

Sec. Cycle 2

Description

Students will do research to find information regarding the history of film, a chosen genre of film or video, and techniques for video production. They will then prepare a presentation illustrating the genre of their choice. The presentation could take the form of a two-minute digital video, a digital multimedia slide show (PowerPoint type) with clips of an example of the movie genre inserted, etc. These will be presented at a mini film fair.

Task

Putting on a Mini Film Fair

Theme

Film and Videos

Vocabulary

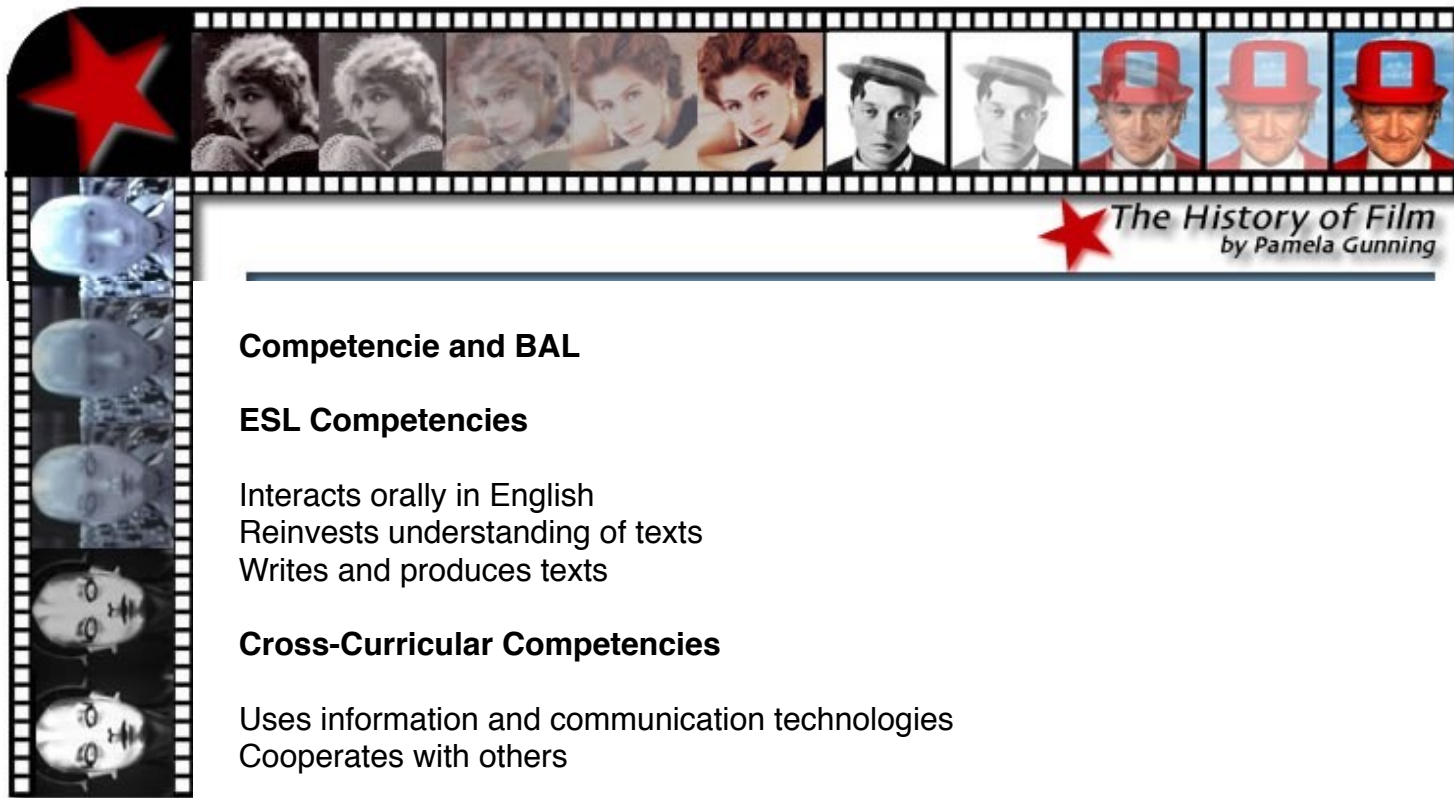
Vocabulary related to students' interests in films and videos. Past tense of related verbs

Purpose

To help students develop an understanding of the aesthetic aspect of culture through media productions based on different techniques and genre of film.

Strategies

Plan Use semantic mapping - [Download](#) : How to Teach Semantic Mapping file Scan
Take notes



Competencie and BAL

ESL Competencies

Interacts orally in English
Reinvests understanding of texts
Writes and produces texts

Cross-Curricular Competencies

Uses information and communication technologies
Cooperates with others

Broad Areas of Learning

Media Literacy Focus of development
Use of media-related materials and communication codes

Evaluation

ESL 1

Participation in oral interaction Articulation of the message
Use of communication and learning strategies

ESL 2

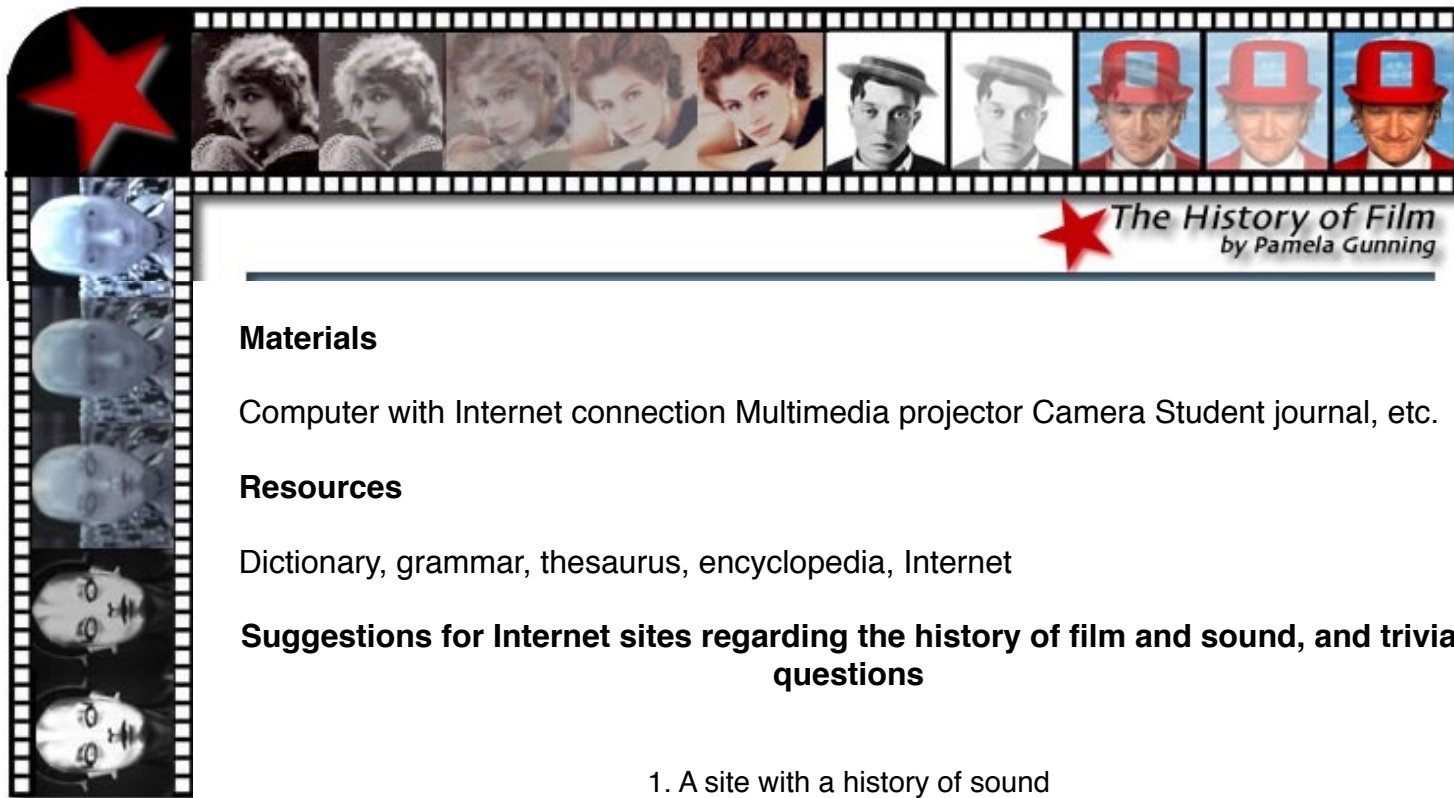
Use of knowledge from texts appropriate to the task
Use of resources

ESL 3

Pertinence of the text Formulation of the text

CCC

Effectiveness of his/her use of the technological resources in a given learning context
Reuse of ICT processes and procedures in new situations
Active participation in the work of the team
Appropriate attitudes and behaviours



Materials

Computer with Internet connection Multimedia projector Camera Student journal, etc.

Resources

Dictionary, grammar, thesaurus, encyclopedia, Internet

Suggestions for Internet sites regarding the history of film and sound, and trivia questions

1. A site with a history of sound

<http://filmsound.org/film-sound-history/>

2. Sites with information about the early films

A history of film

<http://inventors.about.com/library/inventors/blmotionpictures.htm>

<http://faculty.washington.edu/baldasty/JAN13.htm>

The first motion picture

<http://www.filmsite.org/pre20sintro2.html>

Chronology of MP films

<http://www.pictureshowman.com/timeline.cfm>

Masterpieces of the past 50 years

<http://www.theguardian.com/film/2008/apr/13/features.culture2>

Early animations - 1928

<http://www.filmsite.org/animatedfilms.html>

The Japanese film industry

http://en.wikipedia.org/wiki/Cinema_of_Japan

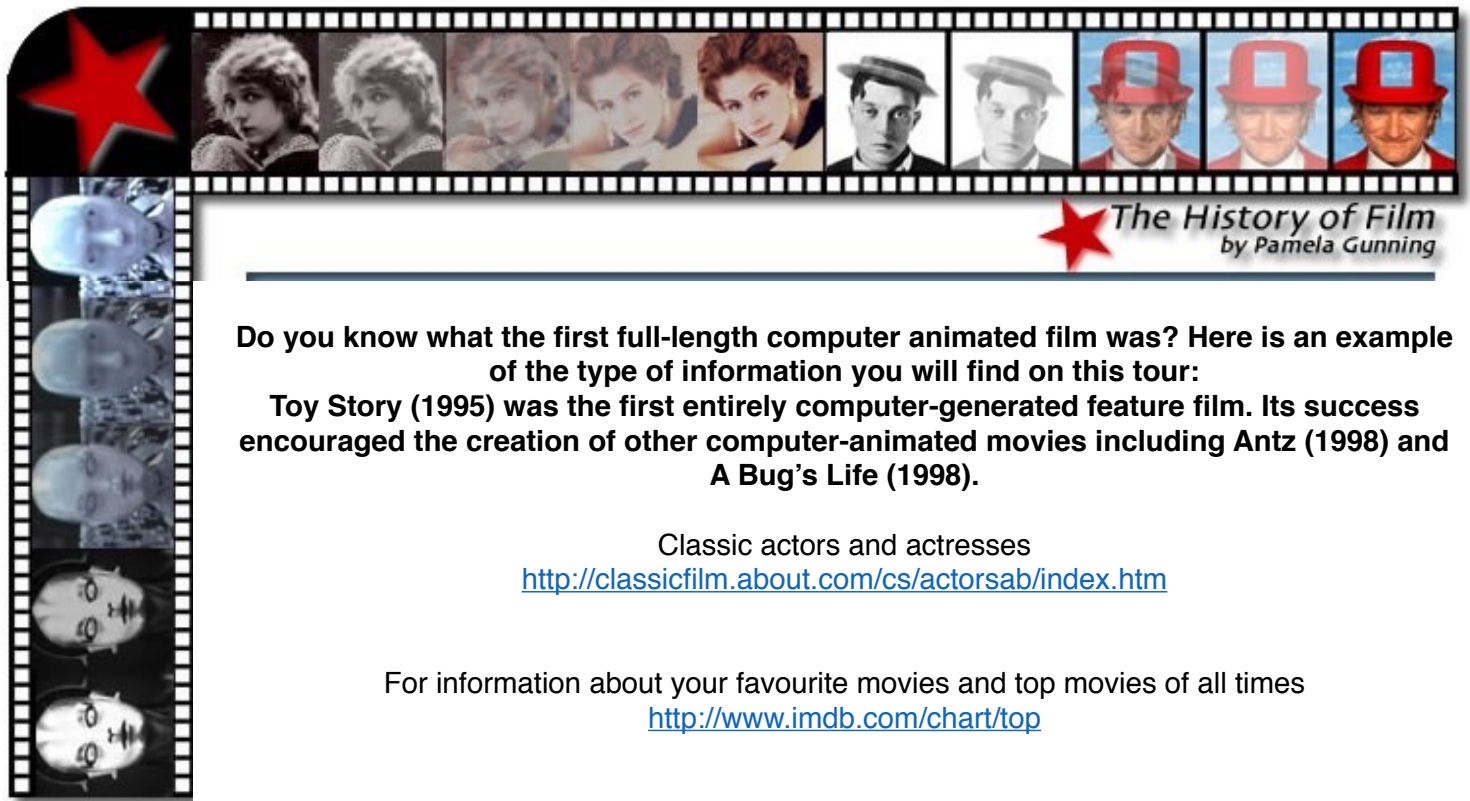
<http://itpworld.wordpress.com/2009/03/22/a-short-history-of-japanese-film-studios/>

Japan's first film actress

<http://www.brightlightsfilm.com/30/tokuko.html>

The first Imax movie produced by a university

http://www.ieee.ca/millennium/imax/imax_birth.html



Do you know what the first full-length computer animated film was? Here is an example of the type of information you will find on this tour:

Toy Story (1995) was the first entirely computer-generated feature film. Its success encouraged the creation of other computer-animated movies including Antz (1998) and A Bug's Life (1998).

Classic actors and actresses

<http://classicfilm.about.com/cs/actorsab/index.htm>

For information about your favourite movies and top movies of all times

<http://www.imdb.com/chart/top>

Click on the genre, and find or write in the name of the movie you wish to get information about.

For information about latest favourite movies, go to

<http://us.imdb.com/find>

At this site, you will find a plot summary of the movie, information about the movie, the actors, the filming location, see trailers, etc.

For more ideas, go to

http://www.cln.org/themes/history_film.html

For errors in famous movies, go to

<http://www.moviemistakes.com/best/pictures>

4. Sites with technical support

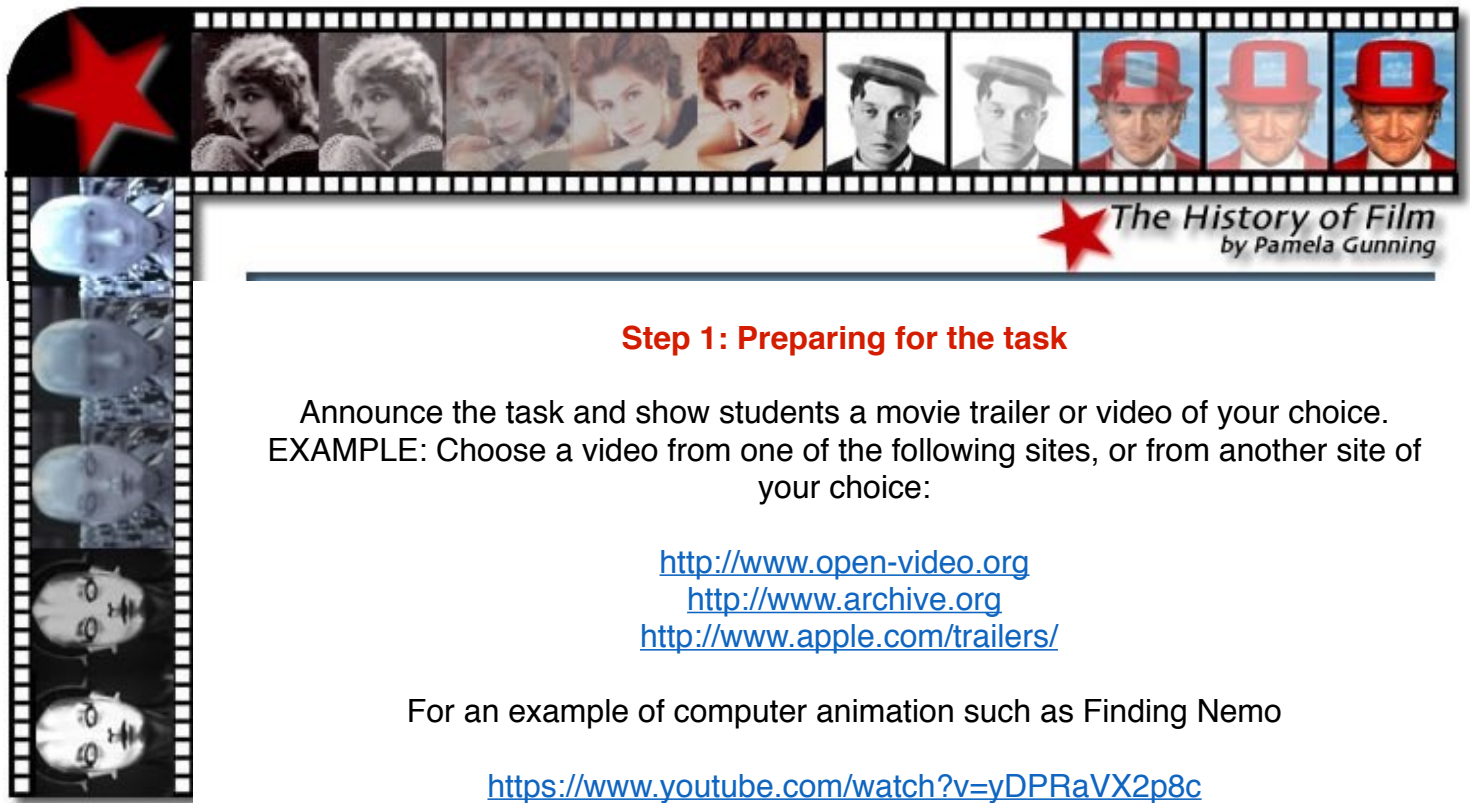
For advice on producing your first film, go to

<http://www.creativehat.com/Filmmaking/a011701a.htm>

For clips that you can include in your presentation (free copyright), go to

<http://www.open-video.org>

<http://www.archive.org>



Step 1: Preparing for the task

Announce the task and show students a movie trailer or video of your choice.
EXAMPLE: Choose a video from one of the following sites, or from another site of your choice:

<http://www.open-video.org>
<http://www.archive.org>
<http://www.apple.com/trailers/>

For an example of computer animation such as Finding Nemo

<https://www.youtube.com/watch?v=yDPRaVX2p8c>

The Response Process: Exploring the Text

Have students engage in the first phase of the response process individually, then with others, in the following manner:

- Ask questions related to students' reactions, impressions, and opinions about the video. (What do you think was important in the video? What did you like most about the video? Imagine you are the main character in the video; how do you feel? Etc.)
- Have students explore the text individually by responding to the questions in writing.
- Invite them to share their responses with a group of other students.

Activate prior knowledge

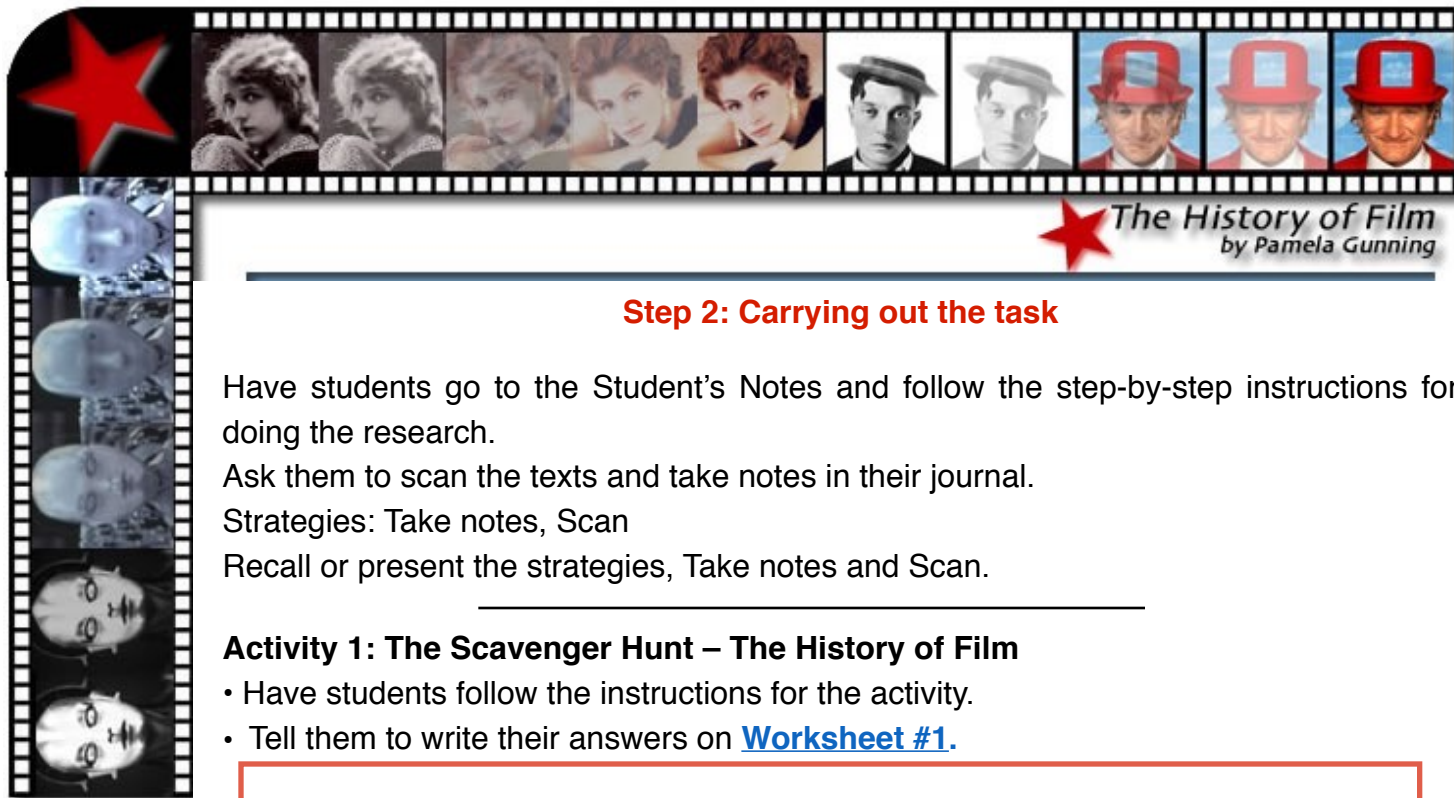
Elicit from students various genres of movies and videos. (Science-fiction, action, romantic, comedy, animation, cartoon, documentary, commercial/promotional, etc.) Explain to them that to prepare their presentation, they will:

- Do research on the Internet to find information about:
 - the history of film and videos;
 - different genres of film and videos;
 - techniques for creating a media text.

Use their creativity to plan the task.

Work with others to plan and carry out the task.

Use Worksheets 3 and 4 to briefly explain the evaluation criteria to the students.



Step 2: Carrying out the task

Have students go to the Student's Notes and follow the step-by-step instructions for doing the research.

Ask them to scan the texts and take notes in their journal.

Strategies: Take notes, Scan

Recall or present the strategies, Take notes and Scan.

Activity 1: The Scavenger Hunt – The History of Film

- Have students follow the instructions for the activity.
- Tell them to write their answers on [Worksheet #1](#).

THE SCAVENGER HUNT : Correction Key

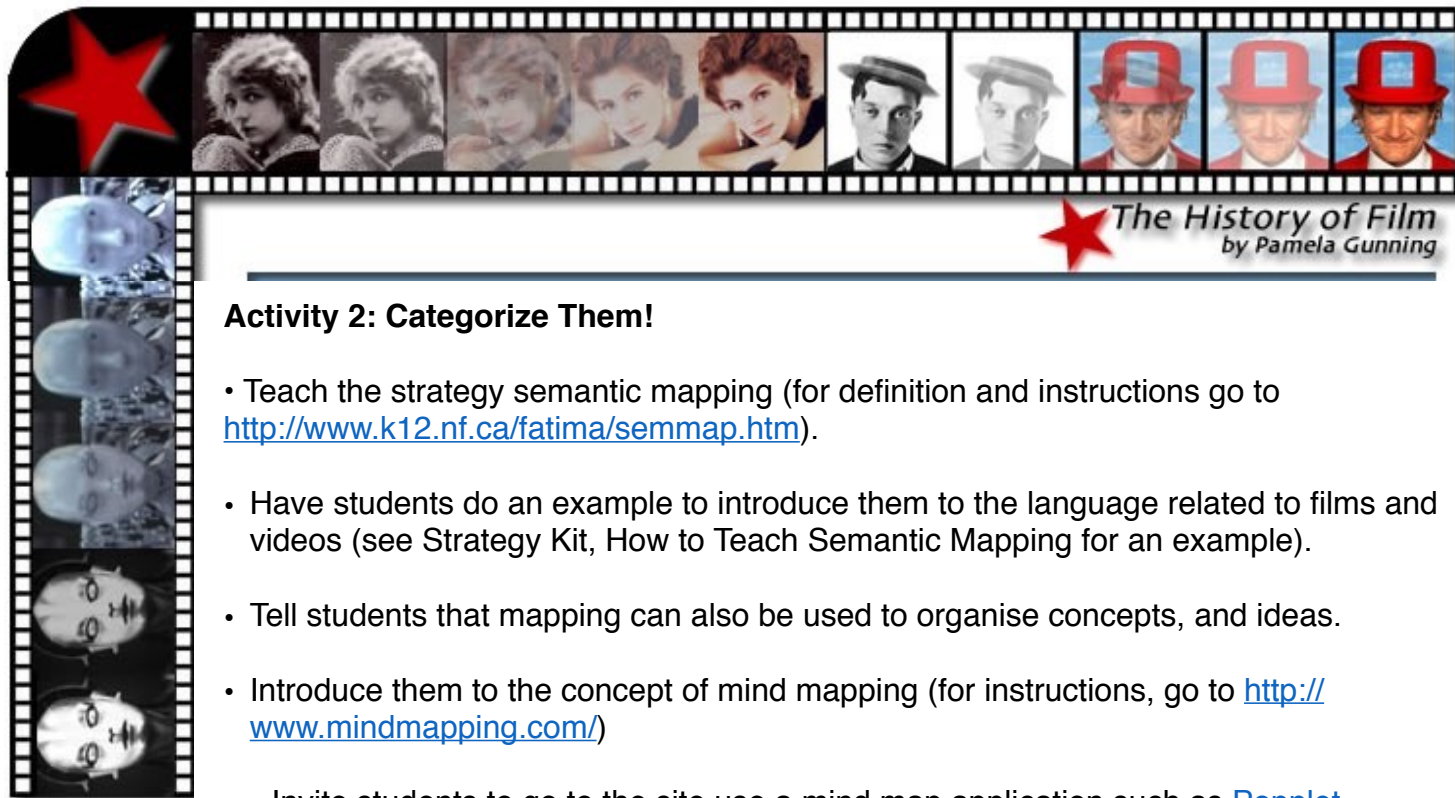
Go to <http://www.filmsite.org/pre20sintro.html>, scan the text and find the answers to the following questions:

1. What was the first motion picture ever made? (The Horse in Motion) 2. Who invented the motion picture? (Eadweard Muybridge, a British photographer) 3. What was he trying to prove? (That all four of the galloping horse's feet were off the ground at the same time) 4. Who were the Parisian innovators who invented the cinema? (The Lumière brothers) 5. What date was the cinema born? (December 28, 1895)

Go to <http://www.filmsite.org/voya.html>, scan the text and find the answers to the following questions:

6. What is the title of the first science fiction movie? (A Trip to the Moon) 7. How long was the movie? (14 minutes) 8. Who was the director? (Georges Melies) 9. What books inspired the movie? (Jules Verne's From the Earth to the Moon (1865) and H. G. Wells' First Men in the Moon (1901). 10. Who played the leading role in the movie? (Georges Melies) 11. What are the characteristics of the science-fiction genre? (Adventurous scientists, a futuristic space voyage, special effects such as superimpositions, and strange aliens in a far-off place) 12. How many scenes are there in the story? (30) 13. Where does the story take place? (In the Astronomic Club) 14. Who explains the plan for the exploratory trip? (Professor Barbenfouillis) 15. Where are they planning to go? (To the moon)

- Have students turn to a partner and share their answers.
- Correct with the class.
- Inform students that they can include trivia such as this in their production for The Mini Film Fair.

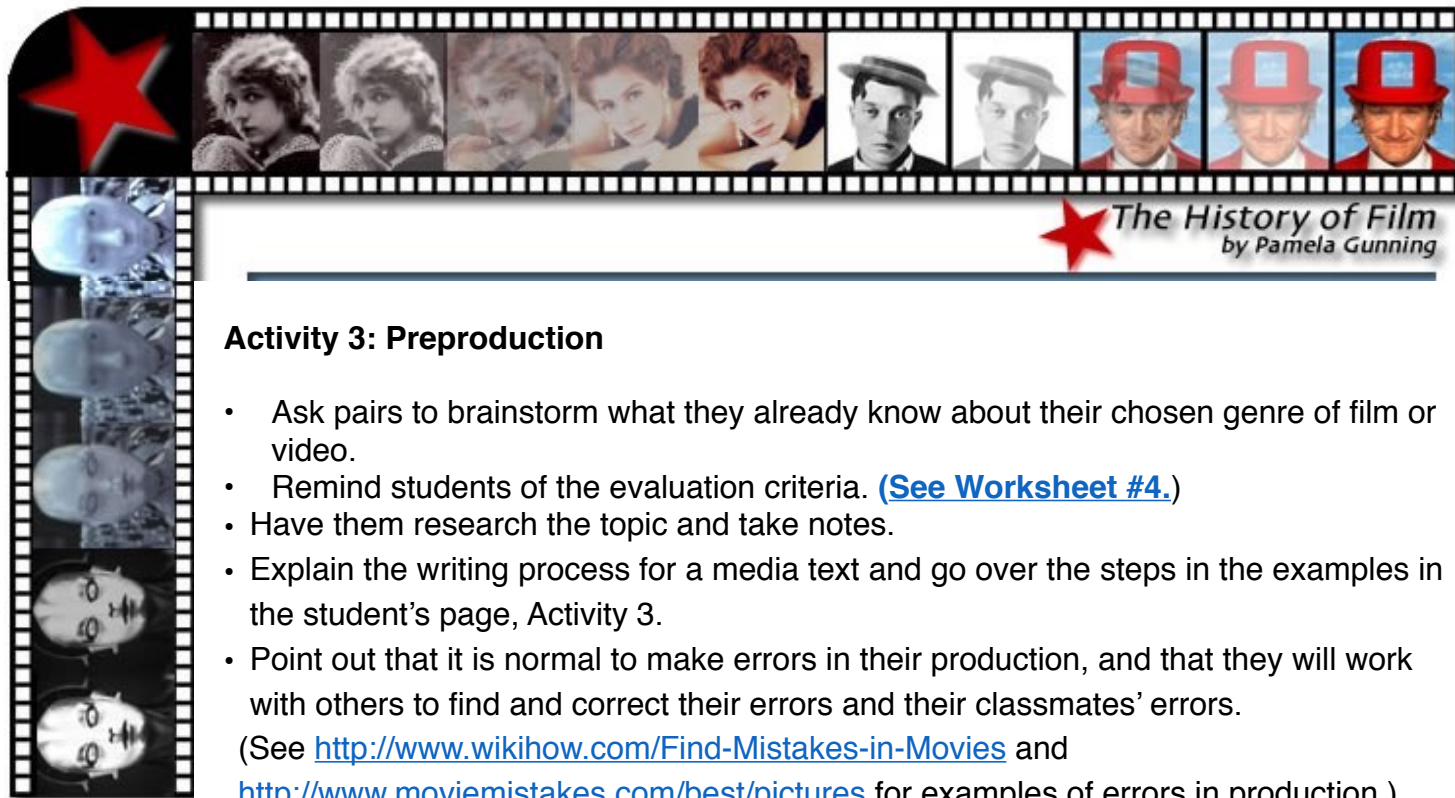


Activity 2: Categorize Them!

- Teach the strategy semantic mapping (for definition and instructions go to <http://www.k12.nf.ca/fatima/semmap.htm>).
- Have students do an example to introduce them to the language related to films and videos (see Strategy Kit, How to Teach Semantic Mapping for an example).
- Tell students that mapping can also be used to organise concepts, and ideas.
- Introduce them to the concept of mind mapping (for instructions, go to <http://www.mindmapping.com/>)
- Invite students to go to the site use a mind map application such as [Popplet](#), [Mindomo](#) or [LucidChart](#) (they have to create an account) and make a mind map to illustrate the characteristics of the various genres of film:
 - Comedy
 - Drama/Action
 - Documentary/Informational
 - Music Video
 - Animation/Experimental
 - Commercial/Promotional.
- Place students in groups of four and have them explain their mind maps to their partners.

Activity 3: Preproduction

- Invite students to find a partner with similar interests in films and videos.
- Tell pairs to:
 - choose the genre of film or video they would like to present at The Mini Film Fair;
 - decide on their presentation technique (video, digital multimedia presentation, etc.).
- Have them write a focus sentence explaining what they plan to do.
- Use the example on [Worksheet #2](#) to guide them in the process of writing a focus sentence.

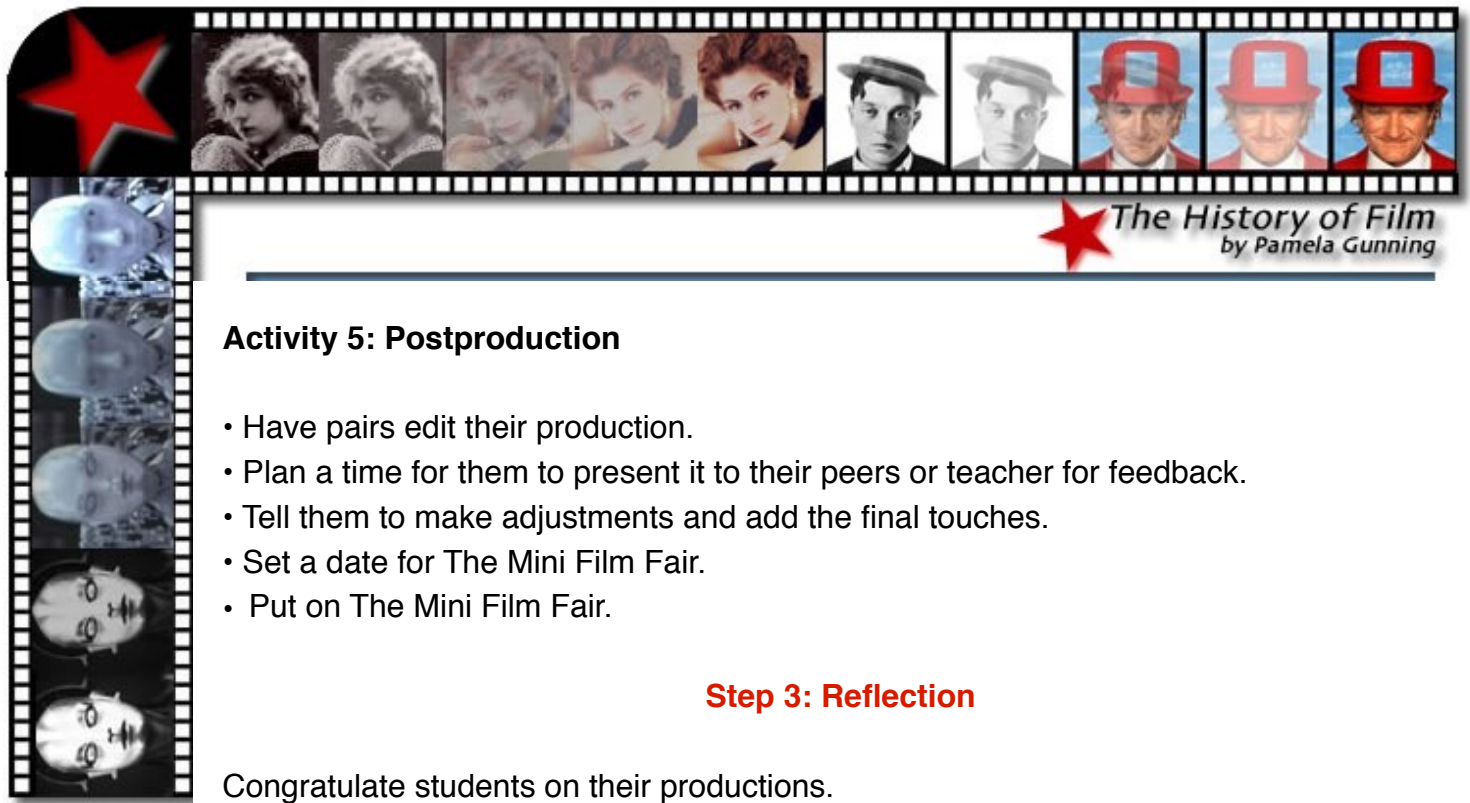


Activity 3: Preproduction

- Ask pairs to brainstorm what they already know about their chosen genre of film or video.
- Remind students of the evaluation criteria. ([See Worksheet #4.](#))
- Have them research the topic and take notes.
- Explain the writing process for a media text and go over the steps in the examples in the student's page, Activity 3.
- Point out that it is normal to make errors in their production, and that they will work with others to find and correct their errors and their classmates' errors.
(See <http://www.wikihow.com/Find-Mistakes-in-Movies> and <http://www.moviemistakes.com/best/pictures> for examples of errors in production.)
- Explain the storyboard ([Worksheet #2](#)).
- Invite pairs to create their storyboard and present it to another pair.
- Ask them to make corrections and write the first draft of the script for their media text.
- Have them check the script using resources.
- Invite them to have another peer, and/or the teacher, edit their script.
- Tell students to make corrections to the script.

Activity 4: Production

- Tell pairs that they will now create their media text, using their script and taking into account the elements they decided upon during the preproduction stage.
- Encourage them to be creative, and to include elements that demonstrate their chosen media type, such as images, clips, etc.
- Distribute the rubric ([Worksheet #3](#)) to students, and review the elements on it to help students recall the evaluation criteria for Competency 3.
- Invite them to use the rubric and their storyboard to ensure that they are on the right track.
- Remind students that cooperation is particularly important during the creative phase, and that the final product will benefit as a result of their cooperative efforts.
- Have them produce their media text, using resources, as required.



Activity 5: Postproduction

- Have pairs edit their production.
- Plan a time for them to present it to their peers or teacher for feedback.
- Tell them to make adjustments and add the final touches.
- Set a date for The Mini Film Fair.
- Put on The Mini Film Fair.

Step 3: Reflection

Congratulate students on their productions.

Lead them in a brief reflection dealing with:

- their presentation;
- their strategies;
- their effort.

Inform students that the activities they did will help them to develop an understanding of the aesthetic aspect of culture through media productions.

Invite them to set goals for the future.