



Film Academy

Film Academy

Introduction

The Film Academy is the area on the site where we hope children will be stimulated to devise their own ideas for fictional films. We understand that creative ideas do not appear in our minds without stimulus and so the Film Academy provides models to support children's story work. The Film Academy can be used to support children's creative writing skills and understanding of narrative.

Aims

To help children identify the elements that make up a story.

To encourage them to use their own knowledge and experience of story to create an original storyline for a short film.

To teach children how to use industry tools to plan their film.

To introduce children to filmmaking terms such as dialogue, script and storyboard.

Interactive task

- a. Children collect ideas for a script - a plot, two characters, a setting and a prop, from a variety of choices. Children can then use these ideas to create a storyline for film.

Scrapbook Activities

- b. **Storyline**

Helps children turn their Film Academy choices into a storyline

- c. **Script**

Guidance on how to set out and write a script for a film

- d. **Storyboard**

Storyboard frames for children to use to plan the shots that will make up their films

Extra activity idea

Visit the Fiction section in the Library to learn more about the relationship between books and films.





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Curriculum Links

Primary Framework

Literacy

Strand 7 Understand and interpret texts

Yr 1 Make predictions showing an understanding of ideas, events and characters (a,b)

Yr 2 Give some reasons why things happen or characters change (a,b)

Yr 3 Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen (c)

Yr 4 Explain how writers use figurative and expressive language to create images and atmosphere (c)

Strand 9 Creating and shaping texts

Yr 1 Independently choose what to write about, plan and follow it through (a,b,c,d)

Use key features of narrative in their own writing (c)

Yr 2 Draw on knowledge and experience of texts in deciding and planning what and how to write (a,b)

Sustain form in narrative, including use of person and time (b,c)

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

Select from different presentational features to suit particular writing purposes on paper and on screen (c)

Yr 3 Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved (b,c)

Select and use a range of technical and descriptive vocabulary (c,d)

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





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Yr 4 Develop and refine ideas in writing using planning and problem-solving strategies (a,b)

Use settings and characterisation to engage readers' interest (a,b,c)

Show imagination through the language used to create emphasis, humour, atmosphere or suspense (c)

Cin literacy

Stage 1

Outcomes

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

Transfer a narrative sequence from one medium to another, e.g. poem to film/photo story; film sequences to written text or cartoon strip (a,b,c)

Stage 2

Outcomes

Use key words to explain how a FVT sequence is constructed (d)

