



## Cinema

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## Introduction

The cinema is a place for celebration, where children's film production is shown alongside a wide range of film from around the world. Children should begin their journey along Film Street at the cinema by selecting some films to watch for pleasure. When they have explored the rest of the street children can return to the cinema and use their newly acquired film knowledge to analyse the films more closely and write reviews.

## Aims

To encourage children to watch a wider range of film and make their own films.

To encourage children to respond critically to film, improving their comprehension, cineliteracy skills and understanding of story structure.

To provide children with an understanding of how films are produced so that they can plan the production of their own films.

To provide an understanding of how films are promoted.

## Interactive tasks

- a.** Children can watch a range of film in the cinema and submit their own films for exhibition online.
- b.** Write a review.  
Children can access the online review tool from each film viewing page in the cinema, once completed their reviews will appear in their Scrapbooks and could appear on the website. There is a review sheet that can be downloaded from here and from the Cinema and Reviews page of the Scrapbook.
- c.** The Secret Activity  
This is the fourth 'screen' in the cinema and can only be accessed when all the other interactive activities have been completed. This task helps children to design a poster to celebrate and promote a film - hopefully their own!





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### Scrapbook Activities

- d.** Counting the Shots  
This Scrapbook activity helps children identify the camera shots that make up a film.
- e.** One Shot Wonder  
After the children have explored Film Street they can return to the cinema and use this Scrapbook activity to analyse the elements that make up a shot like setting, character, lighting and costume.

### Curriculum Links

#### Primary Framework

#### Literacy

#### Strand 4 Drama

- Yr 1** Discuss why they like a performance (b,e)
- Yr 2** Consider how mood and atmosphere are created in live or recorded performance (b,e)
- Yr 3** Identify and discuss qualities of others' performances, including gesture, action and costume (b,e)
- Yr 4** Comment constructively on plays and performances, discussing effects and how they are achieved (b,e)

#### Strand 7 Understanding and interpreting texts

- Yr 1** Identify the main events and characters in stories (b)

#### Strand 9 Creating and Shaping texts

- Yr 2** Maintain consistency in non-narrative, including purpose and tense (b)

Make adventurous word and language choices appropriate to the style and purpose of the text (b,c)





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**Yr 3** Write non-narrative texts using structures of different text-types (c)

Select and use a range of technical and descriptive vocabulary (b,e)

Use layout, format graphics and illustrations for different purposes (c)

**Yr 4** Choose and combine words, images and other features for particular effects (c)

**Yr 5** Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail (b,e)

**Yr 6** In non-narrative, establish, balance and maintain viewpoints (b,e)

### Strand 11 Sentence structure and punctuation (b)

### Strand 12 Presentation

**Yr 2** Wordprocess short narrative and non-narrative texts (b)

**Yr 3** Develop accuracy and speed when using keyboard skills to type, edit and redraft (b)

### PSHE and Citizenship

#### Key Stage 1

**1a** to recognise what they like and dislike (a,b,c,e)

**1b** to share their opinions about things that matter to them and explain their views (b)

#### Key Stage 2

**2k** to explore how the media present information (a,b,c,d,e)





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## Cin literacy

### Stage 1

#### Experiences and Activities

See a wide range of film, video and television from different world cultures including different styles of animation, live action drama, adventure, musical, abstract, factual, documentary; short films and features; historical and contemporary, home videos (a)

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

#### Outcomes

Identify and talk about structuring features such as music, changes in location, interior/exterior settings, actors and presenters (b,e)

Use key words to refer to elements of film language when describing events in a story (b,e)

Use key words in talking about character types, as well as referring to clues such as dress, casting, performance etc (b,e)

### Stage 2

#### Outcomes

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

