

Class level

Learning objectives

Methodologies

Resources

Time

Curriculum links

Suggested films

Film portfolio

Third class upwards

The child will be enabled to:

- identify and name different shots

Whole-class and pair work

- Sample of different types of shots
- Television, VCR, DVD player
- A scene from any film

Two 40-minute class sessions

English: Competence and confidence in using language – Oral discussion on shots

Visual arts: Drawing – Looking and responding: *Drawing shots and 2D construction*

Home Alone, Fly Away Home, Toy Story, Toy Story 2, ET

Different types of shots, drawings of different shots, artwork completed during this lesson



Introduction

Choose a scene from a film in which a dramatic event occurs, for example, in *Fly Away Home*, when Amy meets her father's girlfriend for the first time, or in *Home Alone*, when Kevin meets the robbers for the first time, or in *Toy Story 2*, when Buzz Lightyear goes shopping. Show the selected scene to the class.

Discuss:

- How does the character react when this event occurs?
- How do they show their feelings?
- How does the camera show this?



Development

Shots

When a film is being made, the film-maker must decide on the position of the camera and how it will be used.

- **Close-up shot:** shows the subject in close-up, used to reveal facial expressions or the reactions of characters.
- **Mid-shots:** show the top half of the person and their surroundings.
- **Long shots:** show objects from a distance, and their surroundings.



Activity

The teacher replays a selected scene from the film, or selects a new scene. The children are asked to identify and name the shots they see in the piece.

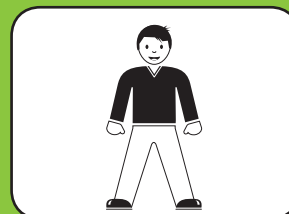
In pairs or groups, the children discuss why the different types of shots are used and how they are effective in the film.



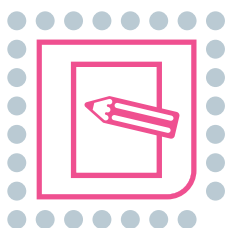
Close-up shot



Mid-shot



Long shot



Further extension work

English / Visual arts: More shots

1. Imagine the following scene:
 - (1) A child goes into a shop.
 - (2) They put their hand in their pocket.
 - (3) They are surprised to find 10 euro.
 - (4) They buy a bottle of cola.
 - (5) If the cola top has a certain sticker they have won a holiday.
 - (6) They open the bottle.
 - (7) The shopkeeper waits eagerly.
 - (8) They have won the holiday!

Decide what camera shots would be most suitable for filming this scene. Select one scene, and draw what the camera will see. Give reasons for your choice. Compare the different interpretations of each child. This work may also be completed in groups. *(When Lesson 8 on storyboards is completed, the children can draw their own storyboards to depict the scene.)*

2. The children search through magazines and newspapers for different photographs, identifying the shots. Make a collage of the different shots. The children identify whether each photograph is a close-up shot, mid-shot or long shot. Arrange the photographs in the collage according to the type of shot.



Discussing shots in more detail

Camera movement

Explain the most common camera movements:

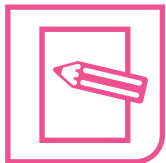
Panning: moving smoothly from side to side.

Zooming: using the camera lens to make the subject appear closer or further away. Show the children examples of the different shots discussed in Lesson 6.

Tracking: moving the camera along tracks to follow an action.

Tilting: moving the camera up or down.

Give different examples, and the children will discuss them.



Explore the different camera angles

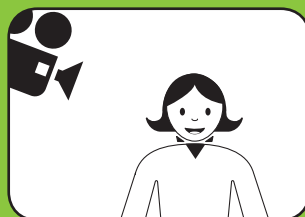
Low-angle:

A shot taken from close to ground level, facing upwards. This can make a character look dominant.

High-angle:

A shot that looks down on the subject or action from above, to make the subject look smaller.

Show the children examples of both types. Discuss the difference between low-angle and high-angle shots. How effective are they? When should you use them?



High-angle shot



Low-angle shot