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| Class | 4th | Theme | How do they do that? |
| Unit | 5 | Subtheme | Arts and entertainment |
| Unit genre | Explanation | Oral text type | Report |
| Vocabulary | Tier 1 examples: filmgoer, movie-maker, heart-stopping, stunt performer, recreate, engineer, realistic  Tier 2 examples: exhilarating, expertise, endangering, participants, manipulated, well-executed  Tier 3 examples: handler, motion capture | | |
| Lesson resources | Multimedia links; text extract | | |

Fortnightly plan

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| Lesson 1 | Introduction  Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  Pair talking task: Turn and tell | Lesson 3 | Digital poster (Explore mode): Talk and discussion  Group talking task: Circle time teasers  Pair talking task (Questioning and interviews): Movie museum |
| Lesson 2 | Digital poster (Story mode): Recap  Digital poster (Question mode)  Digital poster (Explore mode): Talk and discussion  Pair talking task: Spot the difference | Lesson 4 | Digital poster (Let’s Talk! mode): Why I love being a stuntman  Persuade me!  What is the answer? |

Lesson 1

Introduction

To introduce the themes in the poster, have a whole-class general discussion about going to the  
cinema/watching films:

* Who likes to go to the cinema? Why?
* What do we see when we go to the cinema? (Films/movies)
* Why are they called ‘movies’? (The term originated around 1912 to refer to ‘moving pictures’)
* What are the different categories/genres of movies that we enjoy? (e.g. action, adventure, animation, comedy, fantasy, romance, science fiction, thriller, western, *etc.*)
* Which film genre is most exciting? (Action, adventure) Why?
* What words would we use to describe action/adventure movies? (e.g. exciting, gripping, thrilling, exhilarating, electrifying, sensational, riveting, enthralling, fascinating, spine-tingling, spell-binding, lively, absorbing, dynamic, *etc.*)
* What are the elements/characteristics of action/adventure movies? (e.g. exciting story, exotic/fantasy locations – jungle, lost continent, empire, desert, treasure island; action-filled, journey, exploration – search/quest/expedition, battle, piracy, rebellion, conquest; characters – heroic, courageous, daring, resourceful, swashbucklers, daring adventurers, *etc.*)

Before playing the story, introduce the concept of ‘special effects’. Play the trailer for *Mowgli* (2019) <https://www.youtube.com/watch?v=mVmIG6ambLk> and ask children the following questions:

* Why do you think this looks like an exciting/interesting movie?
* Do you notice anything unusual about what you see in the trailer? (Talking animals, human riding on a wild animal’s back, close-ups of very dangerous wild animals)
* How do you think the movie-makers create these images?
* Introduce the term ‘*special effects’* to the class (**artificial** visual or sound effects used to create **illusions** in movies). Explain that they are made using complex techniques to produce scenes that cannot be produced in reality.

Now play the story for the class.

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Reveal only the image from *Planet of the Apes* and Andy Serkis on the bottom row. Ask children the following questions:

* Why are these two images portrayed side by side?
* How is the image of the ape created? (Computer-generated Image – CGI)
* How does the actor ***simulate*** (imitate the appearance or character of something) the character of the ape?
* Why is this necessary?
* What type of special effect is this? (Motion capture performance)
* <https://www.youtube.com/watch?v=ZnrKKjaVxCA> Play this clip to see how motion capture techniques work to produce special effects.
* What other movies have you seen that use these special effects? *(e.g. Polar Express, The BFG, Ant Man, Alice in Wonderland, Happy Feet, Avatar, A Christmas Carol, etc.)*

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Pair talking task: Turn and tell

Organise children in pairs. Each child turns to their partner, names a favourite action/adventure movie and explains why this is their favourite. Encourage the children to use a wide range of the vocabulary already brainstormed during the whole-class discussion and to phrase their preferences using the following structure: My favourite adventure movie is … There are … reasons why this is my favourite. The first reason is … another reason is …   
Encourage children to use a range of causal connectives (e.g. because, since, therefore, as a result, consequently.*)*

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

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| Q1. | Name one type of film where special effects are used. |
| Q2. | Name one type of job that involves working on special effects. |
| Q3. | Why does the actor on the bottom row have dots on his face? |
| Q4. | Why do you think stunt performers need to train for years? |
| Q5. | What is one reason a film-maker might decide to use motion capture? |
| Q6. | Name a type of special effect that could have been used in movies before computers were invented. |
| Q7. | Why is it a good idea to use makeup to show wounds in films? |
| Q8. | Would you describe stunt performers as brave? Explain your answer. |
| Q9. | Why might prosthetic makeup be more effective than normal makeup for some film characters? |
| Q10. | Which type of special effect do you find most impressive? Why? |

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with children again. Zoom in on the middle image in the second row and the fourth image on the top row. Ask children the following questions:

* What words would you use to describe what you see in the image? (Disgusting, revolting, frightening, ugly, weird, gruesome, hideous, dreadful, horrendous ghastly, repulsive, etc.)
* What do you think is happening in these images? (Actors are being made up for a part/role)
* How are the actors’ bodies being transformed? (By using makeup)
* What do we call the skilled people who apply the makeup (Makeup artists)
* Why do you think they are called ‘artists’? How are they similar to/different from other types of artists?
* What types of materials are being used in the transformation? Take a look at these clips and see if you can identify what is happening in the makeup department to change the actor into the character, e.g. <https://www.youtube.com/watch?v=OaUPopXAkaE> *Nanny McPhee* or <https://www.youtube.com/watch?v=_3szCjxjIag> - make up in *Wonder*

Scaffold the children as appropriate to elicit/introduce and explain some of the following technical terminology, e.g. prosthetic (fake body parts), sculpting, mould, cast, silicone, latex, gelatine, facial hair, bald caps, etc.

Pair talking task: Spot the difference

Choose one of the before/after images included in this article and display on the whiteboard.

<https://www.boredpanda.com/actors-special-effects-makeup-before-after/?utm_source=google&utm_medium=organic&utm_campaign=organic>

Organise children in pairs, and ask them to identify as many differences as possible between the actor and the character’s physical and emotional appearance, e.g. hair – colour, texture, length, style; skin – colour, complexion; eyes; lips; facial expression.

e.g. #18:

Helena Bonham Carter (before) (hair: long, brown, shiny, loose curls, soft, shiny, red hair accessory; Skin: creamy, smooth complexion; red lips; brown eyebrows, brown eyeshadow, warm facial expression)

Red Queen (after) (hair: deep red, stiff, tight, upright; skin: pale smooth complexion; red love heart lips; eyebrows drawn on; blue eyeshadow; cold, severe facial expression)

Encourage the children to use a range of connectives, e.g. *however, in contrast to, on the other hand, as well as, although, besides, etc.*

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with children again. Focus on the first image on the second row:

* What do you think is happening in this picture? (A jet ski stunt)
* What is a stunt? (A difficult act which requires special skill)
* What do we call the people who do stunts? (Stunt performers)
* Take a look at this clip to get an idea of how stunt performers do stunts <https://www.youtube.com/watch?v=8Z3rdAdwmRU> ;’The Stunts of *Home Alone*’

Group talking task: Circle time teasers

Organise children in circles in groups of four or six. Leave one empty chair in the circle. This is the ‘question chair’.

Each child in turn sits in the question chair and asks the group a question about the poster.

Any member of the group may answer the question. When the question is answered correctly, the next child in turn moves into the question chair.

Children are free to ask any question about what they see in the poster, e.g.

**Child 1:** Can you see an image on the poster which requires a stunt performer to create it?

**Child 2:** Which person in the poster would you be most afraid of? Why?

**Child 3:** Can you see a scene in the poster that was created on a computer?

**Child 4:** Which character in the poster has the most difficult task, do you think?

Pair talking task (Questioning and interviews): Movie museum

Organise children in pairs. Child A is the sculptor; Child B is the clay.

Following a discussion, Child A sculpts Child B into a character from a movie of choice. This could be a character portrayed on the poster, or something else. Child A does this by moving Child B’s body into the desired pose, paying particular attention to the position of body parts (e.g. feet, hands, head) and facial expression. Encourage children to choose characters with recognisable poses and features, e.g. Gollum from *Lord of the Rings*.

When the sculptures are completed, all the B children hold their pose, while the rest of the class walks through the museum, viewing each sculpture one at a time. The sculptors explain their statue when it is reached. Other children act as journalists and interview the sculptor on their statue.

Example explanation: Our statue is … from the movie…; there are … reasons why we chose to sculpt this statue; the first reason is … another reason is …; our statue is in this particular pose because …

Example questions: How/why did you choose this character/pose? Is this your favourite character? Is this your favourite movie? What kind of feelings does your statue express? Did you enjoy creating this statue?

Encourage children to use a range of causal connectives in their explanations, e.g. because, since, therefore, as a result, consequently.

Lesson 4

Digital poster (Let’s Talk! mode): Why I love being a stuntman

Go to the Let’s Talk! mode of the poster. Play the Let’s Talk! podcast, ‘Why I love being a stuntman’ for the class.

Ask children the following questions:

* Why do you think that Dan Morrow is well suited to being a stunt performer?
* What kinds of hobbies appealed to Dan growing up?
* Why do you think the talent scout chose Dan to do the stunts?
* What are the aspects of his job that most appeal to Dan?
* What words does Dan use to describe his job? (Cool, rewarding, challenging, exhilarating)
* What questions would you like to ask Dan?

Persuade me!

Explain to the class that ***to persuade*** means to try and *convince* someone to do something by *giving them reasons* why they should do it.

As a whole class, brainstorm the arguments for and against becoming a stunt performer. Identify the advantages and disadvantages of that occupation. Then, organise the children in pairs. One partner tries *to persuade* the other to become a stunt performer, giving two reasons why it would be a good occupation. The other partner argues against the idea by giving two reasons why it would *not* be a good occupation. Encourage some children to present their interactions to the class.

If necessary, scaffold children by using sentence frames, e.g.

* Let me explain why you should become a stunt performer …
* The best thing about becoming a stunt performer is …
* I think you should decide to be a stunt performer because …
* Another reason you should decide to be a stunt performer is …
* I don’t think that I would like to be a stunt performer because …
* It may be true that … however …
* On the other hand/despite/therefore/for that reason/moreover …

What is the answer?

Read the extract below aloud to the class at least twice.

Organise the children in groups. Ask each group to generate five questions based on the extract. They then ask their questions to another group and see if they can answer them correctly.

You may want to give each group a printed copy of the extract to reference while they think of their questions, or display it on the whiteboard.

Extract from **https://kids.kiddle.co/Special\_effect**

‘Special effects is a term for the things used in [movies](https://kids.kiddle.co/Movies) to create images that do not exist. There are many different types of special effects, for example, making little [models](https://kids.kiddle.co/Scale_model) or using [computer animation](https://kids.kiddle.co/Computer_animation).

[Action movies](https://kids.kiddle.co/Action_movie) often use special effects to create images that would be dangerous or cost a lot of [money](https://kids.kiddle.co/Money) to create in real life. For example, if an action movie shows a very big [battleship](https://kids.kiddle.co/Warship) blowing up in flames, it would be expensive to buy a battleship and dangerous to blow it up. For this reason, most action movies use special effects if they want to show something blowing up in flames. A movie maker could make a little model of a battleship that is only a few yards or meters long, and then blow it up while filming with the motion picture [camera](https://kids.kiddle.co/Camera). This would be cheaper and safer.

[Science fiction](https://kids.kiddle.co/Science_fiction) movies also often use special effects. They usually tell imaginary stories that take place in the future, on other [planets](https://kids.kiddle.co/Planet). It would be impossible to actually make a science fiction movie on another planet. For this reason, filmmakers use special effects to create images that look like other planets. For example, for a science fiction movie about a world with three [suns](https://kids.kiddle.co/Sun), the filmmaker could hire computer experts to create an image of three suns which would appear in the [background](https://kids.kiddle.co/) of the movie scenes.

Using a computer to create special effects is called "Computer Generated Imagery" (CGI) or “[Computer animation](https://kids.kiddle.co/Computer_animation)”. Most science fiction movies from the 2000s use a lot of CGI sequences.’