

Moving image – Film, Video and Television

Learning outcomes	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
View and respond	<p>Watch a moving image text. Respond to a moving image text in terms of likes and dislikes. Share views about moving images with others. Discuss how films convey emotions. Record responses to a film through pictures or emergent writing.</p>	<p>Identify the key features which combine in a film to tell a story; sound, settings, character, colour, camera. Begin to analyse a film text using appropriate language including key words e.g. shot, character, setting. Predict outcomes of scenes and subsequent action from visual and aural clues.</p>	<p>Use credits, video covers and posters to identify titles and actors' names, likely audience category and theme or film type.</p>	<p>Talk about the style and type of film text, e.g. adventure, fairytale, animation, live action. Identify and discuss similarities and differences between the style and type of film text. Watch a short clip from an identifiable film genre e.g. Western, predict what is likely to happen next, discuss the clues given. Discuss the likely audience for a variety of films. Discuss the purpose of making particular films. Explore how films express viewpoints and create a sense of a narrator.</p>	<p>Use credits and discuss the general information they provide about the production of the moving image text. Research a particular aspect or role in film making. Explore some of the ways in which film styles have changed over time. Explore how films can express humour without words. Explore films that mix up different genres, discuss possible reasons for doing this. How does this affect our viewing and enjoyment?</p>
<i>Sound</i>	<p>Make predictions about the film content based on the soundtrack alone.</p> <p>Consider clues in the sound about place, setting, characters, events, moods</p>	<p>Understand the importance of sound in a film, including the use of music, sound effects and silence. Be able to recognise and discuss the effects of 'atmospheric' sound i.e. continuous sound and 'spot effects' i.e. short sounds</p>	<p>Discuss how sound and images work together to create meaning. Understand that a soundtrack can be made up of four components: music, sound effects, silence, dialogue. Discuss the effects of changing the soundtrack, or removing it altogether. Discuss how sound can accompany characters and influence the viewer's opinion of that character. How does intonation, accent and volume affect your impression of the characters?</p>	<p>Discuss how sounds can be layered and used to create 'soundscapes' Discuss how sounds shape our inferences Discuss how sounds can be associated with different genres, try to predict the genre from a sound clip</p>	<p>Discuss how sounds associated with different settings can be used simultaneously to create various effects, how this influences the viewer Listen for 'off screen' sounds and discuss how these help create atmosphere and setting</p>
<i>Story</i>	<p>Look at how moving images tell a story and make comparisons with books.</p>	<p>Look at how moving images can tell a story without speech or dialogue. Discuss how settings affect the story – how would the story work in a different setting?</p>	<p>Learn that film can tell stories using different devices, including voiceover, a combination of sounds and images. Learn that a film can tell a story from different points of view.</p>	<p>Understand that film is not always chronological. Identify devices such as flashback, dream sequences discuss why they are needed and how they are shown in films.</p>	
<i>Setting</i>	<p>Identify and describe setting e.g. inside/outside, place, time, atmosphere</p>	<p>Describe the impact of the setting on the mood of a character. Discuss how different settings shape character e.g. could this character exist in a different place? How would the character change? Identify and describe settings in terms of period. What sort of story do we expect in this period and</p>	<p>Describe settings in terms of camera shot, camera techniques (single long shot or close ups) sounds, colour. Discriminate between 2D and 3D settings in animated film.</p>		



<p><i>Character</i></p>	<p>Discuss how film can show characters and their behaviour. Discuss how films show characters' emotions and moods.</p>	<p>place?</p>	<p>Identify ways in which characters are established through costumes, props and behaviour. Discuss how the visual contrast in a film can make a character, building or place stand out.</p>	<p>Identify methods film uses to establish and develop characters through close up, lighting, dialogue and voice over.</p>	
<p><i>Colour</i></p>	<p>Identify the predominant colours in a film i.e. black and white or primary colours</p>	<p>Understand how colour can convey the mood of a film. Discuss why black and white is sometimes used. How does black and white affect our response?</p>	<p>Discuss how colour can contribute to settings e.g. hot and cold colours on a colour palette</p>	<p>Understand how colour can help to show the passage of time i.e. day and night, past (sepia) and present.</p>	
<p><i>Camera</i></p>	<p>Identify basic types of camera shots (close up, mid shot and long shot) and begin to discuss their purpose</p>	<p>Understand a wide range of different camera shots and their purpose. Explore the camera angle used – why? How would the meaning change if a different shot was used?</p>	<p>Explore how different kinds of shots e.g. a single long shot, or chopped up close ups give us a different impression of a character or a setting.</p>	<p>Explore how the camera moves and discuss how this changes the shot.</p>	
<p><i>Composition/ Editing</i></p>	<p>Explore how decisions are made about the camera shots, colours, sounds used to create characters, settings and stories.</p>	<p>Explore how the director has arranged the elements of a shot to make us notice some things and not others.</p>	<p>Explore the number of shots used and why they are used e.g. to record change of location Discuss what new information is given with each change of shot Time the shots used, what is the impact of differently timed shots? Explore how transitions between shots are made</p> <p>Discuss how films manage the passage of time using visual effects. Understand how a film compresses time.</p>	<p>Explore how films tell a story with sequences of camera shots. Discuss how one shot differs from another Discuss how the meaning of the sequence would change if one shot was missing, or the order changed. Consider if viewpoint changes when the shot changes</p>	<p>Explore how a film sequence is constructed. Explore the various meanings that could be derived from a sequence of shots Consider how many cameras are used. Discuss why/how camera positions were chosen. What if the camera position was changed? From whose viewpoint are we watching the action? Does viewpoint change with each different camera shot?</p>



<p>Use</p>	<p>Act out scenes from a film. Hot seat a character from a film. Interview a character from a film. Contribute to simple character descriptions in shared writing Contribute to simple descriptions of setting in shared writing</p>	<p>Identify key points in film and link with story mountain. Predict future events from key points in the film. Add captions to a simple storyboard. Make/design their own setting Create their own settings describing mood and conveying a sense of place. Write increasingly detailed settings in stories using interesting words and phrases that draw on all senses. Alter the colour within parts of their writing to suit different passages of time. Create their own characters and compare techniques they would use to make these characters come alive in writing and in a film scene. Use IT to experiment with designing shots, sequences and complete stories.</p>	<p>Experiment with sound and using different layers of sound to create impact. Discuss how these effects could be produced in writing. Use the idea of camera shots as writers to produce varied descriptions in their writing Write increasingly detailed descriptions that capture aspects of a film e.g. a close up of a character, or a long shot of a setting. Experiment with using colour in their writing to develop aspects of setting Experiment with the idea of different points of view in their writing. Explore and evaluate a variety of connectives to express the passage of time in their writing Experiment with the idea of different narrative devices in their writing e.g. external narrator or narrator as one of the characters.</p>	<p>Use a storyboard to produce a scene that provides an alternative ending and goes against generic expectations. Discuss typical characters, settings, costumes, language, narratives that are associated with different film genres and discuss ways of presenting these so that they can be shared with others. Explore different ways of describing characters in their writing e.g. through sharing thoughts as well as actions Demonstrate how sound can be layered in order to create meaning within a story i.e. music, sound effect and dialogue in animation, and discuss how these effects can be captured in writing. Use a storyboard to record analysis of camera shots and explore how these effects could be captured in writing. Produce persuasive texts to advertise particular films. Produce a presentation to show the various roles involved in film making.</p>	<p>Begin to use flashback technique in own stories Use knowledge about sequence of shots to develop plot and atmosphere in their own writing. Use a storyboard to change the order of a sequence or eliminate some shots and discuss how this changes the meaning. 'Play' with storyboards as a tool for producing stories. Discuss and show how a variety of storyboards can be captured in writing. Discuss ways of capturing humour in their writing. Produce a presentation that records how films have changed over time. Discuss ways of presenting what they know about the different roles in film making that can be shared with others.</p>
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