

## Activity

Episode 18  
24<sup>th</sup> June 2014

# Outback Films

## Key Learning

Students will analyse the purpose and content of film reviews and write their own. They will also have the opportunity to create their own short film.

## The Australian Curriculum

### The Arts / Media Arts

Plan, create and present media artworks for specific purposes with awareness of responsible media practice  
([ACAMAM060](#)) Year 3 and 4



Plan, produce and present media artworks for specific audiences and purposes using responsible media practice  
([ACAMAM064](#)) Year 5 and 6



### English/Literacy/Interacting with other

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning ([ACELY1804](#)) Year 7



### English/Language/Language for interaction

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view  
Year 5 ([ACELA1502](#))



## Discussion Questions

1. Where in South Australia are the kids in the BtN story from?
2. What was the first step in the process of making a film?
3. Describe what storyboarding is.
4. Why do you think it is important to the filmmaking process?
5. What did Scott teach the kids to do?
6. What part of the camera shouldn't be touched?
7. Describe what the kids did in the editing process.
8. Making the films made the kids more \_\_\_\_\_ and \_\_\_\_\_.
9. How did the kids share their films with family and friends?
10. Illustrate an aspect of this story.

## Activities

### Be a Film Critic

Students will choose a film they have seen recently and write a review about it. Discuss with students the movies they like to watch. Possible questions include:

- How do they make choices about what films they see and don't see?
- Do they read film reviews?
- What information do they look for in a film review?
- Do reviews help them decide which films they will see?
- What else influences their decision about what they will see?

Look at film reviews from a range of sources. Some possible movie review websites include *At the Movies* <http://www.abc.net.au/atthemovies/> and *Know Before You Go* <http://childrenandmedia.org.au/movie-reviews/> Discuss the sort of information included in the reviews. Remind the students that film reviewers give their opinion about the film and reasons why they liked or didn't like an aspect of it. Give students opportunities to watch and review a film or films of their choice. The following can be used as a guide to help students structure their review. Students publish, display and share their film reviews with other students.

|   |  |
|---|--|
| Title of film   |  |
| Audience (Who is the film aimed at?)  |  |
| Synopsis (Summary of plot)  |  |
| Characters - Were they believable?<br>How were characters developed to tell message? Did you care about characters? |  |
| Special effects, sound, music   |  |
| Opinion (supported by 2-3 reasons)  |  |
| Star Rating (out of 5)  |  |

## Make your own short film

Working in small groups, students will create their own short film. Ask each group to think about ideas for their film. Each group needs to answer the following questions:

- What is your story about?
- Where is the story set?
- Who are the characters in the story?
- What are the characters going to say? (dialogue)
- What is the problem in the story?
- How is the problem solved?

When students have worked out a basic idea for their film, they can create a storyboard. Storyboards look like comic books and have a picture for every shot in the film. Show the following video about storyboarding to help students understand how to do it <http://lessonbucket.com/filmmaking/storyboards/>

Students can use devices such as smartphones, iPods or tablets to record their films. The Behind the News website has some tips to help students with the filming process <http://www.abc.net.au/btn/rookie-training.html>

## Further Investigation

*Make a thaumatrope.* Films use technology to produce an optical illusion. When you look at a picture your eye and brain retains an image for a fraction of a second after the image has gone. This is known as persistence of vision. The thaumatrope demonstrates persistence of vision because when the device spins, the drawings combine to make a complete picture. Students follow the instructions on the BtN activity <http://www.abc.net.au/btn/resources/teacher/episode/20110208-cinemasecrets.pdf>

## Related Research Links

Stride – Online Dreaming Films

<http://www.stride.org.au/Online-Dreaming.aspx>

Behind the News – Rookie Training

<http://www.abc.net.au/btn/rookie-training.htm>

TropJr – Kids Film Festival

<http://tropfest.com/tropjr/>