

LIGHTS, CAMERA, ACTION!

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Ecker Hill International Middle School
Park City School District

PRESENTATION OVERVIEW

•INTRODUCTIONS

Backgrounds
Film in our lives

•OUR JOURNIES INTO USING FILM MAKING IN THE CLASSROOM

Then and Now
Evolution of our four units

•REVIEW FOUR UNITS USING FILM MAKING

Academy Awards for Books

Elizabeth Thompson

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Students read a variety of award winning young adult novels in literature circles and study how literature can be adapted to film. Students focus on characters, theme, style, mood, and tone. Students in turn explore the movie making process and create a "trailer" for their book that tries to entice people to read it through using iLife programs including iMovie and garageband. In addition, students explore marketing techniques for films in math, movie making inventions and how to restore film in science, and the history of the Sundance Film Festival and what it means to our community in Utah studies making it an integrated project as well.

Thriller

Emily Sutherland

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In literature circles, students read acclaimed mystery novels, discuss plot, suspense, and other various elements of literature, and eventually adapt a high-suspense scene of the book to film through the use of storyboards and screenplays. Students spend three days filming their movie around the school campus and then three days in the computer lab editing their film with iMovie technology.

Public Service Announcements

Emily Sutherland

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The iMovie portion of this unit picks up after students have written a 5-paragraph persuasive essay on an issue they believe needs to be addressed or changed (global warming, tourism in Park City, etc.). We discuss Public Service Announcements and view examples on the internet. In groups, students pick a topic—a topic that at least one group member used for his essay—and plan a 30-second PSA using storyboards and research (perhaps from the student's original essay). Some groups choose to use photos and slides from the internet in their PSA rather than actual footage from the camera.

CSI: Silver

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The film making portion of this unit picks up after students have participated in an integrated unit where students study the different processes used in solving crimes across all content areas and analyzing our own crime scene to determine "Who did it?". Once students have collected and analyzed all the data and evidence pertaining to our school crime, they are placed in CSI teams to create a theory of "Who did it?". Once they have a theory, they follow the movie making process and present that theory through a reenactment video using iMovie.

•VIEW EXAMPLES OF STUDENT FILMS

The Good, Bad, and Ugly

•RESOURCES

<http://www.ucet.org/inUCETnew/conference/2008Presenters/index.html>

<http://www.apple.com/education/>

<http://www.thedirectorintheclassroom.com/profile4.php>

<http://www.film-foundation.org/eduprogram>

<http://www.oscars.org/teachersguide/index.html>

<http://www.spyhop.org/>

•QUESTION AND ANSWER TIME

Throughout the presentation

•CLOSURE

"The great films have not been made yet.

The ones who make them are out there, though,
riding a skateboard." -Robert Altman