recognise the importance of sound in film
- To demonstrate an understanding of settings, characters and story in film
- To develop an understanding of the imaginative process involved in creating a film

Worksheets

Sound on / vision off (page 21)

Character Senses worksheet (page 26)

Activities

1. Ask learners what films they have seen and what type of films they like. They might pick up on genre, story or characters. Use this moment to introduce the concept of genre. Learners should be able to identify what type of films they like and why.

You may want to look at the resource that looks at the Development stage of filmmaking, available on the Into Film website www.intofilm.org/resources/1010 (you may want to specifically look at page 9).







2. Select a clip from your chosen film that contains sound and no dialogue, and play this without any visuals. Into Film Cymru have some examples available if you get in touch. Split the class into groups and tell them to think about the following when the film is playing:
 - **Group 1: Characters** – who could the characters be? What makes you think that?
 - **Group 2: Setting** – where could the film be set? Place, time of year? What makes you think that?
 - **Groups 3: Story** – what is going on? What makes you think that?

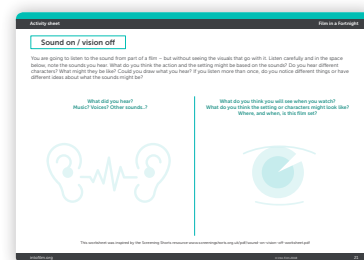
The 3Cs and 3Ss Literacy Tool at www.intofilm.org/resources/127 are a useful tool to guide this activity.

Make sure that all discussions refer back to the clip and the sounds in it. You can use the **Sound on / vision off worksheet** on **page 21** of this resource.

3. Pupils can work in small groups to either draw or create a mind map of what they think is happening in the film. You might want to give each group one of the 3Cs and 3Ss to listen out for.
4. Revisit the drawings and mind maps from the previous activity and ask one learner per group to summarise what they think is happening in the film.
5. Cut up a still image of the film and use it in a pass the parcel game. Pupils take it in turns to unwrap one layer at a time to reveal a piece of the image. Once completely unwrapped they have to describe the piece that they have and make suggestions about what the film is about. Pupils can write a short creative piece about each still - focusing on the 3Cs and 3Ss and in particular the colours and characters within the still.

Useful Apps for this resource

	(iOS)	Android
 Shadow Puppets	✓	Possible alternative: Video Editor
 Strip Designer	✓	Possible alternative: Comic Strip It!
 Book Creator	✓	Possible alternative: Book Writer Free
 Garageband	✓	Possible alternatives: FL Studio Mobile , Band Live Rock
 Wordfoto	✓	Possible alternatives: Typo Effect , Photo Editor
 Wordle		Web-based



6. Use props to give clues about the film from a props bag. Pupils share their thoughts on what the film could be about. This could be done as a 'touch/don't look' activity where they have to first guess the prop and then make links to the film. Pupils could work in pairs with one describing the prop and the other guessing what it is and writing down what they think.
7. Complete a jigsaw of a word cloud containing key vocabulary that could describe or relate to the film.
8. Import a picture of the word cloud to the app *Shadow Puppets* for learners to narrate ideas.
9. Give pupils key words that are associated with the film and ask them to find them in the dictionary. Whoever finds it first reads out the definition.
10. Display a list of some adverbial openers on the board and ask them if they can think of any else. Add the below suggestions to what is on the board.

Cautiously

Speedily

Suddenly

Eerily

Excitedly

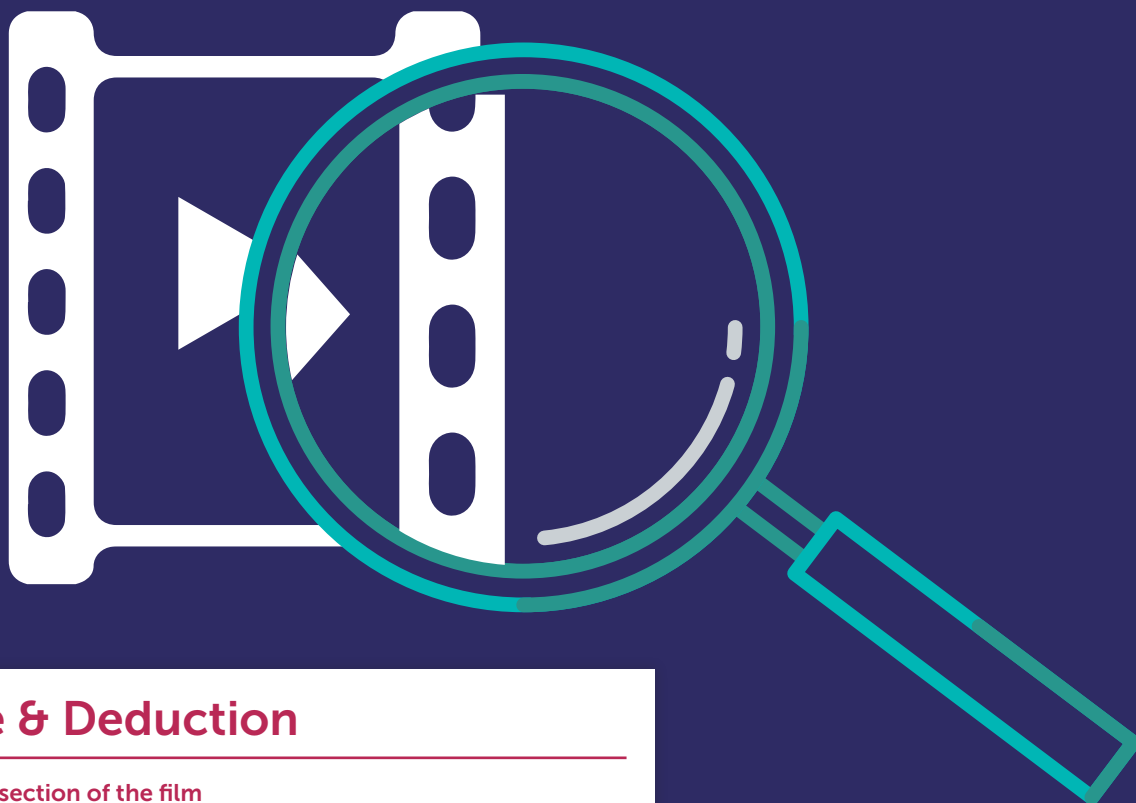
Silently

Loudly

Amazingly

Learners have to write sentences to describe what they think has happened in the film based on the clip they have heard.

11. Next they write a sentence predicting what will happen next, again using an adverbial opener.
12. Using all of the evidence they have so far, learners write what they think the film is called. An extension activity would be to make a trailer or opening credits for the film on an app like *iMovie*.
13. Do a Sound on / vision off activity with some art incorporated. One learner watches the clip and describes to other what they see. The other learner draws what they think is happening. They then re-watch the clip together. This can be turned into a writing task by pupils writing sentences to describe the opening part of the film or trailer.
14. Using a still from the film reveal the image square by square and have discussions about what the film could be about, focusing on character, setting and story.



Inference & Deduction

Using only a short section of the film

Curriculum learning objectives:

- To use evidence to infer and make deductions (Key Learning Objective)
- To deduce connections and infer meaning not explicitly stated based upon the film (NLF)
- To develop ideas and build upon the views of others in group discussion (NLF)
- To develop understanding of digital rights and permissions (DCF).

Film learning objectives:

- To infer meaning based upon a specified image or sound effect
- To deduce why something has happened based upon knowledge of the film
- To infer what has influenced a character's feelings, emotions or motives from knowledge of the film

Worksheets

Tell me worksheet (page 23)

Detective worksheet (page 24)

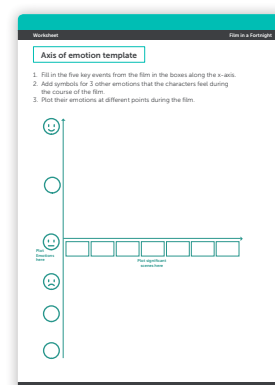
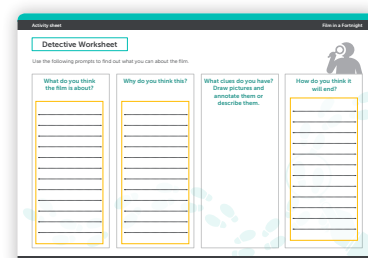
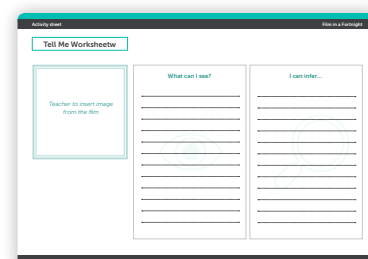
Axis of Emotions (page 25)

Activities

1. Using a part of the film that learners have not seen, select a still from the film that contains relevant objects that learners could make inferences from. Ask them to study the picture and list what they can see on the **Tell Me worksheet** on **page 23**.
2. Learners can consider what rating they would give this film - based on their predictions only. Run a 'guess the ratings' activity for films. Using a screenshot and title, or playing an edited trailer, guess the rating using 'show me' fans, explaining thinking behind ratings.
3. Learners work in teams to question each other on what they know about the film up to a certain point. They have to give evidence to why they think what they do. This can be role played as a detective activity using the **Detective worksheet** on **page 24** where they have to demonstrate what clues they have.
4. Ask learners to write a few sentences or paragraph about what they recall about the scene from the still and what they think the film is about. This will demonstrate their 'memory' of the event and give them the opportunity to identify 'evidence'.
5. Split the class into two. One half watches a clip from the film at a pivotal moment whilst the rest of the class wait outside. The pupils that watched the clip have to act out or provide clues to the others who have to guess what happens next or what the film is about.
6. Ask learners to work in groups to discuss different emotions per table. Use prompts or images depicting different emotions from characters in the film and ask children to explain the emotion and how they know somebody is feeling that way.
7. Create stills of two very different characters in the film. Ask learners to create a Venn Diagram writing the similarities and differences between the characters. They should discuss appearance, expressions and emotions.
8. Learners are to write about the characters. This activity can be differentiated:
 - Write full sentences about each character
 - Write similarities and differences.
9. Watch the film until a crucial event happens. Explain that they will plot the main character's emotions for the film so far using the **Axis of emotion template** on **page 25**. Ask them to present to the class to explain their ideas.

For learners with additional learning needs you could:

- use three smiley face options
- ask them to give marks out of ten at different points of the film



10. Show a scene where a character faces a dilemma or has an important decision to make. Create a 'conscience alley' of pupils on either side and as one learner walks down the alley their peers offer them advice on what to do. Each side can represent opposing ideas and the activity runs as a debate. They have to provide reasoning for their advice writing their 'for' or 'against' arguments based on research on the dilemma. This could be extended into a drama exercise.
11. Use a green screen to film children speaking as if they are the character and then edit this to put their mouth on to the character to show it as if they are speaking or thinking.
12. Using information and evidence they have collected from what they've seen of the film so far, learners have to decide where they think the film is set and compile a report on it. This should include evidence to back up their ideas. They can look online or in books for pictures and information to support this.



Comprehension

Using a short clip from the film
(same as within Prediction section but with the visuals)

Curriculum learning objectives:

- To show an understanding of the main ideas and significant details in a text/film (NLF)
- To demonstrate comprehension by accurately sequencing events (key learning objective)
- To experiment with vocabulary and sentence structure to create interest and effect (NLF)
- To combine text and images to demonstrate comprehension of the main ideas in a film (DCF – for a purpose)
- To manage storage of files and folders of online work (DCF - to prove they are using ideas / online collaborative work)

Film learning objectives:

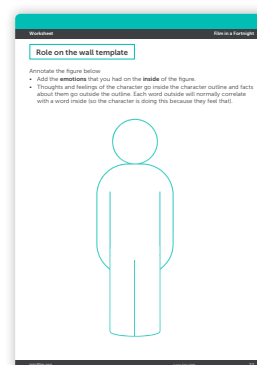
- To understand the importance of setting in a film
- To recognise the importance of sound in how a story is developed in a film
- To identify how a director has developed characters and the story in a film

Worksheets

Roll on the wall worksheet (page 22)

Activities

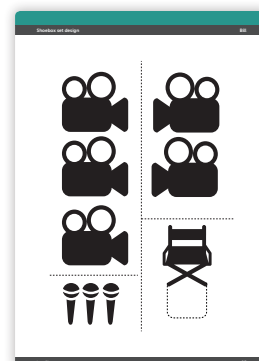
1. Watch the clip of the film from the Sound on / vision off activity in the Prediction section but with the visuals on. Ask pupils how this relates to the predictions they made in previous sessions.
2. Prepare between six and twelve stills from the introduction to the film including what they have already seen and a bit of what is coming next.
3. Sequence the stills of the story physically, using time connectives such as first, next and finally. Add a challenge of using a certain number of connectives
4. Ask the group to retell the story they have created. Put the stills on the board and working with the whole class write sentences for each still (shared writing), in their retelling of the story.
5. Use the app *Strip Designer* where children can order stills from the film in the correct order. Images can be saved into the camera roll and printed as evidence. For pupils with SEN use fewer stills.
6. Use *Book Creator* or a similar app to take photos of the still and record narrative over the top to make their story.
7. Show a still of one of the characters from your film and tell learners that they are going to describe them. Use adjectives to describe the chosen character and note them down e.g. happy, funny, mean.
8. Give out stills of the characters. Ask learners to write down words to describe that character. Use the **Role on the wall worksheet** on **page 22** to explore the character in more depth including identifying their feelings and personalities. Thoughts and feelings of the character go inside the character outline and facts about them go outside the outline. Each word outside will normally correlate with a word inside (so the character is doing this because they feel that).
9. Design the world of a chosen character:
 - what clothes do they wear.
 - what are their hobbies.
 - what does their home or bedroom look like.
 - who is their family and friends.
 - what is their background.
 - where do they live.
10. Learners could write a sentence about each of the stills they have sequenced and then use connectives to link the sentences together . Each sentence would correspond with a still and then the connectives are used to link them together.
11. Give each table a pack of words and ask them to work together to decide on the ten best words that describe the still.



12. Upload the stills to the *Book Creator* app. Learners sequence the stills according to the story. They then create an audio book by describing what is happening in the stills. More able learners may include text alongside each still. Less able learners may use fewer stills.
13. Using the knowledge they have on the film, learners could design and create film sets made from shoe boxes – there is more guidance in this resource www.intofilm.org/resources/126. Alternatively, learners could put together a digital portfolio to reflect their ideas on where the film is set annotating it with information on the locations that they have researched. If the film is a book adaptation they could base this on a passage read out in class.
14. Working in groups learners create a theme tune for the film based on what they know. This should introduce the characters, tease the story and use sounds to convey the style or genre of the film. They could record this on tablets using samples or recording sounds on instruments. This resource on sound can provide guidance www.intofilm.org/resources/1216.
15. Select film clips from different time periods and countries. Set tasks for learners to identify what is different in these to the film that they are watching, encouraging them to consider language, style, theme and character.

Alternatively outline differences and similarities in one area using a Venn diagram.

16. Learners take it in turns to be one of the characters from the film in the hot seat. Other learners question them about who they are.
17. Use props relating to the film. Ask learners to write on a piece of A3 paper and explain why they are relevant to the story. How do they affect the story? How would the story be different without this?
18. Learners could create their own soundtrack to a section of the film using apps like *GarageBand*. They should be able to demonstrate why they have chosen particular sounds e.g. that express emotion or feelings. For further support on using *GarageBand* download Into Film's guide www.intofilm.org/resources/83





Writing

Using a short clip from the film

Curriculum learning objectives:

- To write imaginatively in response to the main ideas and information in a film (key learning objective/NLF – for a purpose)
- To organise ideas into paragraphs (NLF)
- To edit, redraft and reflect upon written work (NLF)
- To select and combine text and images to develop a personal response to a film (DCF – for a purpose)
- To develop the use of adventurous and imaginative vocabulary (NLF)
- To experiment with sentence structure (NLF)

Film learning objectives:

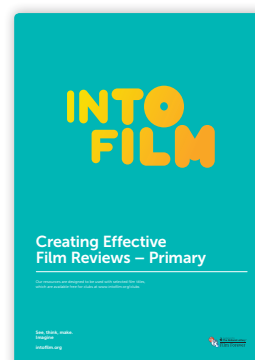
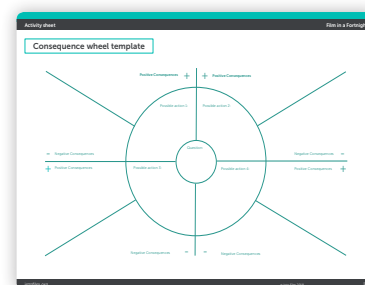
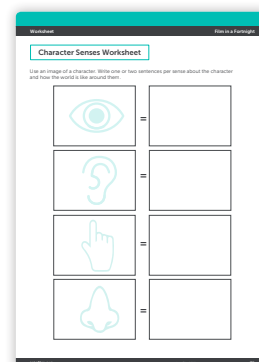
- To use visual prompts to develop an imaginative description
- To write creatively about setting and characters
- To identify a range of options and their possible consequences in response to a dilemma in a film

Worksheets

Character Senses worksheet (page 26)
Consequence wheel (page 27)

Activities

1. Play a short clip of the main character that demonstrates some aspects of their character.
2. Distribute or display one image of the character to each learner and ask them to use the **Character Senses worksheet** on **page 26** to write one or two sentences (or words for less able learners) per sense about the character and how the world is around them.
3. Learners write a whole paragraph to describe the situation the character is in, focusing on their senses i.e. all the work they have just done.
4. Find a critical decision point in the film and show a clip up until the moment the character has to make the decision, making sure to stop before the outcome. Think, pair, share what the character(s) should do. This could be extended to involve more pupils in a debate.
5. Use the **Consequence wheel worksheet** on **page 27** to complete the inner circle with options and the outer circle with the positive and negative outcomes of each option. Less able learners might need more support with this.
6. Follow up the consequence wheel activity with writing a newspaper article or diary entry on the situation.
7. Learners can create competitive ranking card games of the different characters with their own criteria. Using stats for each character can enhance numeracy skills in this activity.
8. Using stills from the film, start by showing an extreme close-up section. Ask learners to write what is shown in the still. Then zoom out slightly and ask them to write what is seen at each stage, ending with the entire still. Encourage members to identify and use descriptive language techniques like metaphors, similes and personification.
9. Alternatively learners could write scripts based on the set of stills. This would include direction for the characters to represent how they would move or interact in the scene.
10. Learners summarise what they think the film is about and why, with the younger students you could use a word cloud or Wordle to help them express their ideas. They each write down one statement about the film based on what they know so far e.g. *"I think the film is a comedy"* or *"The film is set in Wales in the 1990s"*. This could be turned into a consequence-style game. One learner writes the opening of the story, crumples up the paper and throws it to someone who writes the next part and so on. The final learner reads out the whole story to the class.
11. Learners write short reviews of the film aimed at those that have not seen it, making sure to describe what they liked about the film and why. They should not give any spoilers on what happens. There is more guidance in this resource www.intofilm.org/resources/108





Planning and Pitching

Making their own films

Curriculum learning objectives:

- To use a structure (e.g. storyboard / story mountain to plan writing (NLF)
- To use planning skills to create an outline for a short film (key learning objective)
- To use appropriate structure and vocabulary to plan writing (NLF – writing for a purpose)
- To create a written plan (DCF)
- To evaluate the content and layout of work (DCF)

Film learning objectives:

- To develop imaginative ideas for a film
- To identify character actions, events, sound and props required in a film sequence
- To organise film shots to create a logical and well sequenced film

Worksheets

Story Mountain (page 28)

Storyboard (page 29)

Camera shots sheets (pages 30-31)

Activities

1. Introduce learners to the 5Ps to come up with a story idea:

People

Problem

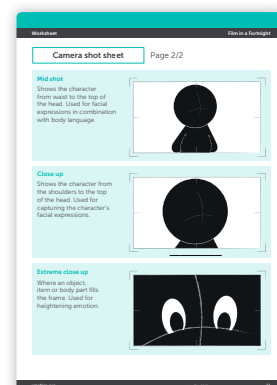
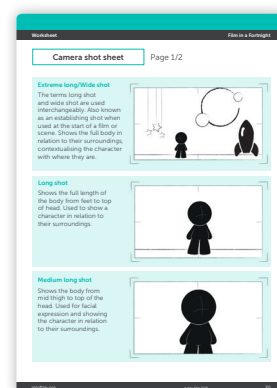
Place

Panic

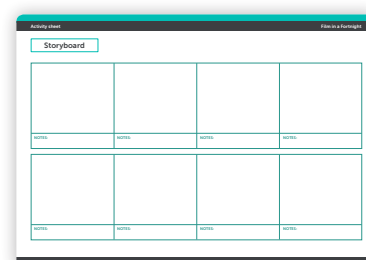
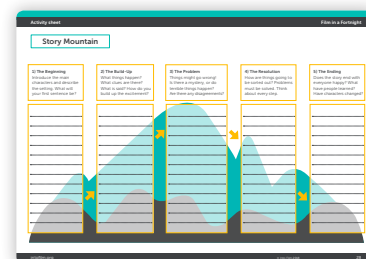
Peace

You can do this as shared writing by using sentence cards for them to build their story idea.

2. Introduce learners to different shot types by using the **Camera shots worksheet** on **pages 30-31**. Ask them to act out each shot out on camera from different camera perspectives to enable them to select the most suitable shot for the scene.
3. Create a 'sentence film' where pupils each write a sentence to represent part of the story. The sentences are then read out and that sentence is filmed. Once complete, they can show their films and discuss what they learnt.
4. Learners then choose a genre/theme from a hat or box and work in groups to come up with ideas for a film. The *Wordle* app could be used to collect ideas. A follow up activity would be to turn the emerging themes into a *Wordfoto* image.
5. Select a theme and genre for your film: make a mind map based on the theme of the film watched during the other activities and build in activities linked to 3Cs and 3Ss as a follow-up to encourage the learners to start structuring their film. They can look at all 6 elements together or as specific groups focusing on each one individually.
 - **Characters** - develop character profiles (based on Role on the Wall activity).
 - **Colour** - give out paint charts and add words to represent each colour - use a thesaurus to expand vocabulary; eg; hot, scorching, flaming. Match these colours to your theme/story.
 - **Setting** - encourage learners to make mood boards and prop lists to ensure they have covered everything to help them convey the right atmosphere within their films.
 - **Sound** - discuss the different types of sound they would like to use within their films : scripted dialogue, sound effects etc. Do they need to make their own sounds via Foley activity.
 - **Camera** - re-introduce and discuss camera shots and using different shots to represent different meanings and perspectives.
 - **Story** - cut the storyboard up and mix them up then ask the learners to put them back together to see if they make sense and if the story is in the right order.



6. Each group acts out a short summary of what their film is about but without giving the ending away. They are challenged to do this in one minute!
7. Use a 'boxing up' framework for learners to develop the story into more of a structure.
8. Working in groups learners should decide on an idea for a film. Use the **Story mountain template** on **page 28** to chart the opening, build up, issue, resolution and ending. This can build on the 5Ps or be carried out as a separate activity. This can be used to check the general direction of the film.
9. The **Storyboard template** on **page 29** can be used to develop the idea. Each paragraph of their story should be a scene. Learners should use different camera shots per scene where possible.
10. Learners present summaries of their films to each other and other pupils critique it. This could be done as a 'Dragon's Den' style pitching activity. The pitch must include plot synopsis, characters, location, timings, budget and team required to produce the film. Give peer feedback on what they think of the ideas so far. Learners then take the feedback on board to develop their ideas further.





Filmmaking and Celebration

Making their own films

Curriculum learning objectives:

- To create, select and combine images and sounds to create a film (DCF – for a purpose)
- To explore issues through role play (NLF)
- To share views and opinions in response to their own and others' work (DCF).

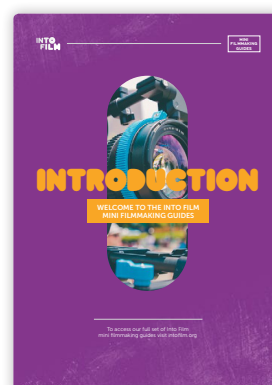
Film learning objectives:

- To identify shot types and angles
- To experiment with a range of digital effects to create an appropriate film shot
- To follow a storyboard to create a film. These can be cut up into single shots to enable students to move them around and identify any gaps in the shots used to tell the story
- To use, edit and improve a plan to create a film
- To experiment with digital resources to create a film
- To combine and edit moving images and sound to create a film
- To use digital skills to create a short film

For more detailed lesson ideas use the filmmaking resource available at www.intofilm.org/resources/1381. This can be broken down into several sessions to provide a deeper learning experience.

Activities

1. Start with a thought shower activity asking pupils what different jobs exist in filmmaking. Ask them to identify what skills might be required in each role and write these next to the job titles. Before they start making any films, each group should allocate a role to each pupil. The Careers in Film: Primary resource www.intofilm.org/resources/102 can be used for further activities.
2. Into Film has comprehensive filmmaking guides available from its website at www.intofilm.org and many find the mini filmmaking guides useful, available at: www.intofilm.org/resources/1193
3. Use a filmmaking app to record the film including dialogue and Foley sound. More able learners (or all if you have time to guide them) can create title slides, credits and director's commentary. Use this resource on soundtracking as guidance www.intofilm.org/resources/1029.
4. Have discussions around copyright of music when making a soundtrack to your film. Use the Into Film Creating Movie Magic www.intofilm.org/resources/34 and Exploring Copyright for Clubs www.intofilm.org/resources/1089 for further guidance and activities linked to copyright.
5. Pupils could also incorporate song and dance into their film to make it a musical or use archive footage to make a documentary that involves a historical aspect.
6. Design posters to advertise the film. Real posters and adverts should be used as a basis of this so learners understand the general format including title, credits and use of images. Learners should consider use of persuasive writing in this activity.
7. Mock interviews or film 'junkets' could be used for learners to respond to questions about their creative work and evaluate the success of it. Different children can play different roles e.g. actors, directors, journalists. You can see good examples by going to the Into Film YouTube Channel, Get Into Film www.youtube.com/user/getintofilm
8. Hold a film screening to show the films. Give learners different roles including getting tickets, box office staff, having seating, preparing or bringing snacks. Everything to make it a real cinematic experience! Invite an audience from across the school and/or community. You could even have an awards ceremony!
9. Use a filmmaking app to record the film including dialogue and Foley sound. More able learners (or all if you have time to guide them) can create title slides, credits and director's commentary. Use this resource on soundtracking as guidance www.intofilm.org/resources/1029



10. Numeracy activities can be tied into sales of tickets – calculate break even, profit and loss on screenings, such as how many tickets and refreshments to sell to make a profit. Post-event, learners could write and conduct surveys to gather views from classmates on the films. This could be presented back to the class as a report with graphs.
11. Learners can write short reviews of each other's films or short reviews to fit into 140 characters for social media use.

Learners can write a review of their favourite film from a class/school screening. Rate the films and give reasons for the rating. Then look at BBFC ratings and re-rate it and see if you were in line with the ratings.

Rating activity online:

www.cbbfc.co.uk and www.cbbfc.co.uk/rate-trailer

CBBFC ratings guide: www.cbbfc.co.uk/sites/cbbfc/files



Sound on / vision off

You are going to listen to the sound from part of a film – but without seeing the visuals that go with it. Listen carefully and in the space below, note the sounds you hear. What do you think the action and the setting might be based on the sounds? Do you hear different characters? What might they be like? Could you draw what you hear? If you listen more than once, do you notice different things or have different ideas about what the sounds might be?

What did you hear?
Music? Voices? Other sounds..?



What do you think you will see when you watch?
What do you think the setting or characters might look like?
Where, and when, is this film set?

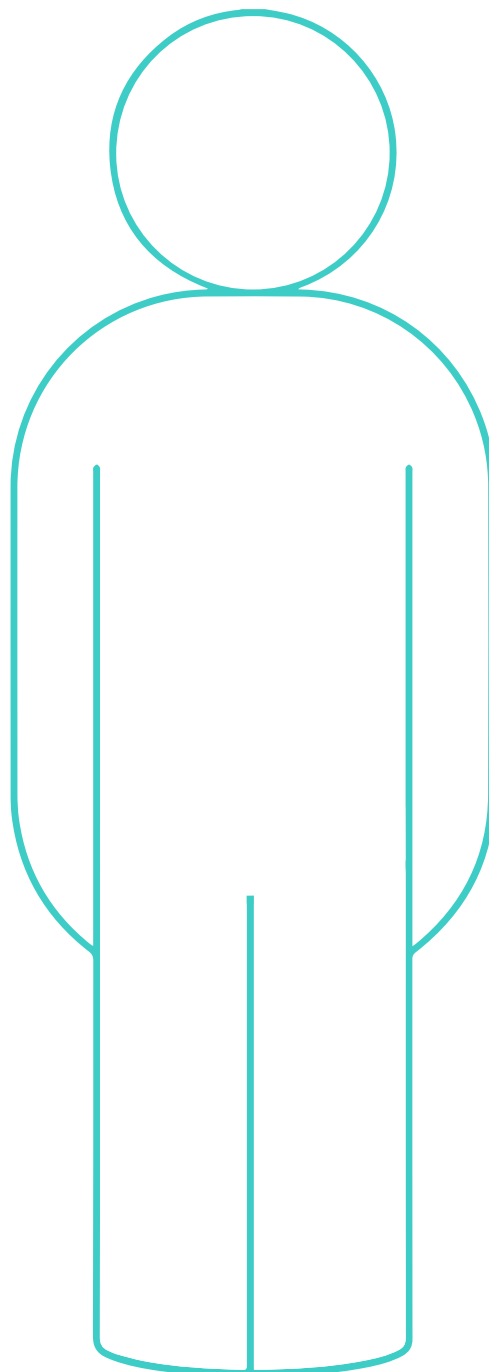


This worksheet was inspired by the Screening Shorts resource www.screeningshots.org.uk/pdf/sound-on-vision-off-worksheet.pdf

Role on the wall template

Annotate the figure below


- Add the **emotions** that you had on the **inside** of the figure.
- Thoughts and feelings of the character go inside the character outline and facts about them go outside the outline. Each word outside will normally correlate with a word inside (so the character is doing this because they feel that).



Tell Me Worksheet

*Teacher to insert image
from the film*

What can I see?



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I can infer...



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Detective Worksheet

Use the following prompts to find out what you can about the film.



What do you think the film is about?

[illegible]

Why do you think this?

[illegible]

**What clues do you have?
Draw pictures and
annotate them or
describe them.**

describe them.

How do you think it will end?

[illegible]

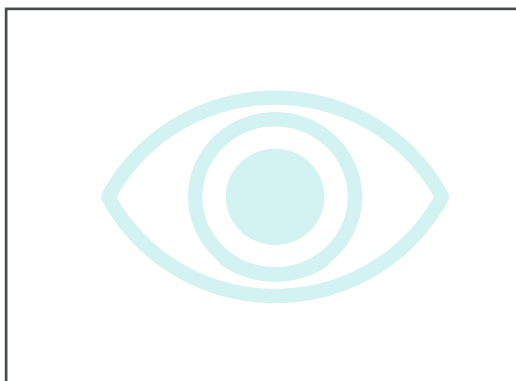
Axis of emotion template

1. Fill in the five key events from the film in the boxes along the x-axis.
2. Add symbols for 3 other emotions that the characters feel during the course of the film.
3. Plot their emotions at different points during the film.

The diagram shows a coordinate system for plotting emotions. The vertical y-axis is labeled 'Plot Emotions here' and features five circular icons representing different emotional states: a happy face at the top, a neutral face, a sad face, and two empty circles at the bottom. The horizontal x-axis is labeled 'Plot significant scenes here' and consists of seven empty rectangular boxes. The axes intersect at the center, with the y-axis extending upwards and the x-axis extending to the right.

Character Senses Worksheet

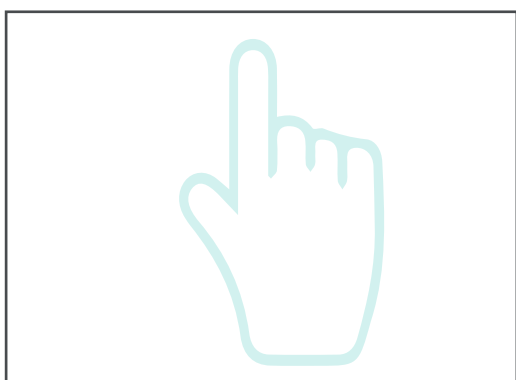
Use an image of a character. Write one or two sentences per sense about the character and how the world is like around them.



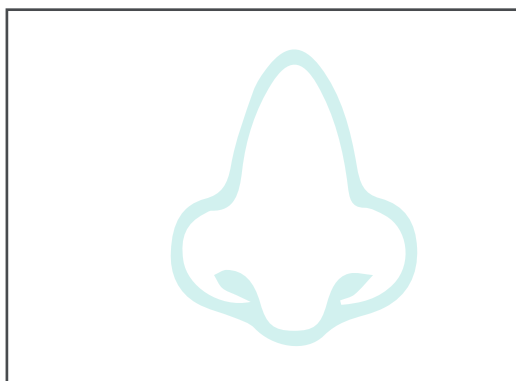
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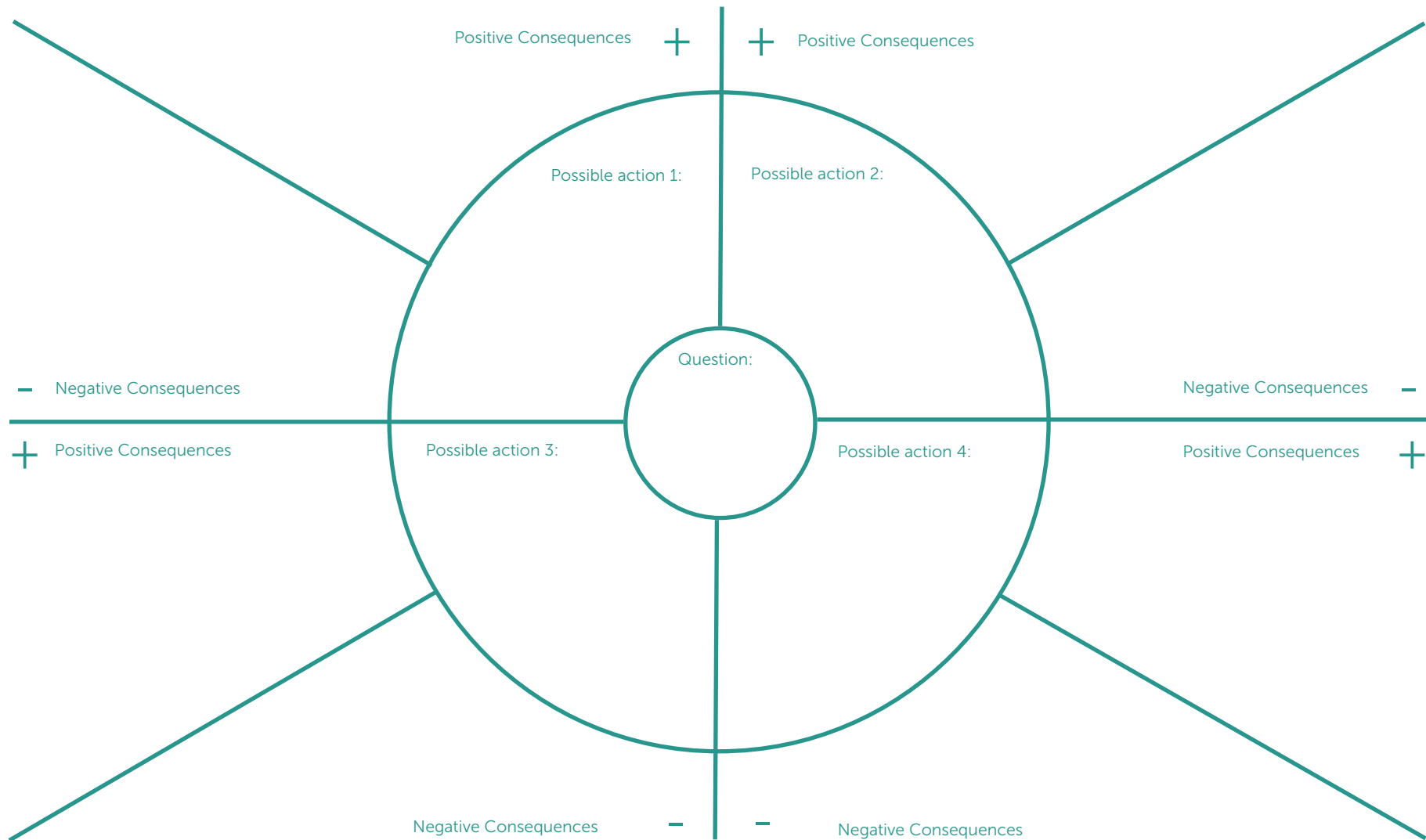


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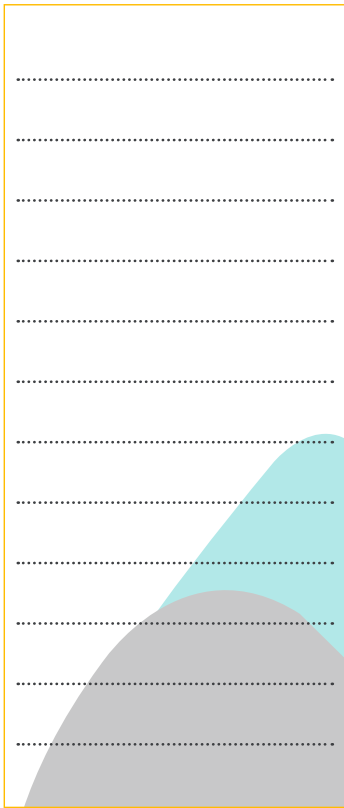
Consequence wheel template



Story Mountain

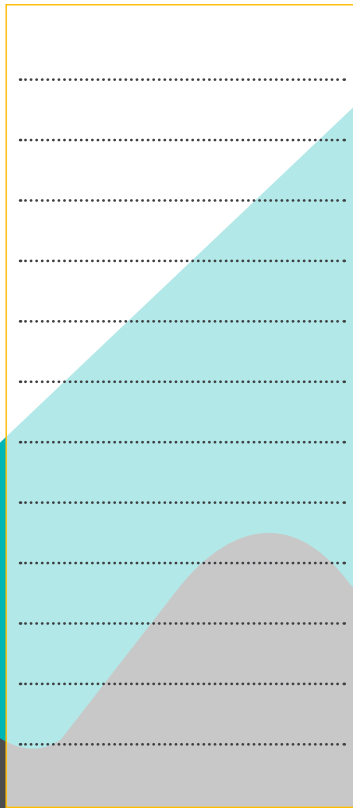
1) The Beginning

Introduce the main characters and describe the setting. What will your first sentence be?




2) The Build-Up

What things happen? What clues are there? What is said? How do you build up the excitement?



3) The Problem

Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?



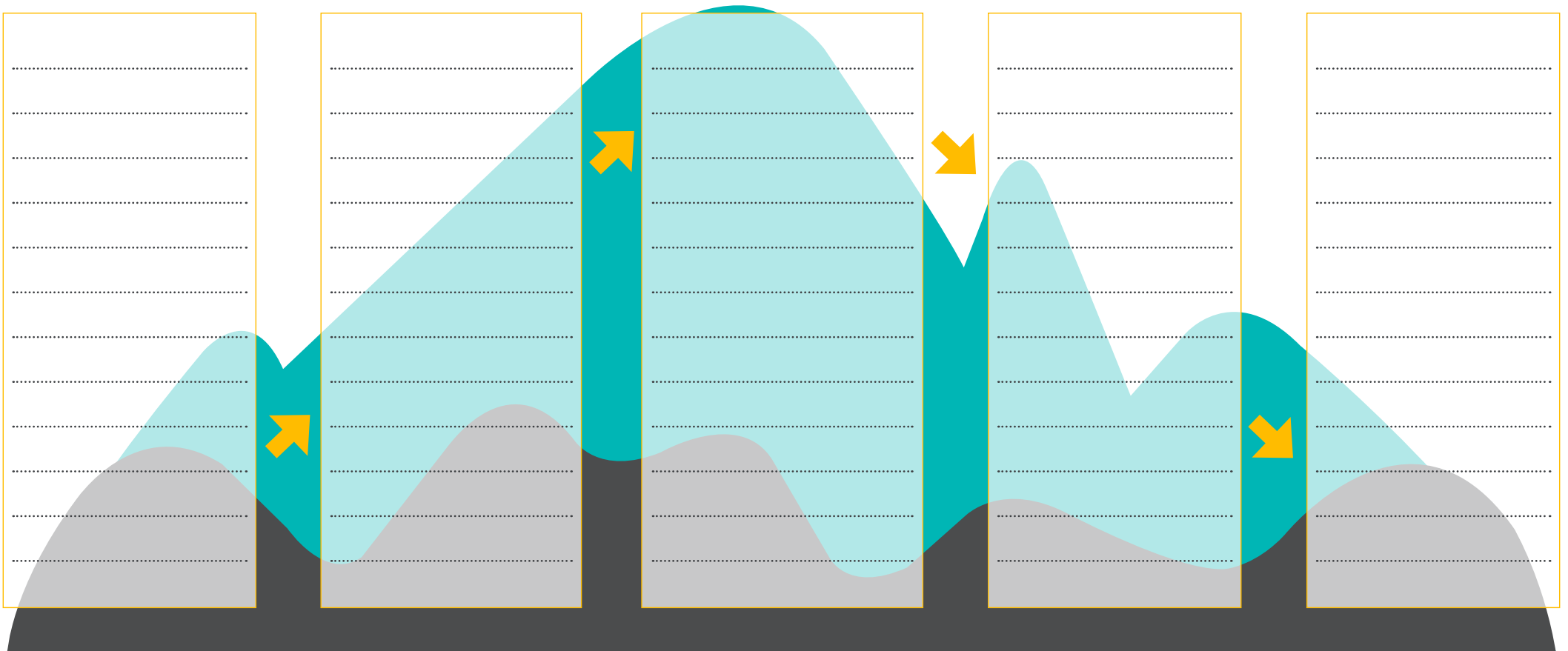
4) The Resolution

How are things going to be sorted out? Problems must be solved. Think about every step.



5) The Ending

Does the story end with everyone happy? What have people learned? Have characters changed?

Storyboard

NOTES:	NOTES:	NOTES:	NOTES:

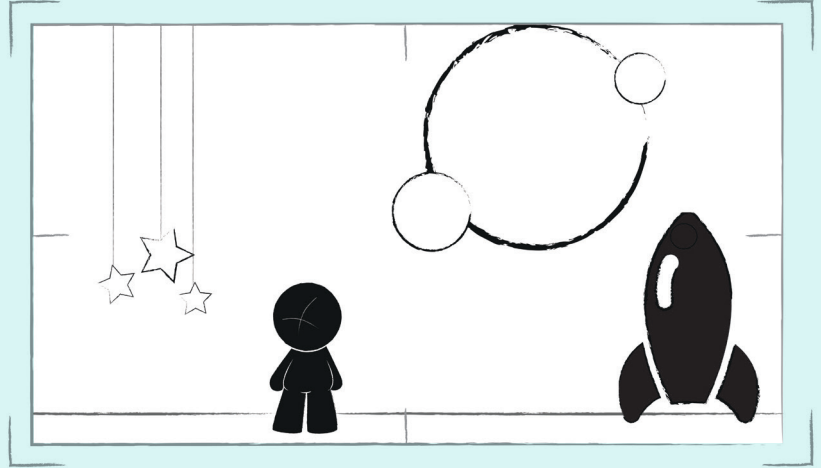
NOTES:	NOTES:	NOTES:	NOTES:

Camera shot sheet

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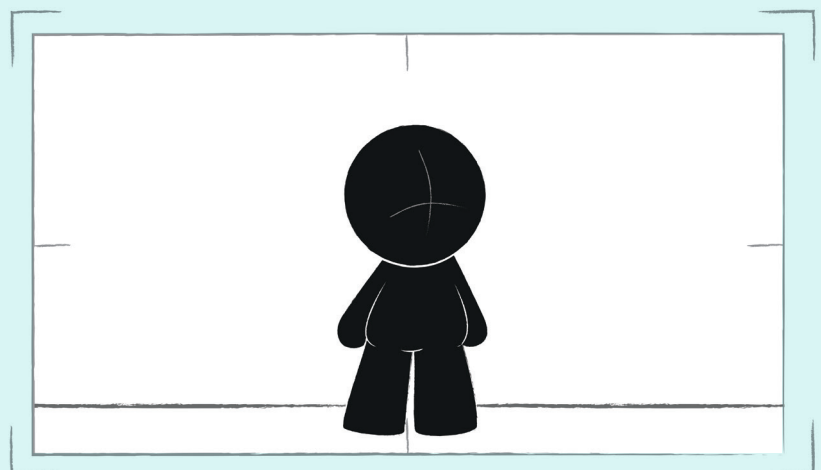
Extreme long/Wide shot

The terms long shot and wide shot are used interchangeably. Also known as an establishing shot when used at the start of a film or scene. Shows the full body in relation to their surroundings, contextualising the character with where they are.



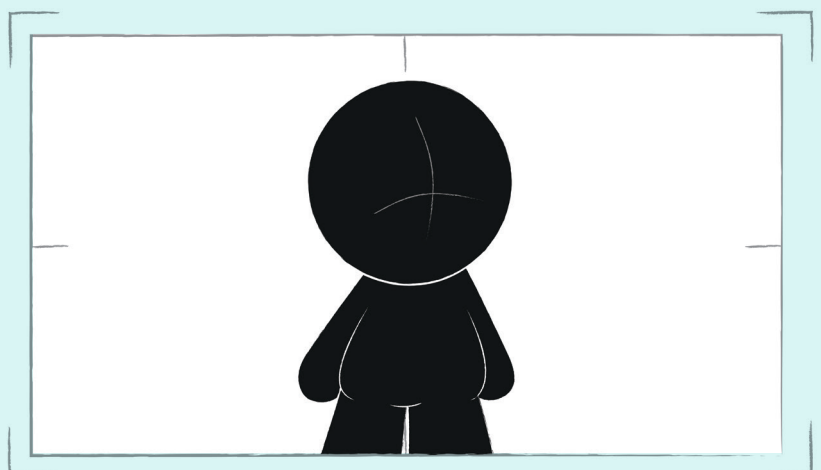
Long shot

Shows the full length of the body from feet to top of head. Used to show a character in relation to their surroundings.



Medium long shot

Shows the body from mid thigh to top of the head. Used for facial expression and showing the character in relation to their surroundings.

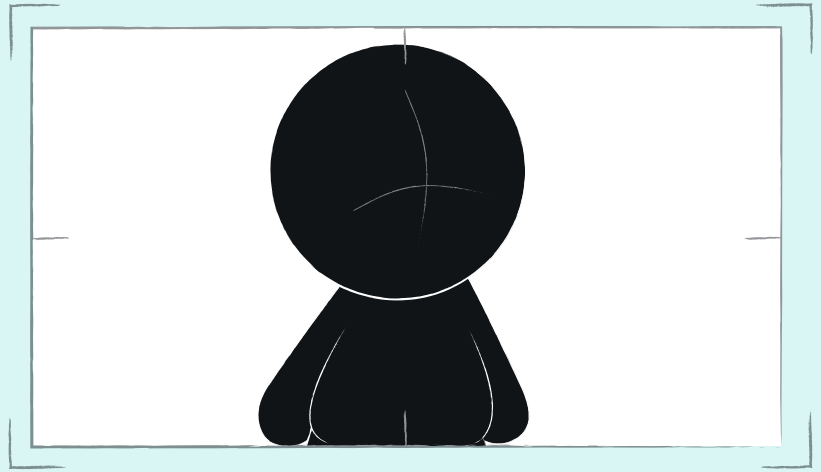


Camera shot sheet

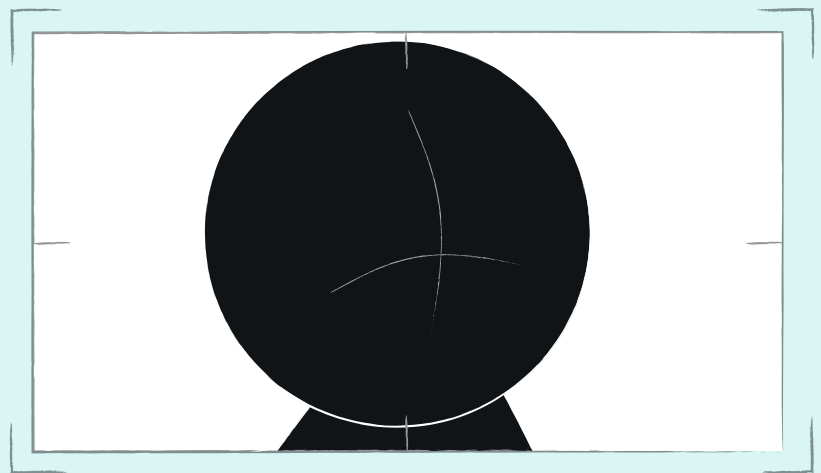
Page 2/2

Mid shot

Shows the character from waist to the top of the head. Used for facial expressions in combination with body language.

**Close up**

Shows the character from the shoulders to the top of the head. Used for capturing the character's facial expressions.

**Extreme close up**

Where an object, item or body part fills the frame. Used for heightening emotion.

