



Camera and Lights

Film Studio

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Introduction

Children can learn about the job of a director and watch film clips that show how camera angles and lighting can add meaning to a film. Children will learn the filmmaking names for different camera angles and can then use this knowledge when analysing and making their own films. Once children have been introduced to the way in which camera position, angle and depth of shot help to tell a story, they'll hopefully use a variety of camera angles in their work and won't just stand in front of the action and film in a long shot!

Aims

To encourage children to experiment with their own camera angles and lighting to facilitate understanding of how these elements help convey meaning in film.

To help children identify the shots that make up a short film sequence and to aid understanding of composition.

To teach children the filmmaking terms used to describe different camera angles and types of lighting.

Interactive task

- a. Children can experiment with camera angles by selecting different shots for a short film sequence

Scrapbook activities

- b. **Counting the Shots**

This activity helps children to spot when the camera is filming a new shot

- c. **One Shot Wonder**

Children are encouraged to identify all the elements that make up a shot

- d. **Picture This**

Frame your shots with a view finder and experiment with camera angles





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e. **Lights, Camera, Action!**

Guidance through the process of shooting a short live action film

Extra activity idea

- f. Hook a camera up to your whiteboard computer and show the whole class what different shots will look like using the zoom and changing the position of the camera

Primary Framework

Literacy

Strand 4 Drama

Yr 1 Act out their own and well-known stories, using voices for characters (e)

Yr 2 Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class (e)

Consider how mood and atmosphere are created in live or recorded performance (a,c)

Yr 3 Present events and characters through dialogue to engage the interest of an audience (e)

Identify and discuss qualities of others' performances, including gesture, action and costume (e)

Yr 4 Comment constructively on plays and performances, discussing effects and how they are achieved (a,c,d,e)

Yr 5 Perform a scripted scene making use of dramatic conventions (e)

Curriculum Links

QCA Schemes of Work

Art and Design Unit 2A Picture This (a,c,e)

Art and Design Unit 4A Viewpoints (a,c,e)

ICT Unit 3D Exploring simulations (a)





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National Curriculum

KS1 Art and Design

- 1a** record from first-hand observation, experience and imagination, and explore ideas (a,c,d)
- 2b** try out tools and techniques and apply these to materials and processes, including drawing (a,c,d,e,)
- 3a** review what they and others have done and say what they think and feel about it (a,b,c,d,e)
- 3b** identify what they might change in their current work or develop in their future work (a,d)
- 5c** using a range of materials and processes [for example digital media] (d,e)

KS2 Art and Design

- 1a** record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes (a,c,d)
- 1c** collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook (d)
- 2b** apply their experience of materials and processes, including drawing, developing their control of tools and techniques (d,e)
- 3a** compare ideas, methods and approaches in their own and others' work and say what they think and feel about them (a,b,c,d,e)
- 3b** adapt their work according to their views and describe how they might develop it further (a,d,e)
- 5c** using a range of materials and processes, including ICT [for example digital media] (d,e)

KS1 ICT

- 2d** to try things out and explore what happens in real and imaginary situations [for example, using an adventure game or simulation] (a)





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- 3b** to present their completed work effectively (a,d,e)
- 4a** review what they have done to help them develop their ideas (a,d)
- 4b** describe the effects of their actions (a,d,e)
- 4c** talk about what they might change in future work (a,d,e)
- 5b** exploring a variety of ICT tools (a,d,e)

KS2 ICT

- 2c** to use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships (a)
- 4a** review what they and others have done to help them develop their ideas (a,d,e)
- 4c** talk about how they could improve future work (a,d,e)
- 5b** working with others to explore a variety of information sources and ICT tools (a,c,d,e)

Cineliteracy

Stage 1

Experiences and Activities

Talk about content and structure of short video sequences while teacher uses pause button to encourage and enable close observation of composition and framing; (b)

Outcomes

Use key words to refer to elements of film language when explaining personal responses and preferences; (a,b,c,d,e)

Use VCR to find and repeat short sequences of FVT to support analysis and discussion. (c)

Work co-operatively with others to discuss or make moving image sequences; (a,b,c,d,e)





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Stage 2

Outcomes

Use key words to explain how a FVT sequence is constructed (a,b,c,d,e)

Plan and shoot short sequences on video using more than one point of view, e.g. a person entering a room; one person meeting another; a chase; (e)

