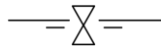# MOVIE GRAPHIC DESIGN
TEACHING RESOURCE

Students will learn the processes involved in creating movie graphics, from Weasleys' Wizard Wheezes products to copies of the Daily Prophet newspapers.

LEARNING OBJECTIVES:

- To develop and use design briefs and specifications for product development
- To appreciate the work of graphic designers from the *Harry Potter* film series and understand from how they get their inspiration

LESSON FOCUSES

PRE-VISIT:
Students will be introduced to the importance of graphic design in films to support the believability of characters and settings.

VISIT LESSON:
Focusing on Miraphora Mina and Eduardo Lima's iconic designs from the *Harry Potter* film series, students will learn what processes are involved in creating movie graphics.

POST-VISIT:
Using the example script pages, students will develop their own graphic products for a film.

MOVIE GRAPHIC DESIGN
PRE-VISIT LESSON

Hand out a selection of still images to the class, taken from feature films featuring graphic design. Encourage students to note down the genre and tone represented through the graphic design and support their answers with examples and evidence.

Ask the students to consider how characters in the film are being represented through the graphic design. There is no requirement for the students to have seen the *Harry Potter* films. The imagery will give clues to what a character may be like. e.g. the shape of the 'W' in the *Willy Wonka* logo suggests its creator would be fun and quirky. In *The Dark Knight* the typewriter font used in 'WILL THE REAL BATMAN PLEASE STAND UP' (typeface courier new) on the *Joker* card suggests a character with traditional tastes. The *Joker* claims he is a man of 'simple taste' who enjoys 'dynamite, gunpowder and gasoline' so he would be more inclined to use a typewriter or handwritten newspaper graffiti than a computer.

If the students are not aware of the narrative of the films, challenge them to consider how the design indicates possible narrative choices. For example, the *Golden Ticket* is very rare and sought after and gains *Charlie* entrance to the *Chocolate Factory* and therefore must look exciting. To show that *Willy Wonka* chocolate is popular worldwide, there are designs to represent its cultural impact, e.g. Japanese label design.

Students could also consider how graphic designers can affect the setting and time in a film e.g. the light–up signs used in *The Great Gatsby* bring the era to life.

WEB LINKS:
- www.minalima.com
- http://creativeskillset.org/job_roles/3787_graphic_artis_t

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STUDIO TOUR
LONDON

THE
MAKING OF
Harry Potter
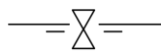
MOVIE GRAPHIC DESIGN
POST-VISIT LESSON

Present the students with the film scripts and pitches for different genres of films. Encourage the students to highlight any props or sets they think would need graphic design.

Using their knowledge from the Studio Tour visit and the pre-visit lesson, students could research, design and make a prop for a film. They should consider how the aesthetic of the prop could reflect the genre and setting of the film as well as develop the narrative. Students can make mood walls/boards to develop their ideas and display their research and references. They can sketch different ideas for props before making a card prototype of the finished prop accompanied with some writing about how the prop represents their ideas on story and character development.

WEB LINKS:

- http://www.imsdb.com/

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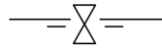**Harry Potter**
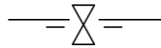
NATIONAL CURRICULUM/EXAM BOARD LINKS

Design and Technology

KS3

To analyse the work of past and present professionals and others

GCSE

Identify, investigate and outline design possibilities to address needs and wants

Product Design

A-level

Design and make prototypes that are fit for purpose to develop and broaden their understanding