

Understanding how a director uses camera shots for a specific purpose.

TELLING A STORY FOR A SPECIFIC AUDIENCE AND OUTCOME.

ESSENTIAL QUESTION

Why is it that someone I have never met feels the same way I do when they watch the same movie as me?

WHAT ARE WE LEARNING?

- To think critically about visual texts.
- To identify visual features and recognise and describe their effect.
- To recognise and understand how a visual text is constructed for a range of purposes.

TRY THIS WITH

- Years 7 - 10
- Students who have an interest in unpacking deeper meaning.
- Students who love working with film and new media.

FIND

- Identify
- Recognise
- Cite
- Infer
- Exemplify

Introduce students to the images of [Slinkachu](#). Use [ThingLink](#) collaboratively to conduct a reading of the image, focus on [key elements of visual literacy](#).

Introduce the concept of [various camera angles](#) as being the techniques of the director.

Table the [Camera Angles Fact Sheet](#) with students.

Use a common subject and create a custom cheat-sheet of camera angles using student phones to capture and label images.

Support students to search for and identify individual shots in a range of films familiar to them.

Remind students that poets, authors, directors, artists etc. all convey their message via different techniques that are specific to their medium.



APPLY

- Connect
- Classify
- Associate
- Relate
- Cause
- Effect

View the [Top 10 saddest cartoon movie moments](#).

Tweet the student's childhood memories of these cartoon moments and ask people for their memories.

Review the responses - how it is that people who do not know each other can have the same reaction to a series of images?

Stress the commonality of the experience despite not knowing each other.

Make the connection that directors choose [specific shots for effect](#).

Use the [Camera Angles Fact Sheet](#) to analyse key shots in each of the 10 examples.

Prompt students to highlight elements other than camera shots that have an effect on the viewer (such as music).

Experiment with replacing the cartoon soundtrack with stereotypical music from other genres such as hip hop, opera, country and rock and roll.



PRODUCE

- Appraise
- Give reasons
- Model
- Devise
- Consider
- Criticise

Introduce a [TV intro sequence](#) that is relatively unknown to the students (e.g. Dexter).

Ask students to conduct a reading of the sequence - shots, music, symbols etc.

Ask them to make a guess about character and plot - good, bad, scary etc.

Explain the premise of the tv series.

Ask students to identify where they were correct and where they were not.

Introduce the idea of the [magic sentence](#).

Break down the sequence into a series of 6-7 shots and assign each series to a group.

Have each group [storyboard](#) each shot along with an associated magic sentence.

Direct the group to recreate their assigned shots as accurately as possible using [Directr](#) or a similar platform.

When complete, rejoin each series of shots together to recreate the intro.

Reflect on difficulties, inaccuracies and achievements.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Creating a Slinkachu ThingLink that gives a thorough visual reading.
- Analysing camera angles with a famous animated sequence.
- Recreating a series of images and analysing them for individual effect.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Inclusion Coherence	Equity Excellence	Thinking Using language, symbols and texts	English The Arts	Sequence Soundtrack Angle Frame	1. Camera Angles Fact Sheet 2. Top 10 saddest movies 3. Slinkachu blog 4. Pixar storyboarding website