**Stage 1- Desired Results**

Established Goals: Notice and analyze the vocabulary of film making before creating a short introductory film for their Burke’s Little Sister. This is a combined library/tech project. The girls have already picked out a book for their little sister that they enjoyed in Kindergarten and they have taken notes on themselves to use as a script for their film.

Understandings:
- Filmmakers use storyboards before making movies.
- The way a film is planned and shot affects the message being conveyed.
- A film consists of both visual shots and sound.
- Pre-planning and rehearsing help to make a movie more successful in conveying a message.

Essential Questions:
- How do visual elements affect communication?
- If a picture is worth 1000 words how many is a film worth?

Students will know that filmmakers work with a visual vocabulary of shots that affect the way messages are conveyed.

Student will know there are framing choices to be made in planning to make a film.

**Stage 2- Assessment Evidence**

Performance Tasks:
- The students will plan out their framed shots on a storyboard before they film their movie.
- They will use those same shots when they make their movie.

Other Evidence:
- The students will be able to both identify and use the different kinds of shots in their movie and in their partner’s movie.

The students will plan where and how to make their movie using the shot choices using a storyboard template.

The students will work with a partner to shoot their movie using notes from the library and their storyboard.
## Stage 3 Learning Plan

**Learning Activities:**

### Show and Notice: 15 Minutes
I will teach them the 3 kinds of shots by showing examples from *The Wizard of Oz.*

### Materials: Wizard of Oz DVD and a Keynote
*Establishing Shot- When and When*
I will show them the opening scene on DVD and stop it asking what do they see and notice just from that shot. Where does your eye go? What information does this shot give you?

*Character shots, Medium Shot, Wide Shot and Close-Up-* I will show them stills of characters asking what they notice about the shots. I will explain vocabulary and abbreviations: LS, MS, WS, CU

*Cutaway-* I will show them stills of Dorothy’s ruby slippers and a clip showing the hourglass and ask what they notice. Why would the filmmaker show just the shoes? or just the hourglass?

### Plan and Sketch: 25 minutes
With their partner they will each sketch out a plan for their 4 shot movie: establishing shot, character shot, a cutaway and another character shot. They will include sound effects if desired.

### Materials: Storyboard template, the Keynote on desktop, pencils
With their partner they will each sketch out a plan for their 4 shot movie filling in a place with the establishing shot, a character shot, a cutaway and another character shot.

### Conference with a teacher: 3 minutes per student
After they have each planned they will explain their ideas to a teacher and do a run through in the place they have chosen. Have the camera person explain the shots to the teacher so that it is clear that she understands the plan.

### Extension:
★ If time, take notes from library, storyboard and pictures books and practice a walk through of the film.
★ Finally begin filming if time.