

### Class level

Third class upwards

### Learning objectives

The child will be enabled to:

- recognise the difference between film-viewing at home and at the cinema
- explore a brief history of the cinema

### Methodologies

Individual work and group work

### Resources

Photographs of an old projector, Cinemobile, Volta cinema

### Time

40-minute class session

### Curriculum links

**English:** Oral language: *Discussion on cinema*

**History:** Life, society, work and culture in the past: *Project work*

**SPHE:** Myself and the wider world – Media education: *Comparing cinema today with cinema long ago*

**Maths:** Comparing film times and duration, problem-solving with cinema times – Measures: *Time, problem-solving*

### Film portfolio

Cinema tickets, cinema listings, photograph of local cinema, film posters



## Introduction

The teacher introduces the lesson with a discussion on “the cinema.”

### Discuss:

- When was the last time you went to the cinema?
- Where is the nearest cinema to you?
- Which do you prefer, going to the cinema or watching videos or DVDs at home?
- What are the main differences?

*The Volta cinema  
Mary Street, Dublin*





*The Cinemobile*



## Development

### Cinema

- The first purpose-built cinema in Ireland was the Volta, and it was in Mary Street in Dublin.
- Early films (1907–1923) were silent, but often a pianist played the piano while the film was being shown.
- The first feature-length “talkie” film (film with a soundtrack) was released in 1927. It was called *The Jazz Singer*.
- Early films were in black-and-white.
- The first full-length animated film in colour was *Snow White and the Seven Dwarfs*, released in 1937.
- *The Wizard of Oz* (1939) was filmed in both black-and-white and colour.
- In April 2001, a mobile cinema took to the roads of Ireland. The Cinemobile is a large truck that is transformed into a 100-seat cinema in 45 minutes.



## Cinema today

Where is your nearest cinema?

Has it one or more screens?

Divide the children into groups, and discuss different parts of the cinema under the following headings:

- the exterior
- the auditorium
- the projection room
- the foyer

What happens there? Who works there?

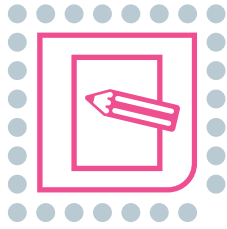
What can you see in each part of the cinema?



## Activity

The children draw a map of the inside and the outside of their nearest cinema  
or

Story: “The last time I visited the cinema.”



## Further extension work

### English and Maths: Cinema timetable

A cinema listing can be cut from a newspaper.

- How many films are shown a day?
- What are the films called?
- Divide the children into pairs and ask questions from information obtained in the cinema listing.

### History: Interview project

Find out what cinemas were like in your area long ago.

- Divide the children into groups, and get them to devise a list of questions for interviewing a parent or grandparent about going to the cinema long ago.

### SESE – Geography: Visit to the cinema

Organise a trail to your local cinema.

- What films are being advertised?
- Look at the posters displayed.
- Remind the children to retain their tickets for their “film portfolios.”
- Find out if your nearest cinema has a film festival.

### ICT: Virtual visit

Have a “virtual visit” to a children’s film festival. (See back of pack for references.)

### SPHE: Making decisions and media education

Discuss the role of the film censor.

- Below are copies of various film classification certificates. Discuss what these certifications mean.
- Why are there restrictions on some films?
- Is it appropriate for children to see a film that has a 15 or 18 years classification?

### Maths: Problem-solving

Divide the class into pairs and give each pair a copy of a cinema listing from a newspaper.

- Create a series of problem-solving stories around the cinema times: for example, Pauline wants to see two films before five o’clock; what films can she see?
- Problem-solving activities could also involve using the 24-hour clock with cinema times.

