

Class level

Third class upwards

Learning objectives

The child will be enabled to:

- explore the different elements of a film
- recognise and understand how each element contributes to the film

Methodologies

Whole-class and individual work

Resources

- Film of your choice
- Film activity sheet: *Film record*

Time

After watching the film, 40-minute class session

Curriculum links

English: Competence and confidence in using language – Oral: *Discussions*
Emotional and imaginative development through language – Oral and writing: *Film stills, genre*

Visual arts: Construction – Creating sets

Fabric and fibre – Creating in fabric and fibre: *Making dolls, cut-out animation*

Science: Materials

SPHE: Myself and the wider world – Media education

Suggested films

Spy Kids, Spy Kids 2, Oliver Twist, The Lion King

Film portfolio

Film activity sheet: *Film record*

Newspaper headlines, film stills, drawings of costumes



Introduction

Watch a film of your choice in class.

Discuss:

- Did you enjoy watching the film? Why?
- Each child completes “film record” activity sheet.





Development

There are some very important elements needed for making a film.

- What do you think they are?

Elements of a film

- **Plot:** This is the story.
- **Actors:** Your story will have characters, and actors will play these.
- **Setting:** This is where your story is set.
- **Costumes:** The characters will have to look as believable as possible, so you will need suitable costumes. The costumes will tell us something about the characters: for example, costumes in *Spy Kids* would be very different from costumes in *Oliver Twist*.
- **Dialogue:** The actors will have to know what to say to each other. This is called the dialogue. Sometimes actors need dialogue coaches to teach them to speak in a certain accent.
- **Music and sound effects:** To create atmosphere, music and sound effects must be added. Films often have special theme songs, such as “Can You Feel the Love Tonight?” in *The Lion King*. This was composed by Elton John.





Activity

The children discuss the elements of the film they have watched.

Name:

Date:

Film activity sheet: Film record

Title of film:

Where did you watch it?

How would you rate it on a scale of 1–10 (10 being the best)?

What was your favourite part or scene?

Who were the main characters?

Where is the film set?

How do you know this?

Did it remind you of any other films you've seen?

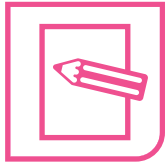
Which ones?

Who was your favourite character?

Why did you like this character most of all?

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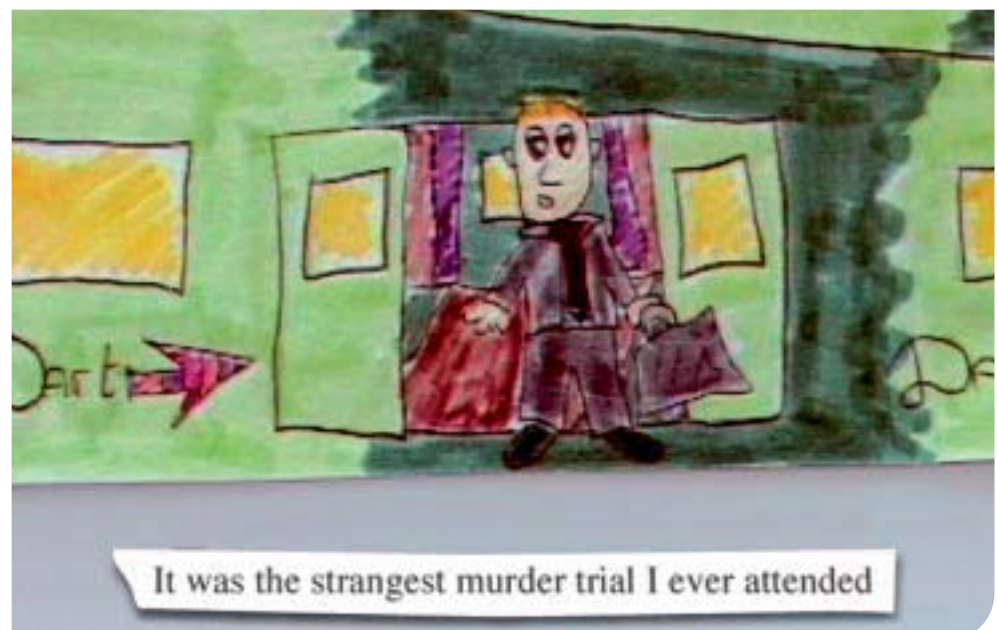
Further extension work

Visual arts / SESE – Science: Character, set design

- Create a model film set (for example, a bedroom, castle, etc.) using construction materials.
- Make different costumes using fabric.
- Draw a character and dress it with suitable clothes; glue material to the picture to “dress” them, for example, nineteenth-century dolls, paper dolls. Make costume jewellery using pasta shapes, beads, natural clay, polystyrene net, sponge, etc.
- Talk about the different materials used in costumes.

English: Characteristics of different types of films (fifth or sixth class)

- Complete film activity sheet on film genre.





Film activity sheet

There are different genres (types) of film. Go into your groups and write down words that would describe plots, characters, settings, feelings, images or words for each type of film.

Horror ghosts scary haunted house murder frightened afraid not real	Comedy	Musical
Western	Detective	Action / Adventure
Science Fiction	Drama	War
Biographical	Thriller	Romance