

# Understanding the connection between oral, written and visual language.

REPLICATING THE CONVENTIONS OF A MOVIE TO INFORM AND ENTERTAIN.

## ESSENTIAL QUESTION

### Can I make a movie about poo interesting?

#### WHAT ARE WE LEARNING?

- To recognise the visual and language conventions of a movie and identify their intended effect.
- To select camera angles to create specific effects.
- To write for a target audience.

#### TRY THIS WITH

- Years 6 - 10
- Students who have an interest in the technical side of making movies.
- Students who love being inventive with language.

## FIND

- Identify
- List
- Review
- Select
- Ask
- Discuss

Watch [Rosie's World - Environment and Bees on Farms](#).

Identify the visual and language features of these videos and record these, with examples, in a Google Doc for easy reference.

Include; the features of an [information text](#); Rosie's 'moovellous' language; the camera angles; and the combination of animated characters with real backgrounds.

Ask - why has the author included the 'Rosie-fied' words in the videos? What effect does it have?

Explain that students are going to make their own movies using their 3D cows, 2D images and the [Rosie videos](#) as a model.

Choose topics based on sustainability and dairy farming such as [Riparian Planting](#), [Poo](#) or [Animal Welfare](#).

Make a Popplet compiling research on the chosen areas.



## APPLY

- Develop
- Model
- Plan
- Summarise
- Illustrate
- Divide

Review types of [camera angles](#) using the [Camera Angles Fact Sheet](#).

Watch other [Rosie videos](#) to find examples of these camera angles and review the Google Doc for language and visual features to be replicated.

Watch the Pixar [character video](#).

Select a [character](#) to star with 3D Rosie in the movie - create a new one or choose from the [Image Fact Sheet](#).

Review how to [plan a movie](#) using a storyboard.

Create a [storyboard](#) for each movie.

Include:

- Camera angles required
- 2D characters
- Music
- Setting
- Animated drawings
- Which 3D cow will be used
- An idea of the script needed for each shot

Brainstorm as many Rosie-type words as possible to use in the script so that it has the same 'voice' as the original movies.



## PRODUCE

- Compose
- Decide
- Improve
- Explain
- Model
- Consider

Write a [script](#) for the videos that is based on each scene of the storyboard.

Use iTalk to record practice readings of the script.

Get feedback and re-record the script until students are happy.

Time each segment of the script and record this on the storyboard.

Find suitable '[locations](#)' for each scene of the movie or take photos to use as backdrops.

[Film](#) the movies, consulting the storyboards for each scene.

Use iMovie or similar software to make the movies and record the scripts as [voice overs](#).

Share the movies.

Hold a 'film critics' session for students to comment on each movie.

Offer students the chance to rework their movies in response to the feedback, before sharing with an audience.



## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Completing a Popplet with a variety of information about their topic.
- Creating a storyboard that reflects a comprehensive plan of their movie.
- Making a movie matching the stylistic conventions of the Rosie movies.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Coherence Future focus	Excellence Innovation, inquiry and curiosity	Using language, symbols and texts Participating and contributing	English Science	Target audience Informative text Character's voice Animated	1. <a href="#">Camera Angle Fact Sheet</a> 2. <a href="#">Image Fact Sheet</a> 3. <a href="#">Rosie's Education YouTube</a> 4. <a href="#">Pixar character video</a>