**See, think, make.
Imagine**

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 4.0 - Designing Your IP Film   **Creating Movie Magic**

What is the best way of sharing learning and inspiring others to value and respect film? Your students have been on a learning journey that has helped them to recognise the work that goes into creating magic movie moments. They have explored career opportunities in the film industry and reflected on the skills involved in them. Now it is over to them to share what they have learnt.

Their challenge is to create a short film storyline for a competition that aims to inspire other young people to view films legally. They will need to convey the hard work that hundreds of people put into creating a film as well as the message that respect for IP means respecting creators' hard work.

Up to 1 hour	Age: 11-14 years

Learning objectives:

- **All** will be able to create a story that inspires others to make positive film choices
- **Most** will be able to draw their story with skill and dexterity
- **Some** will be able to develop the connection with the audience through creative use of camera angles.

What you will need:

- Storyboard Worksheet **(Resource 4.0a)**
- Pencils
- Access to ICT facilities (optional)
- Competition brief

Activity outline:

1. Introduce the lesson's learning objectives.

2. Put students in groups. When assigning students to groups, teachers may wish to review the roles each group requires for constructing the film in **Activity 4**. For the competition, students can enter in groups of up to four.

3. Give students their competition brief (full details in the **Competition Brief** section of this resource):

   To develop a storyboard for a short film (no longer than 35 seconds) that inspires young people to respect creative content and encourages them to view film through legal channels, such as www.FindAnyFilm.com, where you can find all films, all above board.

   The question is: what's the best way to showcase the various skills involved in creating movie magic to remind young people exactly why film should be respected and valued?

   As you have seen and experienced yourself in making your own special effects, it takes great effort, time and skill to make films. Hundreds of people are involved in creating awe-inspiring movie moments, from camera crew and make-up artists through to animators, stunt specialists and special effects teams... but not everyone knows about the dedicated work that goes on behind the scenes.

4. Each group will need to consider what the best way to inspire their peers may be. They will need to connect with their audience, helping them to care about film and understand why it should be valued.

5. Ask students to create a mind map or profile of things they know about their target market (11-14-year-olds) including their interests and movies they may enjoy watching. Student mind maps should also include ways in which they might be able to appeal to their target market, such as what kind of language they should use, e.g. formal or informal.

6. You may wish to show students the IP films watched previously (e.g. *Vin Diesel's Socks* - www.youtube.com/watch?v=1kdSyLf0GNQ) to give students inspiration for what they are about to create.

7. Ask students to start by discussing their ideas for the storyline of their short film. Allow students some discussion time to share ideas. Students can generate ideas together and can enter in groups of up to four. Show students the guidance video on how to create a great storyboard, which can be found here: www.filmclub.org/behind-the-scenes/details/316/how-to-structure-your-film and www.filmclub.org/behind-the-scenes/details/317/how-to-storyboard-your-film Students can also use the storyboard example from **Activity 3.2**.

8. Ask students to refer back to their work from previous lessons to help to collect information that could be useful in the design of their own film:
   • Introduction to Intellectual Property worksheet **(Resource 1.0a)**
   • Who Benefits From this Industry? Venn diagram worksheet **(Resource 1.1a)**
   • Job role PowerPoint slides
   • Student Activity Sheets - How to Create 'Forced Perspective' with Models and Actors **(Resource 3.1a)**
   • Forced Perspective Flow Chart **(Resource 3.1b)**

9. Distribute storyboard sheets **(Resource 4.0a)** and ask students to sketch their story onto the storyboard.

10. Share students' ideas together as a class and provide feedback on other groups' storyboards. Questions to consider: will the film appeal to the target market? Does the film promote respect for IP? How does it do this?

Take it further...

You may wish to encourage higher-ability students to consider different camera angles. For more information on camera angles see **Resource 3.1c**.

INTO FILM

**See, think, make.
Imagine**

www.intofilm.org

Storyboard Template

Aardman

See, think, make.
Imagine

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 4.1 - Creating Your IP Film   **Creating Movie Magic**

Summary: Bring your students' ideas to life through this filmmaking activity which extends the learning from the storyboard competition activity. Using the skills developed in Activity 3 or trying out new filmmaking skills, students will work together to create their own piece of Intellectual Property.

Please note that for the competition, students should submit a storyboard rather than a completed film.

Up to 2 hours	Age: 11-14 years

Learning objectives:

- **All** will be able to describe their role in the production of their film
- **Some** will be able to explain why their role is important to the production of their film
- **Most** will be able evaluate the pros and cons of their role in the production of the film and suggest other roles that may be required.

What you will need:

- Refer to health and safety advice in Teachers' Notes
- Camera or video camera (depending on the techniques students plan to use)
- Background or scenery
- Figures or props that you want to use in your film
- Student Roles sheet **(Resource 4.1a)**
- Student Activity Sheets - How to Create 'Forced Perspective' with models and actors **(Resource 3.1a)**
- Forced Perspective Flow Chart **(Resource 3.1b)**
- Students' storyboards
- Competition Brief

Activity outline:

Watch the winning entry for the National Youth Film Festival 2013, a stop motion film, as inspiration: www.filmclub.org/whats-new/details/1743/the-national-youth-film-festival-awards-and-the-winners-are

Then watch this interview with Peter Shaw, a 26 year old animator. In the section from 14:50-22:08 he explains stop motion animation and two of his films, *Know Thy Self* and *Minotaur* are shown – these are very inspirational for young people: www.filmclub.org/behind-the-scenes/details/403/peter-shaw

See, think, make.
Imagine

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 4.1 - Creating Your IP Film   **Creating Movie Magic**

Before beginning this activity it is important for the teacher to decide on the method of capturing the films. This can be done using the stop motion animation technique used previously or through normal filming which will require a different style of editing. Helpful tips and useful information on how to create a film can be found here:

www.filmclub.org/behind-the-scenes/details/317/how-to-storyboard-your-film
www.filmclub.org/behind-the-scenes/details/318/how-to-use-a-camera
www.filmclub.org/behind-the-scenes/details/321/how-to-direct
www.filmclub.org/behind-the-scenes/details/323/how-to-health-and-safety
www.filmclub.org/behind-the-scenes/details/320/how-to-lighting

1. Ask students to decide who will take on each job role using **Resource 4.1a**.

2. Remind students that the ideas and characters in their film must be original and that any music must be copyright free. For more information on how to use music legally in films, visit:
   www.firstlightonline.co.uk/how-to/music-and-copyright/

3. Students should construct their set including the background.

4. Students should construct their props and their figures, if made of plasticine or another medium.

5. Students should set up their camera equipment.

6. Once all parts of the film are set up students may wish to experiment and practise their roles before beginning to construct their film.

7. Once students are confident they are ready, they should begin constructing their films.

8. To edit their films students should use **Resource 3.2c** for stop motion animation and Windows Movie Maker for live action films.

Student Roles

© Aardman Animations

© Aardman Animations

Divide the following job roles amongst your group members:

Job role	Description of your role	Key D&T skills required
Director	You look after the whole creative process, making final decisions about the acting and camera shots.	• **Reflecting** • **Innovating** • **Decision making** • **Organising** • **Communicating** • **Leading others**
Director of Photography	You plan the best camera angles and types of shot for the film. You are responsible for the capturing the action in each scene. You work closely with the Director to follow the script.	• **Planning** • **Reflecting** • **Innovating** • **Decision making** • **Creating** • **Organising**
Grip	If something needs to be pushed, held or controlled then this job role covers it.	• **Organising** • **Communicating** • **Working as a team** • **Problem solving**
Unit Production Manager	You organise the sets, locations, scripts, schedules and production.	• **Planning** • **Organising** • **Creating** • **Presenting** • **Working as a team**

Aardman