

Storyboarding a basic narrative structure.

EXTENDING THE STORY OF ROSIE THE COW INTO THE UNKNOWN.

ESSENTIAL QUESTION

Can it be true that there are only seven basic plots to anything ever written...ever?

WHAT ARE WE LEARNING?

- Understand that the order and organisation of words, sentences, paragraphs and images contribute to and affect meaning in a range of texts.
- Use a range of oral, written and visual features to create meaning and effect, and to sustain interest.
- Organise and sequence ideas and information for a particular purpose.

TRY THIS WITH

- Years 7 - 10
- Students who have an interest in telling a compelling story.
- Students who love to visually plan their work.

FIND

- Trace
- Review
- Relate
- Summarise
- Outline
- Identify

Ask students to name key fairytales from their childhoods.

Table the idea that there are only seven different types of stories in the world.

Ask students if they think that this could at all be possible.

Sort the listed fairytales against the generic story types using Popplet.

Reflect.

Further horrify your students by introducing the concept of the basic elements of any narrative - beginning, rising action, middle, problem/complication, falling action, resolution, and end.

Create a 30 second version of your fairytale that identifies the narrative elements.

Identify a favourite character from TV, film, or literature.

Read the PIXAR rules of an excellent character - how do the rules apply to the characters in your story?



APPLY

- Choose
- Categorise
- Illustrate
- Discuss
- Breakdown
- Prioritise

Reflect on the key elements of any narrative.

Draw a skeleton map of the elements.

Support students to brainstorm a Rosie Story (fiction or non-fiction) to be used for their short film.

Watch the Pixar 'How to pitch a storyboard' video.

Use sticky notes to storyboard each Rosie Story in groups.

Create a time limited situation for this - 30-45 minutes.

Inform students their storyboard can only have 10 frames.

Revise and rationalise each storyboard to meet the frame criteria.

Each group has one minute to pitch their story to the class.

Review each storyboard in three minute critiques.

Revolve around the class in groups - encourage students to take this seriously.



PRODUCE

- Modify
- Improve
- Infer
- Innovate
- Prioritise
- Construct

Use different coloured stickers to anonymously identify likes and dislikes in a visual way.

Support students to respond constructively to their criticism by reworking their storyboards.

When storyboards have been reviewed, have students identify other elements.

Reflect on the conventions of the Rosie Story.

For each shot students need to plan as if they were the director:

What time of day, year or season is it?

What camera angle is required?

Which photographic backdrop will they use?

Which 2D characters are required?

Which 3D Rosie will they use?

What will the dialogue be for each individual shot?

Plan this using a storyboarding app such as StoryboardThat.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Creating a 30 second Sock Puppets video that identifies key elements of a narrative structure.
- Planning a 10 frame storyboard and script that follows a narrative structure.
- Revising the storyboard to the point where it is ready for production.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Learning to learn Coherence	Excellence Community and participation	Using language, symbols and text Participating and contributing	English The Arts	Rising action Falling action Complication Storyboard	1. <u>PIXAR character rules</u> 2. <u>How to pitch a storyboard</u> 3. <u>Types of stories</u> 4. <u>Key fairytale list</u>