

Activity Plan 3.1 - Create Your Own 'Forced Perspective'

Creating Movie Magic

Bring to life the magic of the movies in your classroom by using this guidance sheet to help your students plan, design and create their own special effect. By becoming creators, students will begin to understand why IP is important.

Vp to 2 hours

Age: 11-14 years

Learning objectives:

- All will begin to understand the hard work that goes into creating a film and the importance of Intellectual Property
- Most will be able to describe how to re-create a special effect in the classroom
- Some will be able to evaluate how to improve the quality of their own special effect.

What you will need:

- Refer to health and safety section in Teachers' Notes
- Interactive whiteboard or similar
- Camera
- Background or scenery
- Figures or props that you want to use in your special effect
- Student activity sheets How to Create Forced Perspective with Models and Actors (Resource 3.1a)
- Student worksheet Forced Perspective Flow Chart (Resource 3.1b)
- Camera Angles Guidance Sheet (Resource 3.1c)

Activity outline:

- 1. Introduce the lesson's learning objectives.
- 2. Divide students into small groups of two or three. Explain some key terms students will need to understand before watching the clip below:
 - Special effects effects that cannot be achieved through normal filming techniques, e.g. explosions
 - Perspective use of camera shots to create an illusion of size or distance
 - Camera angles the placement of a camera to create a particular effect e.g. low-level shot (see Resource 3.1c).

3. Show students the following film footage from the BFI National Archive:

Alice in Wonderland (1903) www.youtube.com/watch?v=zelXfdogJbA

Film Focus: As an extension task, show students the new and old versions of this film and ask them to discuss how the special effects have changed.

- 4. Ask students how they think these special effects were made.
 - Do you think the object was actually that big?
 - What perspective tricks did they use to create this scene?



www.intofilm.org

Our downloadable resources are designed to be used in conjunction with selected film titles, which are available free for clubs at www.filmclub.org

Activity Plan 3.1 - Create Your Own 'Forced Perspective'

Creating Movie Magic

- 5. Forced perspective is used in many films. Some examples are given below. Use a moment chosen from one film on this list and/or **Resource 3.1a** (1/3) to explain how forced perspective works:
 Avatar (2009)
 - The Hitchhiker's Guide to the Galaxy (2005)
 - Elf (2003)
 - Big Fish (2003)
 - Sherlock Holmes (2009)
 - Alice in Wonderland (2010)
 - Gulliver's Travels (2010)

An interview about the making of *Gulliver's Travels* is available here: <u>www.youtube.com/watch?v=3AK07HqqR18</u>

- 6. Ask students to experiment with the forced perspective effect in their groups using **Resource 3.1a**.
- 7. Ask students to record how to make a forced perspective photograph or video in a flow chart (Resource 3.1b).
- 8. Ask students to experiment with the skills they have learnt to create an original forced perspective photograph. Have a slideshow exhibition of the photographs taken (15 minutes).
- 9. Students should share the information in their flow charts at the end of the lesson to assess learning and progress. They should also be encouraged to reflect on the skill and work that goes into creating scenes such as this in films.



How to Create 'Forced Perspective' (Resource 3.1a)

Creating Movie Magic

Forced Perspective

Great films such as *Lord of the Rings* and *Elf* have used perspective to create magical effects; making things seem bigger or higher than they actually are. Optical illusions that play with the scale of objects are examples of 'Forced Perspective.'

Photographic examples of forced perspective:



© MMIII New Line Productions, Inc. © MMIV New Line Home Entertainment, Inc. All Rights Reserved.



© MMIII New Line Productions, Inc. © MMIV New Line Home Entertainment, Inc. All Rights Reserved.



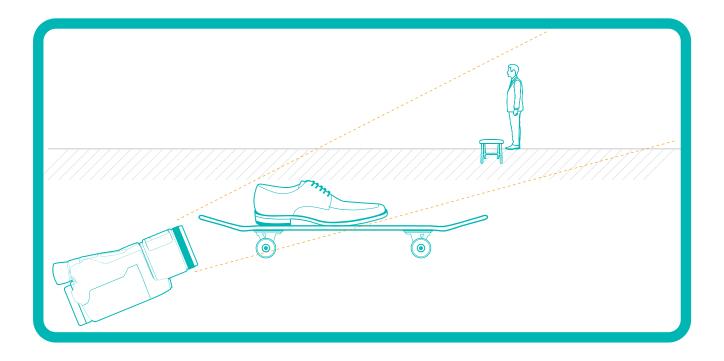
How to Create 'Forced Perspective' (Resource 3.1a)

Creating Movie Magic

Forced Perspective Example: Driving a Shoe

This scene can be shot using live video or stop motion techniques.

- 1. Position a shoe in the foreground and an actor in the background. The actor can walk on set or be there right from the beginning. The aim is to get the actor to climb into the shoe, sit down and drive it away.
- 2. Start with a rehearsal first to get the correct shots. The camera person in your group should watch the scene through the lens of the camera to make sure the scene runs smoothly.
- 3. Put the shoe on a movable flat surface, as it will need to roll away at the end of the scene. It should be laced up and placed side-on to the actor. Make sure that it is flat and that you can't see the inside of the shoe as this will spoil the effect.
- 4. Your actor will need to step up onto a chair, swing a leg over and climb down again and stand still facing forward behind the shoe.
- 5. When it looks like the actor is 'inside' the shoe, more actors can get in.
- 6. Start the engine by turning the ignition and move the shoe forward. This should be done slowly. It is really important that the shoe and actors move forward at the same time, so that the actors remain 'inside' the shoe until the props and actors are off camera.
- 7. As an extension you could add your own sound effects to create more depth to your animation. For advice on how to use music legally in films, visit: www.filmclub.org/behind-the-scenes/details/325/how-to-legal





Forced Perspective Flow Chart (Resource 3.1b)

Creating Movie Magic

Forced Perspective Flow Chart

Flow charts are used within D&T to record how to make something. The same symbols are used on all flow charts, and arrows are used to show the direction of the stages.



Task:

In the space below record how you have made a forced perspective film or image. Use the symbols provided to record each part of making. Your stages should be detailed enough so another person could use your steps to create their own film or photograph.

		e.g.	Create your chart here
		Start	
		Collect materials to make background of set	
No		Set up materials to make the background	
	Yes	Check the background is big enough to fill the camera lens.	



Camera Shots and Angles (Resource 3.1c)

Camera Shots:

Extreme Close-Up

An extreme close-up shows just a small part of a person or thing. Use it to show an important detail

Close-Up

A close-up shows part of the subject - their face, or maybe their head and shoulders. It lets you imagine what they're feeling

Mid Shot

A mid shot shows the top half of the body. You can see the face and what the person is doing

Long Shot

A long shot shows someone from head to foot. You can see the person in the setting

Extreme Long Shot

With an extreme long shot you're too far away to recognise people. You can use it at the start of the film to show the setting.

Camera Angles:

Low Angle Shot

If you want to make a person or thing seem important or scary, use a low angle shot that points the camera up at them.

High Angle Shot

A high angle shot looks down and makes people look weaker.

Bird's-Eye Shot A bird's-eye shot looks straight down at the scene or a thing.

Thanks to Tom Barrance learnaboutfilm.com





















Activity Plan 3.2 - Create Your Own 'Stop Motion' Activity

Creating Movie Magic

Use this guidance sheet to help your students to plan, design and create their own stop motion movie effect. By becoming creators, students will begin to understand the value of work created by people in the film industry.

V Up to 4 hours

Age: 11-14 years

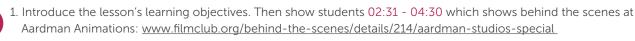
Learning objectives:

- All will be able to list techniques for creating special effects in movies
- Most will be able to describe how to re-create a special effect in the classroom
- Some will be able to evaluate how to improve the quality of their own special effect

What you will need:

- A digital camera or webcam. Use a low image size to allow for more frames
- Windows Movie Maker or Microsoft PowerPoint for most PCs or JPGVideo, iPhoto and iMovie for the Apple Macintosh. StopMotion for Linux
- Student activity sheets (Resource 3.2a)
- Student worksheet Manufacturing Diary (Resource 3.2b)
- A Storyboard Template (**Resource 3.2c**) to draw out a short animation sequence so that you know where and how to move your figure
- Vicky Mather Storyboard (Resource 3.2d)
- Plasticine (alternatively students could create their own paper characters or use soft toys)
- Blu-Tac to hold the figure in place for each shot

Activity outline:



- 2. Show students a short extract from one or more of the following:
 - Jason and the Argonauts (1963)
 - Wallace & Gromit: The Curse of the Were-Rabbit (2005)
 - Stanley Pickle, available at: <u>http://vickymather.co.uk/films/</u> (12 rating)
 - Chicken Run (2000)

Ask the students to guess how the look of *Stanley Pickle* was created. An interview with Vicky Mather, the creator of *Stanley Pickle* explaining how the film was created is available here: www.filmclub.org/behind-the-scenes/details/352/vicky-mather (05:00 - 08:25)

- 3. Ask students to use the student worksheet **Resource 3.2b** to create two different stop motion animations.
- 4. Now ask students to use the skills they have learnt along with their own Manufacturing Diary to create their own stop motion animation.



Activity Plan 3.2 - Create Your Own 'Stop Motion'

Creating Movie Magic

5. Ask each group to create their own original character. They will need to plan and draw what their character will do on a storyboard. Students can use the Storyboard Template **(Resource 3.2a)**.

Film focus – extension task:

1. Cut out the boxes from the Vicky Mather storyboard (**Resource 3.2d**) and jumble them up. Ask students to order the boxes in the sequence that they think is correct. Next, show students the short film of *Stanley Pickle* which can be found here: <u>vickymather.co.uk/films/</u> (12 rating).



Stanley Pickle original concept drawings courtesy of Vicky Mather, vickymather.co.uk.

2. As students watch this short film they should check that their boxes are in the correct order and re-order any that are not.

3. Discuss with students how storyboards are an important planning tool for filmmakers.

- 4. Discuss the D&T skills required to create these animations and which job roles in the industry would be required in these scenes. Find more films that use stop motion animation on <u>www.FindAnyFilm.com</u>.
- Fantastic Mr Fox (2009)
- Frankenweenie (2012)
- The Pirates! In an Adventure With Scientists (2012)
- Flushed Away (2006)
- Coraline (2009)
- James and Giant Peach (1996)
- Paranorman (2012)
- Jackboots on Whitehall (2010)
- Wallace and Gromit The Curse of the Were Rabbit (2005)
- Jason and the Argonauts (1963)
- Fantastic Mr Fox (2009)
- The Nightmare Before Christmas (2005), especially 16:12 18:49, 23:04 27:40



6. Ask students to complete the Manufacturing Diary (**Resource 3.2b**) to record how they have made a stop motion animation.



How to Make a Stop Motion 'Walking Scene' (Resource 3.2a)

Creating Movie Magic

0

One of the first uses of 'stop motion' animation was model animation. This was used to great effect by Ray Harryhausen in his fantasy movies *The 7th Voyage of Sinbad* and *Jason and the Argonauts*.

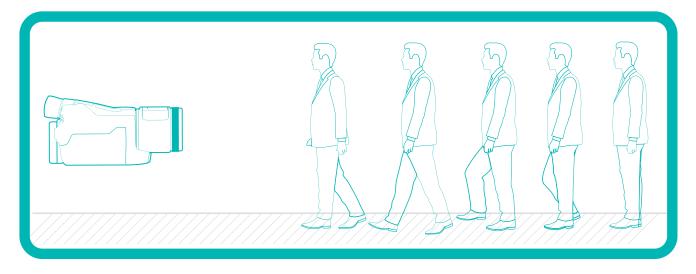


© The Ray & Diana Harryhausen Foundation

Useful video tutorial: www.animate-it.com/get-animating/getting-started/

How to create this effect:

- 1. Plan your scene on a storyboard (use Resource 3.2c).
- 2. Create a plasticine figure. Practise making your figure move its arms and legs. Secure your figure to the table with Blu-Tac.
- 3. Set up your background behind your figure.
- 4. Use your camera to zoom in so that the background fills the camera screen. Once you have done this you must not move your camera throughout the scene using a tripod or something to rest your camera on will help with this.
- 5. Decide what your figure is going to do. Create the first shot.
- 6. Take TWO shots with your camera. You need to shoot TWO shots per position to keep the movement smooth.
- 7. Move the figure slightly for each shot and keep it steady to avoid 'jump'. Perhaps change the position of the head to make the movement more realistic.
- 8. Keep moving the figure along and taking TWO shots until you have completed the scene.
- 9. You should aim to take between 50-100 photos for a film of up to 10 seconds.



Alternative methods of editing your stop motion animation:

There are a number of tutorials available online for each of these software packages:

- Windows Movie Maker (PC)
- JPGVideo (PC) Once you have your pictures, use JPG Video to create an AVI video from a series of JPEG pictures. Just point the program to a directory and it will sort the pictures it finds there and merge them into a video. The video should play on most computers and can be burned to DVD.
- StopMotion (Linux)

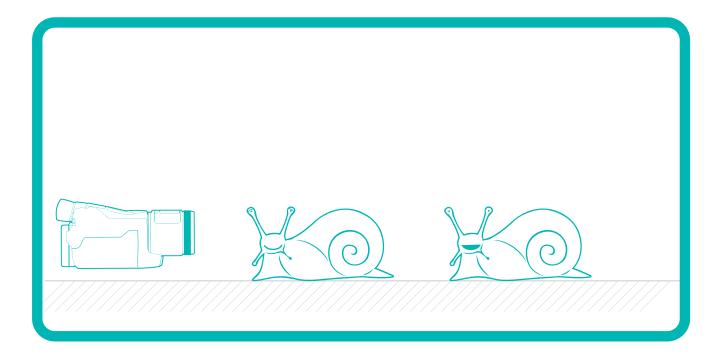


Stop Motion Animation Example 'Snail Scene' (Resource 3.2a)

Creating Movie Magic

How to create this effect:

- 1. Take two pieces of plasticine and roll each of them into a ball.
- 2. Put them both on the table and roll them into separate sausage shapes.
- 3. Use one of these to create a snail shell by making a coil. The other is for the snail's body.
- 4. Attach the snail shell to the back of the body.
- 5. Now make some eyes and mouths. These can be changed in each scene to create a 'talking' snail.
- 6. You can use different colours for the shell, body, eyes and mouth.
- 7. Adjust your lighting to light the scene. Try to avoid any shadows or glare.
- 8. Position your camera and don't move it for the whole scene.
- 9. Decide what your snail is going to do. Create the first frame. Take TWO shots.
- 10. Move the snail along slightly and perhaps change the position of the eyes or mouth. Take TWO shots.
- 11. Keep moving the snail along and taking TWO shots until you have completed the scene.
- 12. You should aim to take between 50-100 photos for a film of up to 10 seconds.





Making The Animation (Resource 3.2a)

Creating Movie Magic

Downloading your photos and making the animation (i-Movie)

- Create a new album in iPhoto or similar (see below for alternatives) and import your image files from your camera. When your photos have all been imported, close iPhoto and open iMovie.
- Create a new project and give it a name.
- Click on 'Media' and select 'Photos'. Find your album and open it. You will now see your photos as a sequence.
- You will need to tell iMovie how long you want each photo to appear. Aim for about three frames for each photo. A good average speed is 30 frames per second. So 100 photos will last about 10 seconds.
- Select all of the photographs in your iMovie stop-motion album. Click 'Show Photo Settings' and type in '0:03' for your duration in the pop-up window. Click 'Apply' and your photos will be transferred to the timeline at the bottom of the window. When all of your photos have been transferred to the timeline, press 'Play'. You should see your stop motion movie play.



Alternative methods of editing your stop motion animation:

See this tutorial on editing: www.filmclub.org/behind-the-scenes/details/322/how-to-edit



Making The Animation (Resource 3.2b)

Creating Movie Magic

Stop Motion Animation – Manufacturing Diary

Manufacturing diaries are more detailed than flowcharts and take a table form. They are an alternative method of recording how to manufacture a product.

Task:

In the table below, record how you have made a stop motion animation movie. Your stages should be detailed enough so another person could use your steps to create their own movie. Carry on to a separate sheet of paper if you need to.

	Stage	Equipment/ materials needed	Quality control check	Evaluation of stage
Image: second				
Image: select				
Image: series of the series				
Image: second				



Creating Movie Magic

Storyboard Template

Storyboard Template (Resource 3.2c)

Use this worksheet to help you plan what your character is going to do. For more advice on how to storyboard, visit:

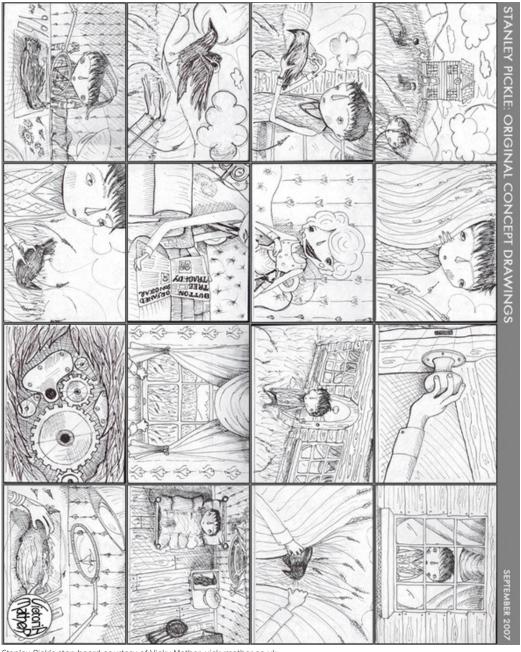
Notes	Notes	
Notes	Notes	
Notes	Notes	
Notes	Notes	



Storyboard Template (Resource 3.2d)

Creating Movie Magic

• Vicky Mather Storyboard for Stanley Pickle



Stanley Pickle storyboard courtesy of Vicky Mather, vickymather.co.uk



Activity Plan 3.3 - Are You a Superstar Moviemaker?

Creating Movie Magic

Summary: Use this reflection grid to help your students evaluate their work as movie magic creators and reflect upon what they have learnt.



Up to 15 minutes

Age: 11-14 years

Learning objectives:

- All will be able to describe what went well and any areas of improvement
- Most will explain how their film clips could have been improved
- **Some** will be able to evaluate how the problems they came across could have been tackled and how their own film's quality could be improved.

What you will need:

• Are You a Superstar Moviemaker? Activity sheet (Resource 3.3a)

Activity outline:

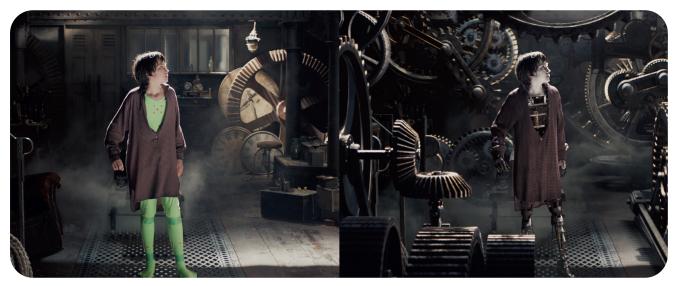
- 1. Introduce learning objectives.
- 2. Reflect on creating the forced perspective and stop motion animation clips.
- 3. Evaluate what was successful, areas for improvement and set targets for groups' next attempt.
- 4. Discuss with students how difficult or easy it was to create their own special effect. Explain that special effects can take months of work to create. It took a whole day to make just 3 seconds of film for *Wallace and Gromit -The Curse of the Were-Rabbit*. Watch this interview with Tristan Oliver, Cinematographer, explaining the number of people needed to create movie magic and how he created special effects for the aerial battle scene www.filmclub.org/behind-the-scenes/details/338/tristan-oliver (especially time code 03:56 10:51)



Are You a Superstar Movie Maker? (Resource 3.3a)

Creating Movie Magic

Are You a Superstar Movie Maker?



[©] Images from Hugo courtesy of Pixmondo

Are you a superstar movie maker? - How did you do?

You've completed your special effect; now, complete the table below and explore if and how you can make improvements.

1. Describe the tasks you completed.

2. What did you find difficult? How did you overcome these difficulties?

3. Did you learn new skills? What were they?



Are You a Superstar Movie Maker? (Resource 3.3a)

Creating Movie Magic

4.	
	Have you learnt any new words? What are they?
F	Aver you happy with the materials you choose? Would you make adjustments next time?
5.	Are you happy with the materials you chose? Would you make adjustments next time?
6	How long did the project take to complete?
υ.	
7	Would it be easy to do the animation again?
/.	would it be easy to do the animation again:
8.	Were your animation techniques adequate or would you use different techniques? What are your targets for nex
8.	Were your animation techniques adequate or would you use different techniques? What are your targets for nex
8.	Were your animation techniques adequate or would you use different techniques? What are your targets for nex
8.	Were your animation techniques adequate or would you use different techniques? What are your targets for nex
8.	Were your animation techniques adequate or would you use different techniques? What are your targets for nex
8.	Were your animation techniques adequate or would you use different techniques? What are your targets for nex
8.	Were your animation techniques adequate or would you use different techniques? What are your targets for nex
9.	What do you think of the overall result? What changes would you make if you were to do it again? Set yours
9.	
9.	What do you think of the overall result? What changes would you make if you were to do it again? Set yours
9.	What do you think of the overall result? What changes would you make if you were to do it again? Set yours
9.	What do you think of the overall result? What changes would you make if you were to do it again? Set yours
9.	What do you think of the overall result? What changes would you make if you were to do it again? Set yours
9. th	What do you think of the overall result? What changes would you make if you were to do it again? Set yours ree targets for improvement.
9. th	What do you think of the overall result? What changes would you make if you were to do it again? Set yours ree targets for improvement.
9. th	What do you think of the overall result? What changes would you make if you were to do it again? Set yours ree targets for improvement.
9. th	. How much work do you now think goes into creating special effects? Why is IP so important to people who