

Objectives

New Words

Resources

1. To question and make thoughtful observations about starting points [AD 1b]
2. To plan a story identifying the stages of its telling [Y4 T1 TL10]
3. To explore narrative order [Y4 T1 TL4]

Narrative, close-ups

- Video/DVD
- Blue Poster
- Photocopied stories
- Large sheets of paper
- White board

Starter

Time: 15 minutes

- Play a clip from a film, (eg Spiderman, Monsters Inc, Finding Nemo) showing different moods, emotions and camera angles.
- Using the pause button, discuss how the filmmaker has used light (for happiness) and dark (for sadness), close-ups (to show intense emotions), distance shots (showing scenes or isolation) and above (conveying weakness) and below angles (conveying strength), to communicate moods and emotions.
- Link this in with what pupils may have noticed watching TV since last lesson.

Lesson

Class activity

Time: 10 minutes

- Remind pupils of the children's stories and the emotions from each section.
- Using a three-column table on the board put chronological events from one of the stories in the first column, emotions in the second column and how these emotions could be displayed using a camera in the third.

Lesson

Group activity

Time: 25 minutes

- Give out one of the photocopied stories to each group. Pupils now put this story into the three-column table as a group.
- Ask pupils to start to create a short narrative drama telling the story of their case study. Next lesson they will be acting out the drama physically and through a series of pictures. Each group needs a director, who will refer to the table and make sure that the drama has three main scenes: *an opening, a problem and a resolution*. Pupils can work in their groups, contributing to the content of the drama (some elements can be fictional) on a large piece of paper with a timeline of events.
- Questions to prompt pupils during this task are: *Where does the action take place? How do the characters react emotionally? How do things change?*

Plenary

Time: 10 minutes

- Identify with the class the key chronological elements of the stories.
- Tell pupils that they will be acting out their drama with a narrative 'voice over' in two lessons time and then as a photodrama.