

In Class Media Literacy Workshops



Movie Trailers

in accordance with the Ontario Ministry of Education for
Grades 5-8



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Coming Soon To A Theater Near You...

Thank you for choosing The Director's Cut Workshops. We are thrilled to be a part of your classroom this year! We promise to work hard to make this the most engaging and exciting experience for you and your students.

The Make A Movie Trailer workshop was designed to promote the following social and academic skills:

- Social Collaboration
- Digital Media Literacy
- Story and Plot Development
- Social meaning and critical thought
- Digital story telling
- Technology
- Arts, Music and Drama



The anticipation of going to see a film is often exaggerated with the advertised movie trailer. Excitement, fear, happiness, sadness, are often only a few of the emotions conveyed during the short movie trailer that teases your senses and makes you want to see more! Have your class learn the magic behind making their own movie trailer this year.

In this full day workshop, using a genre of their choice, students will create a story based on specific camera angles, participate in an engaging, hands on tutorial on how to use a digital camcorder and tripod, learn the magic of cinematography and the importance of musical

representation and descriptive words, how to capture a scene using a specific angle to capture that elusive emotion, and finally how to edit all of the digital movie footage together to create two (each in a different genre) awe inspiring movie trailers of their fictitious film. All participants will receive a chaptered DVD of their work and the work of their classmates.

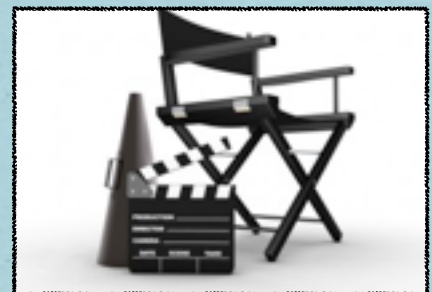
Please note that this workshop offers our new **DO IT IN A DAY®** service... meaning there is no prep time for this workshop, our Director's Cut film makers will work with your students from concept to final product, all in the course of the day.



Please turn the page to learn how to prepare for The Director's Cut Workshop.



We are here to help. Please contact us at bryan@thedirectorscut.ca if you are unsure of anything. Remember, our film makers will take care of anything that you were not able to on the day of the event..... it's going to be fun!



Thank you for being a part of The Director's Cut Workshops!

Information

This is a DO IT IN A DAY® workshop... meaning that The Director's Cut film crew will facilitate all the pre production, production and post production for you on the day of the workshop. This workshop can be used as a culminating activity to your unit. If that is the case, please ensure that your students have the appropriate background and information to facilitate the workshop.

*Please note that our media kits have 6 lap tops and digital video cameras for filming for the entire class. We recommend groups sizes not to exceed 5 - If you require more, ensure that you talk with the individual film crew member whom you have booked with.

Upon our arrival, our film instructors will;

- introduce your students to film making, and specifically movie trailers.
- a discussion of what is a movie trailer, purpose of evoking emotions and marketing an upcoming film, and genre will occur.
- students will participate in an engaging activity on camera angles and shot selection, learning basic cinematography, inclusive of angles, framing for specific emotion and engaging natural light to capture film.
- in film crews, participants will create their concept and develop a story board, including the understanding of story structure (beginning, middle, end)
- the rest of the day is spent filming live on location and editing footage to create the film trailers.

If you have a moment, we recommend showing a sample of a student produced movie trailer to your students. You may do so by going to www.thedirectorscut.ca/screeningroom and then clicking on the movie trailer sample. We have included a parent permission form for you to use below.

If you have any further questions, or concerns regarding your upcoming workshop, please call our box office at **1 877 747 2964**, or email the member of the film crew that you have been in contact with.

Thank you again for choosing The Director's Cut.....and that's a wrap.

DIRECTOR'S CUT

Have 5th - 8th graders learn the magic behind making their own movie trailer. In this full day workshop, using a genre of their choice, students will create a story based on specific camera angles, learn the magic of cinematography, the importance of musical representation and descriptive words, how to capture a scene using a specific angle to portray that elusive emotion, and finally how to edit all of the digital movie footage together to create two awe inspiring movie trailers of their fictitious film.



There are multiple direct links and correlations between our program and the 4 strands of the *media literacy* section of the **Ontario Curriculum** for grades 5 to 8. Briefly listed below are each strand and how our media literacy workshop links to each one:

1) Understanding Media Texts:

"1.3: evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts"

--> In the **Movie Trailer** workshop, students will be producing their own media text. This gives them the unique opportunity to engage with the process of identifying and critiquing specific values and measures at a very direct and immediate level. In this case, they can identify the areas of their movie trailer that are effectively presented, and which areas need improvement to help get the

desired message across. These opinions are partially formed from comparisons with previous media texts, and partially formed from interaction and engagement with their current project. Students will also have the ability to engage with previously made, professional movie trailers, and compare and contrast their own trailer that they have produced.

2 Understanding Media Forms, Conventions & Techniques:

"2.1: describe in detail the main elements of some media forms.

2.2: identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience."

--> The **Movie Trailer** workshop allows the students to identify particular conventions and techniques used predominantly in movie trailers. This may include particular camera shots or angles, storytelling conventions, certain

types of music or sound effects used, etc. Students should understand that particular ways in which things are shot or from whose point of view the story is being presented from will play a strong role in conveying a particular meaning to the audience. In addition, students will become aware of the fact that the genre of the movie trailer plays an integral part in the way it is presented, and what particular conventions and techniques are used. For example, the trailer for a horror movie would differ greatly from the conventions used for the trailer of a romantic comedy. This understanding of media conventions can be applied beyond the scope of movie trailers to all media forms, and should allow the student to become a more critical and well-versed media consumer and analyst.

3) **Creating Media Texts:** *"3.1: describe in specific detail the*

topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in engaging and/or influencing their intended audience." --> Students will have complete control over their creation in the **Movie Trailer** workshop, from determining the specific details of their story, including its topic, purpose and genre. They have the opportunity to create their story and engage fully in all the steps from creation to completion, including idea forming, storyboarding, scriptwriting, filming, editing, and post-production (including sound effects, voiceovers, music). All of these steps help to address the purpose of their story and who it is directed to. The tone and direction of their story is connected to the audience they are attempting to reach. Teachers can also have the students reflect on their experiences and challenges with their films in a post-workshop de-briefing, as well begin a discussion on how well they were able to influence their intended audience based on their film's message. Students should become aware of effective ways to reveal important aspects of their 'film' while still portraying some suspense and uncertainty to the audience. Essentially their goal should be to provide a trailer that entices the viewer to want to see the film that the trailer is advertising.

4) Reflecting on Media Literacy Skills and Strategies: "4.2: *explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts*" --> The **Movie Trailer** workshop necessitates that the students use all of the stated skills in assisting to form and understand the media texts they are creating. They need to listen not only to the different sound and music options they can put into their trailer, but also to each other as they brainstorm ideas and solve problems. Their speaking skills are tested as they use voices for the characters or as voiceover narration, common in movie trailers. They also must speak with each other to help determine strategies and plans on how to achieve the desired results. Their reading skills are required throughout the workshop as they interact with the various pieces of digital technology. Finally, their writing skills will help them to write their scripts and storyboards. They will then use their skills writing on the computer as they add titles and credits to their movie trailers.

Please note that the above correlations are a small sample of objectives and learning goals that have been taken to illustrate the importance of a collaborative digital media design in a classroom. An engaging, professional experience like The Director's Cut promotes and exemplifies key concepts and objectives for the **Ontario Curriculum**, ensuring engagement, concept retainment and the ability to implement technology skills in other areas of the curriculum.



Written and Researched by Asher Lurie,
M.A, HBA



Dear Parent / Guardian,

The Director's Cut Workshops is the leading provider of digital media literacy services in Canada. This year, we are proud to announce our newest in class technology workshop **LIGHTS... CAMERA... ACTION!** Held in the classroom, your child, along with members of their film crew will produce and direct their own media project to help support media literacy and cross curriculum objectives.

During the full day workshop on _____, your child will be introduced to the latest in digital technology by Director's Cut technology facilitators (film makers and media specialists). Using our **Apple Macbooks** and our **digital cameras**, your child will have the opportunity to create a _____ movie. Working in cooperation with their own film crew, your child will storyboard, script, and produce their own media short, complete with sound effects, voice overs and special effects, making it a true Hollywood experience! Participants will receive their own copy on DVD and have the opportunity for their film to be premiered across Canada at Cineplex Entertainment at The Director's Cut Reel Fun Film Festival.

The workshop promotes and develops social and academic skills under the revised provincial Language Arts curriculum which mandates teachers to develop appropriate **media literacy skills through the use of technology**.

The cost for the technology workshop is _____ per participant (inclusive of GST / HST) and covers all materials / instruction and final product . Cheques are to be made payable to your school and given to your child's teacher by _____. If you have any questions regarding the workshop and / or the new Provincial curriculum, please contact Bryan at 416 628 8478, or via email - bryan@thedirectorscut.ca or visit the website at www.thedirectorscut.ca for further information to help promote digital technology in your home.

Thank you and we look forward to the opportunity to work with your child and seeing where their imagination will take them!

I give permission for _____ to participate in **LIGHTS... CAMERA ...ACTION** workshop

_____. I have included a cheque made payable to the school in the amount of _____.

Parent Signature: _____

Date: _____



The Director's Cut
IMAGINE...CREATE...DEFINE...



MEDIA STORYBOARDS

Names: _____

Movie Title: _____

SCENE DESCRIPTION/ACTIONS

STICK FIGURE IMAGES

Scene #

Scene #

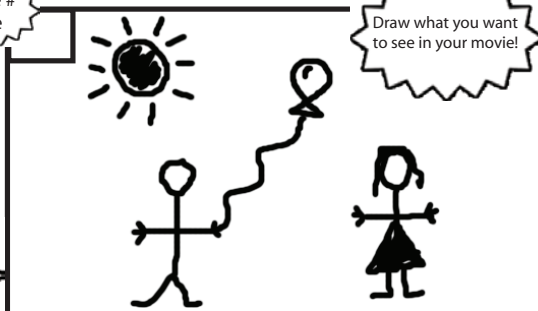
Scene #

SOUNDTRACK/SOUND FX

HOW TO USE THE STORYBOARDS!

In a 1 or 2 sentences, describe your scene

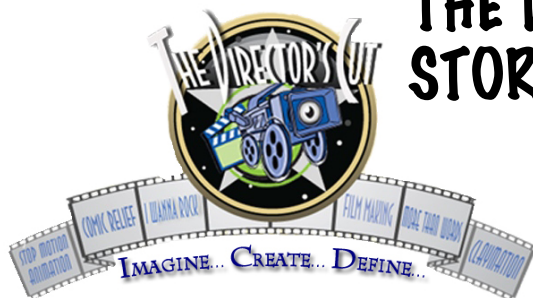
Scene #
here



Draw what you want to see in your movie!

What music and sound effects will the audience hear?

Keep your description simple and to the point



THE DIRECTOR'S CUT STORYBOARD RUBRIC



Category	Level 1	Level 2	Level 3	Level 4
Storyboard Communication	The student shows no creativity and innovation, and are unable to effectively communicate a proper storyboard	The student shows limited creativity and innovation, creating a storyboard missing some key elements	The student shows a good amount of creativity and innovation, creating a storyboard that communicates its ideas effectively	The student shows tremendous creativity and innovation, producing a highly impressive storyboard that clearly communicates its ideas with great effectiveness
Information Acquisition	The student does not effectively use comprehension skills to combine words, images, graphics and sound, but the meaning of it is very unclear.	The student begins to use comprehension skills to combine words, images, graphics and sound to put forth meaning but with limited effectiveness.	The student adequately uses comprehension skills to combine words, images, graphics and sound to put forth meaning with some effectiveness.	The student uses impressive comprehension skills to effectively combine words, images, graphics and sound work together to put forth meaning.

Category	Level 1	Level 2	Level 3	Level 4
Writing Elements	The student is unable to grasp concepts like plot, character, and setting so that they have not produced a proper story	The student begins to grasp the concepts of plot, character, and setting, but has not combined these elements into an effective story	The student understands the concepts of plot, character, and setting to an acceptable degree	The student successfully uses plot, character and setting to tell an effective story
Creative Expression	The storyboard is very difficult to read, making it impossible to know what the story is about or how to recreate it	The storyboard is difficult to read and is not labeled properly, and therefore would be difficult for another student to recreate	The storyboard is mostly easy to read with most elements in place so that a peer may have a couple of questions before understanding the story	The storyboard is easy to read, with clear writing and labeling so that their peers could understand the story by looking at it
Time Management	Time was used poorly, and had to be constantly told to get back on task	Used time quite well, but needed some reminders about staying on task from a teacher/ supervisor	Used time effectively for the most part, with very occasional straying from the task at hand	Used time effectively and did not have to be reminded by a teacher/ supervisor to stay on task

Category	Level 1	Level 2	Level 3	Level 4
Cooperation	Did not work well with others in group, required outside assistance for much of the time in dealing with major problems	Student was sometimes cooperative with group, but required some outside intervention	Student worked mostly cooperatively with the rest of the group, some minor problems	Student worked cooperatively and effectively with the rest of the group
Reading & Writing Skills	Did not effectively apply spelling patterns, knowledge of letter sounds, word parts and word segmentation, thus had a high number of spelling and grammatical errors for storyboard	Able to apply some spelling patterns, knowledge of letter sounds, word parts and word segmentation but made some spelling and grammatical errors for storyboard	Able to apply most spelling patterns, knowledge of letter sounds, word parts and word segmentation to spell most words correctly for storyboard	Able to apply spelling patterns, knowledge of letter sounds, word parts, and word segmentation to spell and use grammar correctly for storyboard

EVALUATION - COMING SOON TO A THEATER NEAR YOU

CATEGORY

LEVEL

UNDERSTANDING MEDIA TEXTS

1 2 3 4

- evaluates the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

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- expresses opinions about ideas & issues, presented in media texts, and gives evidence from the texts to support their opinions

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UNDERSTANDING MEDIA FORMS, CONVENTIONS AND TECHNIQUES

- describes in detail the main elements of some media forms

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- identifies the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

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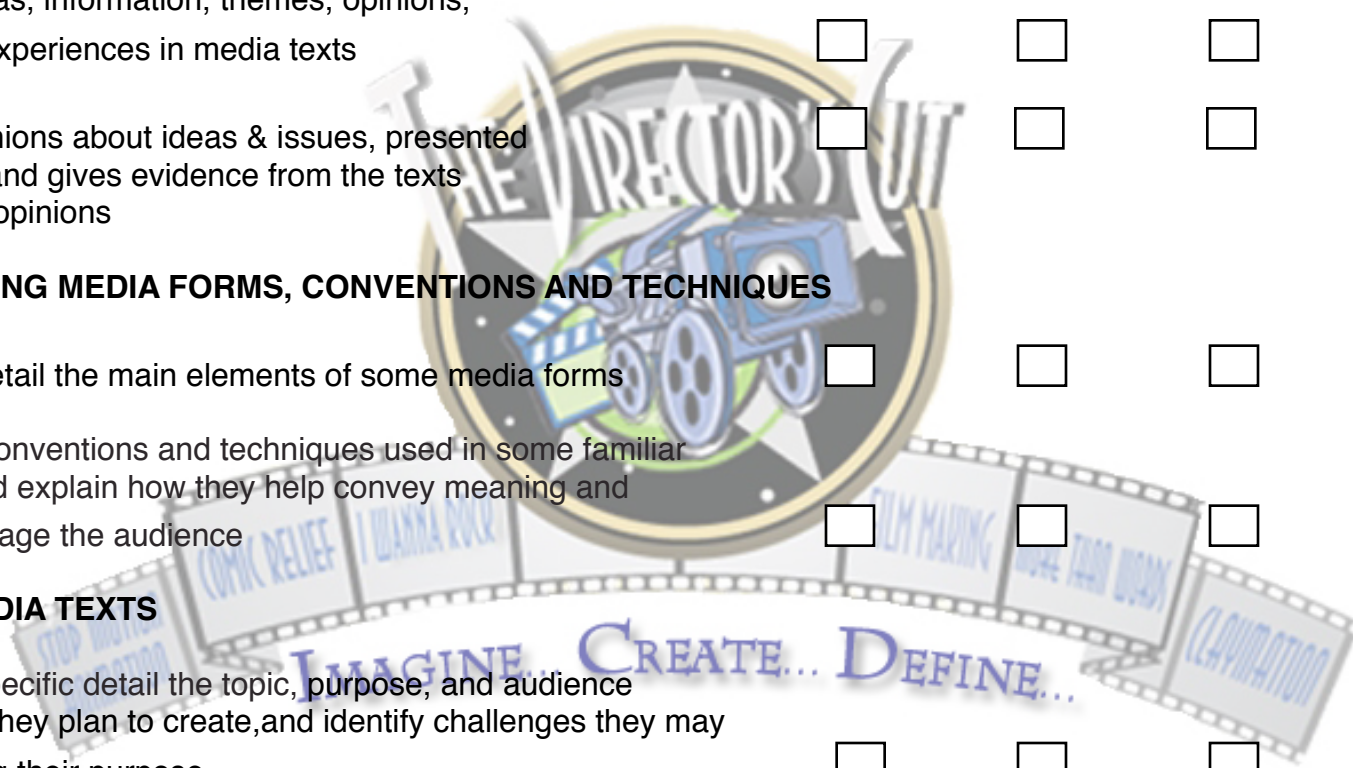
CREATING MEDIA TEXTS

- describes in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose

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- creates an effective movie trailer using workshop resources

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REFLECTING ON MEDIA SKILLS AND STRATEGIES

- explains how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

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- evaluates technology tools applicable for solving problems

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- practices safe and responsible use of information and technology

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- understands concepts and terminology for different technology used

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- uses proper keyboarding and mouse techniques such as correct body and hand positions

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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FINAL PRODUCT

INCLUDED TITLES AND END CREDITS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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INCLUDED APPROPRIATE MUSIC

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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INCLUDED APPROPRIATE VOICE AND SOUND EFFECTS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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PLOT WAS EASY TO UNDERSTAND AND REFLECTED NOVEL STUDY (IF APPLICABLE)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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