

This introductory activity for Creating Movie Magic begins exploring IP within the broader design and technology context, helping students to link the film industry with the skills used in D&T lessons. Connecting students with the innovation and skills involved in filmmaking will help them understand the value of IP.



Up to 1 hour

Age: 11-14 years

Learning objectives:

- **All** students will be able to describe what is meant by IP
- **Most** students will be able to explain how IP links to innovation and design
- **Some** students will be able to justify why IP should be respected.

What you will need:

- DVD or film clip containing a special effects or visual effect scene (e.g. *Inception* or *Avatar*)
- Sticky notes or mini-whiteboards
- PowerPoint slides on IP (**Resource 1.0b**)
- *Vin Diesel's Socks* advert (see link in activity outline)
- Introduction to Intellectual Property worksheet (**Resource 1.0a**)

Activity outline:

1. Introduce the lesson's learning objectives, explaining that the class will be learning about the value of innovation and design through the world of film and the benefits of respecting it.
2. Show students a clip from a film containing special effects and on a sticky note or mini whiteboard, ask them to write down adjectives describing the special effects. Ask students to share responses.
3. Introduce the term "Intellectual Property" to students by showing students a range of keywords and images. Ask students to decipher what the images and keywords could mean (use **Resource 1.0b**, slide 1). Provide students with a definition of IP and the types of IP (**Resource 1.0b**, slide 2 and 3).

Show students 'How does exploring IP in the film industry help us to develop our skills?' slide in the PowerPoint (Slide 4, **Resource 1.0b**). Ask students to guess the links before revealing possible answers on the board.

4. Ask students to list as many jobs as they can think of in the film industry, then show slides 5 and 6, "What it takes to make a film..." Ask students to discuss in pairs what the diagram shows and to note down any more jobs that they can add to their list. Ideas should be fed back to the class.

Activity Plan 1.0 - What Is Intellectual Property (IP)?

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-  5. Copy the following questions onto A3 paper and stick them up around the classroom. Show students the following video of a trainee lawyer talking about copyright: [youtube/VnFyl0725jU](https://www.youtube.com/watch?v=VnFyl0725jU) (the section from 1:50 to 4:00 is particularly relevant). Pause the video after each section in the clip. Ask students, in pairs or small groups, to discuss and note down their ideas on their sticky notes on the following questions and then stick them onto the appropriate question sheet:
- What is the value of film? Is it only in the money that the film industry makes?
 - Do you think it is important to respect IP? Why?
 - Do you know how to access film legally? If so, how?
 - How is IP related to Product Design / Textiles / Graphic Design?
 - How does IP affect companies and designers?
 - How does IP affect audiences?
-  6. Show students the following advert on respecting IP, *Vin Diesel's Socks* which stars two 14-year-old students: www.filmclub.org/whats-new/details/1705/short-film-made-by-young-people-set-to-star-at-the-national-youth-film-festival
7. Ask students to answer the questions on the advert on **Resource 1.0a**. Discuss students' answers together as a class using the prompts on the sheet.
8. Ask students to answer the questions on the back of their copy of **Resource 1.0a**. Discuss students' answers together as a class. These questions are designed to assess learning against the lesson's learning objectives.

Homework task:

-  Ask students to work in pairs to construct a newspaper, magazine article or presentation on the importance of IP. Provide students with the following links to further research Intellectual Property and encourage them to carry out further independent research on IP.
- www.youtube.com/watch?feature=player_embedded&v=qUEg8S9Wso James Dyson on how much work goes into innovation
 - www.ted.com/talks/don_levy_a_cinematic_journey_through_visual_effects.html A cinematic journey through special effects (particularly the section from 02:40 to 06:45)
 - www.wipo.int/about-ip/en/index.html Information about IP
 - www.industrytrust.co.uk/useful-links/ Information about copyright and IP
 - www.cla.co.uk/copyright_information/copyright_information/ Information about copyright

 Answer these questions after watching the short video *Vin Diesel's Socks*.



Is the character in the advert right to illegally download films? Why?

What does the smaller character say are the impacts of not respecting IP?

What do you think the smaller character was referring to when he said:

"Don't you think you should pay for that?"

"With that £7 you could buy something in the film"

"Without that money there will be no bits of debris"?



Now answer these questions relating to the importance of Intellectual Property.

Describe what is meant by Intellectual Property:

How does IP protect people's ideas?

Describe the amount of work that goes into creating a film:

Why is it good to choose to watch films legitimately?

This activity begins by exploring the creative value of special effects through famous movie scenes. Students then take part in a sorting activity to investigate the importance of respecting IP. Through this task, students will delve into the positive impacts of respecting IP for themselves and wider society.



Up to 1 hour

Age: 11-14 years

Learning objectives:

- **All** will be able to identify why films are worth respecting
- **Most** will be able to decipher how IP benefits them, culture and skills and jobs
- **Some** will be able to justify their decisions with examples.

What you will need:

- Access to films for viewing suggested sections (*A Knight's Tale*, *Titanic*, *Despicable Me 2*)
- Sticky notes
- Benefits of the Film Industry Wordle (**Resource 1.1a**)
- Film Industry Flashcards (**Resource 1.1b**)

Activity outline:

1. Introduce the lesson's learning objectives.



2. Show students special effects scenes from two or three famous movies. Some suggested films are listed below and can be rented for free from the Into Film website. Please refer to the teacher notes for more details.

- *A Knight's Tale* 00:03:08 – 00:05:26
- *Titanic* 02:43:35 – 02:51:21
- *Despicable Me 2* 00:53:28 – 00:55:30

Ask students to write the names of the movies selected on sticky notes. Show students the clips and ask them to note down on their sticky notes how they think each special effect was created. Discuss each film clip together to draw out the skills and creativity behind each clip. For example, the skill involved in the set design or special effect creation. Ask what the positive values of film are and why they should be respected.

3. Distribute the industry flashcards (**Resource 1.1b**) to each pair of students. Explain to the class that each pair is to use the information on the cards to create a Wordle (see example **Resource 1.1a**) on the positive impacts of the film industry.
4. Students should use the film industry flashcards generate a list of key ideas and key terms that they will assemble to create a Wordle. This can be done by hand or on paper. Remind students that the larger the word in their Wordle, the more important that term is.

Activity Plan 1.1 - Why Should We Respect Intellectual Property?**Creating Movie Magic**

-  5. Show students the following clips about the film industry. As they watch these clips, they should add new ideas to their Wordles.
- www.youtube.com/watch?v=fBZ18xLSBhM clip showing the work of a special effects company who have worked on *The Brothers Grim* and *Hot Fuzz*
 - www.youtube.com/watch?v=_BLeFhTk-tA *Monsters* director discussing supporting independent film
 - www.youtube.com/watch?v=U33_w-kYDeg clip of post-production special effects on *Narnia* and *Clash of the Titans*
 - www.youtube.com/watch?v=xJEpcGLNgPU performance capture technology used in the making of *Planet of the Apes*.

 Benefits of the Film Industry

SKILLS
CAREERS
EDUCATIONAL
JOBS
SPECIAL
EFFECTS
COMPETITION
ANIMATORS
CATERERS
MAKE-UP

Film Industry Flashcards (Resource 1.1b)

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 Use these flashcards to identify how the film industry benefits our economy, culture and you. No doubt you'll also have your own ideas too.

In 2013, 86 documentary films were released, accounting for 13% of all releases. Documentary films can help people learn about global issues, different cultures and history and can be used as educational resources.

What's the difference between a documentary film and other films? What different types of films can you think of?

Source: data from BFI Statistical Yearbook 2013

FindAnyFilm.com

The film industry doesn't just support people working directly in film. There are lots of other industries touched by film, for example: marketing and advertising to promote the film; graphic design needed to create posters and artwork; catering companies to supply food on film sets and events.

What other industries and skills might be connected to the film industry?

FindAnyFilm.com

Making a successful film is tough, and there is lots of competition out there. Only 7% of films made in the UK are profitable.

How does respecting IP help to ensure that films continue to be made in the future?

Source: data from BFI Statistical Yearbook 2013

FindAnyFilm.com

Did you know the UK is the third largest film market in the world? There were 674 films released at cinemas in the UK last year, of which 25% were made in the UK. Three quarters of films made in the UK are never released in cinemas.

What does that mean for job creation and the revenue it provides to the economy?

FindAnyFilm.com

Film Industry Flashcards (Resource 1.1b)

Creating Movie Magic

Stop-animation films such as *The Pirates! In An Adventure With Scientists* take hours of painstaking work and skill to create. It took a year and a half to make, with each camera capturing between one and four seconds of footage per week. The animators who work on these need to use their skills of drawing, storytelling, a good sense of timing and composition and an understanding of motion, size, ratios and perspective and of course creativity.

Source: www.Aardman.com

FindAnyFilm.com

In *Wallace and Gromit – the Curse of the Were-Rabbit*, the production crew consisted of 250 people, there were 30 miniature sets and the film required 2.8 tonnes of plasticine in 42 colours. Animators used 1000 baby wipes per week to get the plasticine off their fingers.

Why is it important that people respect the creative process that goes into making films like these?

Source: Film Club screen champions resource

FindAnyFilm.com

Inception cost \$160 million to make. Much of this money was spent on creating the jaw-dropping special effects in post-production, mostly done in the UK.

How does accessing film legally help more films like this to be made in the future?

Source: www.imdb.com

FindAnyFilm.com

The UK creative industries (including film, TV, games, and music) employ 1.5million people.

How does accessing film legally help protect jobs and create new employment opportunities?

Source: Department for Culture, Media and Sport

FindAnyFilm.com

Film Industry Flashcards (Resource 1.1b)

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The majority of people involved in making movies are not employed by film studios. In fact, just under half of the people who work in the film industry are self-employed.

How does choosing to watch film legally help ensure these people are fairly rewarded for their work?

Source: BFI statistical yearbook

FindAnyFilm.com

At the end of 2012, the UK had 3,817 screens in 769 cinemas.

How many jobs do you think that creates? What was the last film you watched at the cinema?

Source: data from BFI Statistical Yearbook 2013

FindAnyFilm.com

In 2013, 62,000 students took GCSE media studies. Many of these young people will want to pursue a career in film.

How will this be affected if people illegally download films?

Source: BFI statistical yearbook

"I think your first film is always your best film. Always. It may not be your most successful or your technically most accomplished, whatever. It is your best film in a way because you never, ever get close to that feeling of not knowing what you are doing again. And that feeling of not knowing what you're doing is an amazing place to be. If you can cope with it and not panic, it's amazing. It's guesswork, inventiveness and freshness that you never get again." Danny Boyle (director).

How does watching a film legally help to support new and emerging talent in the film industry?

Source: www.imdb.com

FindAnyFilm.com

Film Industry Flashcards (Resource 1.1b)

Creating Movie Magic

TV is one of the most accessible and popular ways to watch film. In 2012, there was a choice of over 7,400 films across all channels.

How many films do you watch on TV?

Source: data from BFI Statistical Yearbook 2013

FindAnyFilm.com

Prosthetic artists help to bring amazing characters such as the Orcs in *The Lord of The Rings* to life. They use their creative flair and craft skills to help audiences believe that what that they are watching is real.

What other famous film characters can you think of that would need prosthetic make up?

Source: adapted from www.creativeskillset.org

FindAnyFilm.com

In the UK alone there are 2,200 post-production companies. Post-production is what happens to a film after it is shot and includes editing and adding special effect and digital effects. The UK has a world-famous post-production and visual effects industry and are experiencing a shortage of new recruits.

Did you know the majority of the post-production for the Oscar-nominated film *Gravity* was done in the UK?

Source: adapted from BFI statistical yearbook and www.creativeskillset.org

FindAnyFilm.com