POP
4 SCHOOLS
®

Filmmaking

How to... Storyboard and Structure a Film

Lesson objective

For students to be able to sequence and fully understand the main points of a storyboard required to create a multi-media film.

Success Criteria

All students must be able to create a storyboard sequence that can be transformed into simple film clips, either individual scenes to be joined together, or as a complete sequence or film.

Students should consider creating a storyboard from an original story of their own creation.

Students should consider adding music to create tension and mood to allow the viewer a more in depth understanding of the story.

Students could add spoken word and background scenery to create different settings to create vivid images for the viewers.

Context

Student's own choice of story context could be used or teachers could provide context from within the First Light and Pop4Schools materials, e.g.

Structure a film

https://pop4schools.com/resources/films/sound-and-vision/#!/how-to-structure-film

Storyboard

https://pop4schools.com/resources/films/sound-and-vision/#!/how-to-storyboard

OR

a text or area of study from within school based schemes of work.

Ideas for lessons utilizing Bloom's Taxonomy

Remembering

What are the most important aspects of creating a simple film?

Ask students to create a simple pictorial or written storyboard depicting a series of events. This could be developed with fewer or lesser film frames according to the student's learning levels.

Can you create a simple film set to represent your story, music and/or ideas?

Ask the students to create a film set using a shoebox, box, builder's tray, or the role-play area in classroom, something that could be used across a series of lessons.

What makes a film link together?

Ask students to consider what makes a film flow and link together to create a full story or animation. Ask them to consider spoken word, images, music, sound, colour.

Can you identify the role of a scriptwriter?

Ask students to brainstorm the role of a scriptwriter. Name all of the things a scriptwriter has to do to create a screenplay. What impact does a screenwriter have on the direction and emotional impact of a film?

Write a brief for a scriptwriter to create a story that you ideally would like to make, how would you direct them?

Understanding

Why do films require a flow of sound, music and vision?

Show students clips (please see main Pop4Schools page for clip sites) from various music videos and films and consider the impact that different aspects such as setting, music, sounds, colours and characters, develop tension and mood. Consider focus on how music in particular and costume or character mood evokes a different range of feelings or ambience.

Why do different music videos create different moods?

Show students clips from a range of music genres or pop song videos for example, Reggae, Rap, Rock, Pop and ask students to consider how the musician and filmmaker have created different moods that link with the style of music and context of the song.

Applying

How could we create a film of our own that depicts the words of a chosen song, current film soundtrack or a piece of music?

Ask students to create a sequence of scenes to represent and then role-play the moods of the music chosen. Ask them to record this either in pictures, photo stills or short film clips that can be fused together for the end product.

How do different scenes or aspects of words or music link together to create a continuous transition of feelings or ideas for a film?

Ask students to consider what is required to move from one scene to another and how effective mood transitions are created to ensure a smooth flow within a film. Ask them to create a live film transition using two scenes or moods they have already created.

Evaluating

What are your evaluations of films you have watched or those you and your peers have made?

Consider running a film review session and/or film premiere of the students' own work for evaluation by peers and/or invited guests, for example, adults, teachers, and parents.

Ask students to formulate a film evaluation sheet or multi-media questionnaire that could be created online or through a voting system. Students should include reference to lighting, scenery, music, spoken word, setting and transitions for effectiveness.

What are your views from a film you've watched that differ from that of your peers or a critic's report?

Ask students to consider an opposing view to that of their peers, a film or music critic or create an opposing view with justification and clear evidence.

Creating

Why is creating an original story important?

Ask students to consider the hard work that they have put into creating their own stories and storyboards, and how they feel about their own creation. How did they ensure they weren't copying anyone else's work? How did they make their story distinctive from previous films and books? Students should consider how it would feel to have their work copied by someone or posted on the internet for other people to use without their permission.

What is necessary to ensure smooth transitions throughout your pop song or story based film to create the required moods?

This could be a film for a pop song in the charts, a song the students have composed themselves or based on music for a story.

Ask students to create still images and link sections that could then be fused together to make a whole film that reflects the song and/or story they have chosen or written. This could be created in stages or within a whole day's project with a clear end result required.

Can you rearrange scenes to create a completely different response from the viewer?

Ask students to consider the scenes they have created or filmed and rearrange to consider the changes and impact on the viewer and the viewer's understanding of storyline or musical lyrics.

OR

Ask students to consider a new model, background setting or character's clothing that may recreate a complete impression or viewpoint on a piece of music or story line.

OR

Utilise a model scene set, for example from within a shoebox to make changes to scenery, props and characters to create different views and story or film climax.

Additional Ideas?

Links to resources

First Light:

Storyboard 'How to' video

https://pop4schools.com/resources/films/sound-and-vision/#!/how-to-storyboard

For a 'storyboard' layout resource to download for students

http://www.firstlightonline.co.uk/how-to/

Also see 'Scriptwriter' career role play resource under 'jobs within film industry' section on Pop4Schools site