

**Who Makes the Magic?** So who's behind the magic? There is a myriad of skills, expertise and creativity behind every second of every film. This activity will take students behind the scenes to investigate the different roles, skills and potential careers in the film industry. Students will recognise how the skills developed through D&T can help them on the path to careers in the film industry.

This activity will help students to make a direct link between respecting IP, protecting jobs and careers in this field and relevant skills required from D&T.



Up to 1 hour

Age: 11-14 years

**Learning objectives:**

- **All** students will be able to identify and describe a job role within the film industry
- **Most** will be able to explain how IP supports a particular job role
- **Some** will understand and be able to explain the D&T skills connected to each role.

**What you will need:**

- Sticky notes
- Clip of 'Who's Who in a Movie Crew'
- Job Role Cards (**Resource 2.0a**)
- Access to ICT facilities

**Activity outline:**

1. Introduce the lesson's learning objectives.
2. Watch this interview with Aardman Animation's Peter Lord, which explains what it takes to make the magic of movies: [www.filmclub.org/behind-the-scenes/details/483/aardman-animation-s-peter-lord](http://www.filmclub.org/behind-the-scenes/details/483/aardman-animation-s-peter-lord)
3. Ask students if they have ever watched the credits at the end of a film. How long did the credits take? How many people do they think were involved? Provide students with sticky notes. As students watch this video, ask them to write down on their sticky notes any job roles that are mentioned [vimeo.com/71838170](https://vimeo.com/71838170).
4. Afterwards, ask the class to feed back which jobs they heard mentioned in the video. Discuss the skills used in D&T that would be useful to those jobs. Discuss with students which job they would most like to do and why. Then discuss the importance of each of the jobs and why they rely on people respecting IP.

## Activity Plan 2 - Build Understanding

## Creating Movie Magic

5. Discuss with students the reality of the film industry. Most people who work in it are behind the scenes and have a huge variety of skills ranging from carpentry and construction to make-up to computer graphics. They are all incredibly talented, and without them, films could not be made. For videos on careers in the film industry, view the You Make the Movies series at: [www.youtube.com/youmakethemovies](http://www.youtube.com/youmakethemovies)



6. Next, show students the following special effects scene from the film *Inception* and then the second clip, explaining what it took to create these effects.

*Inception*, DVD timecode 01:34:32 – 01:35:18

This scene takes place in a beautiful hotel. All the people in the room are immaculately dressed.

- Who was involved with making this scene? See Resource 2.0a for some examples of job roles in the industry
- Who has the most important job in this movie? Some students may suggest director, or actors; some may suggest producer. This is likely to spark some debate!
- What are the people who make the special effects called? There are various roles, for example special effects technician, special effects co-ordinator, visual effects supervisor etc.
- Who asked for the money to make this movie? A film's producer is usually responsible for financing the production
- Who decided what the costumes would look like? This is usually the costume designer
- What D&T skills have been used to construct this scene? Aim to get students to relate what they see on screen to key skills they are learning, e.g. researching, planning and design, ICT skills, creativity, leading others/working as a team, creating, evaluating etc

What it took to create these effects: [www.youtube.com/watch?v=iTawuVtbVW0](http://www.youtube.com/watch?v=iTawuVtbVW0)

Hand out one Job Role Card (**Resource 2.0a**) to each student or pair and ask them to read through it. Instruct students to create one PowerPoint slide on their job role using the information on their card and further information available at: [www.filmclub.org/behind-the-scenes](http://www.filmclub.org/behind-the-scenes)

[www.creativeskillset.org/film/jobs/index\\_1.asp](http://www.creativeskillset.org/film/jobs/index_1.asp) (film industry job profiles)

[www.craftandtech.org/crew-profiles-overview/](http://www.craftandtech.org/crew-profiles-overview/) (film industry job profiles)

[guru.bafta.org/craft/fx-design](http://guru.bafta.org/craft/fx-design) (series of videos about careers in visual effects).

Encourage students to look up their allocated job role and find real film industry employees who do that job. They could start by searching the credits list for their favourite film and finding out who performed that job role on the film. They can then use this information to put a name and a face to the job in their presentations.

7. Provide students with guidance on what their PowerPoint slide should contain, using the following differentiated outcomes:

- **All** – Describe the skills your job role requires. What would a person with this job do on a typical day?
- **Most** – Explain how IP respects creativity
- **Some** – Explain why D&T skills are required for this role (planning, communicating, creating, organising, ICT skills researching and decision making).

8. Ask students to feed back their slides to the group and peer-assess their work.

### Take it further...

Use the links below to explore how people can work towards special/visual effects careers in the film industry. Create a leaflet to advise young people how they can access careers in the film industry.

- [www.youtube.com/watch?v=XCKtmgHodZQ&list=PL56X-L2OwyQvn4fhe6y3cOrjq1V4KXzOx&feature=c4-overview-vl](http://www.youtube.com/watch?v=XCKtmgHodZQ&list=PL56X-L2OwyQvn4fhe6y3cOrjq1V4KXzOx&feature=c4-overview-vl) (video about skills that are important in the visual effects industry)
- [vimeo.com/37809880](http://vimeo.com/37809880) (Find out what visual effects are and how to access a career in this field)
- [www.craftandtech.org/breaking-into-the-film-industry/](http://www.craftandtech.org/breaking-into-the-film-industry/) (advice on how to break into the film industry)
- [guru.bafta.org/craft/fx-design](http://guru.bafta.org/craft/fx-design) (series of videos about careers in visual effects)

 Cut these cards out and give one set to each group.

Students should research their role and can add an image of someone in the film industry who currently does this job.



**Producer:**

You hire all the people, raise the money from investors and make all final decisions about the film.



**Director:**

You look after the whole creative process, making final decisions about the acting and camera shots.



**Visual FX Supervisor:**

You oversee all visual special effects on set and in the film. You help to create the parts of the film that cannot be shot in real life.



**Gaffer (Head of Lighting):**

You plan the best lighting for each sequence, scene and shot.



**Director of Photography:**

You plan the best camera angles and types of shot for the film. You are responsible for capturing the action in each scene. You work closely with the Director to follow the script.



**Production Designer:**

You are in charge of the set and making sure that it draws the audience into the film.



**Sound Recordist:**

You plan, record and produce the sounds needed for each sequence, scene and shot, from background noise to dialogue.



**Draughtsman:**

You design all the sets for the film, combining your drawing skills with excellent knowledge of perspective and design.



**Make-up Artist:**

You prepare the actors for the camera, using everything from make-up to specially made costumes.



**Choreographer:**

You plan the dancing, fighting and action scenes. Teach the movements to the actors. Watch closely while the actors are being filmed and help them to get it right.



**Costume Designer:**

You decide on the wardrobe and costumes for each character. Work with the Stills Photographer to take photographs of actors in full costume for continuity. Find all clothes needed for costumes.



**Model Maker:**

You work with all types of materials; wood, metal and plastic to create models and miniatures used in films. You combine your basic engineering knowledge with skills such as modelling and carpentry.



**Unit Production Manager:**

You organise the sets, locations, scripts, schedules and production. You help to make sure that the film stays within budget.



**Assistant Director:**

You break down the script into a shooting schedule. Check the cast, crew and equipment are at the right place at the right time. Work closely with the Director to make sure the filming is on time.



**Storyboard Artist:**

You draw illustrations on the storyboard to show the storyline of the film. Check that every sketch shows a different scene. You will work closely with the Director to include camera angles, character and the set in your sketches.



**Prop Builder:**

You create special props that cannot be found by the Production Designer. Make the props from scratch. Use your skills in making things.



**Stunt Performer:**

You are employed to take the place of actors in dangerous scenes or scenes where particular skills such as martial arts are required.



**Animator:**

Your work could be hand-drawn, stop-frame or computer animated. Animation requires painstaking detail to capture every movement of your character.