

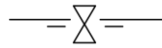


## SCRIPT TO SCREEN TEACHING RESOURCE

Students will have the opportunity to look at the journey from a film production from the script pages to what is seen on screen. They can study the processes focusing on artwork, plans and elevations, white card models, storyboards and the finished sets used in the *Harry Potter* film series.

### LEARNING OBJECTIVES:

- To understand the different roles needed both in front of and behind the camera to make a successful film
- To understand the different layers of design for the creative elements of film making



### LESSON FOCUSES:

#### PRE-VISIT:

Students will discover the roles of different film departments and what they do.

#### VISIT LESSON:

Students will look at the processes involved in taking a script from the written word, to storyboards, to artwork, to white card models, to finished sets using authentic items from the *Harry Potter* film series.

#### POST-VISIT:

Students will put together a film crew to plan a film production using their own ideas.



## SCRIPT TO SCREEN PRE-VISIT LESSON

Show the students a short clip from an age appropriate film. As they watch the film, get the students to list all the different jobs they can think of that are needed to make a film.

Introduce students to the names of the jobs from the film crew worksheet. Ask the students to research different departments and job roles on a film production and what they do. Ask students to write a job description for the job roles.

After the students have completed this they can assess the skills required to carry out the work.

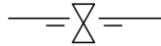
Students should examine how does each job role impact on the filmmaking process as a collaborative art form?

### WEB LINKS:

- Film job titles glossary: <https://www.media-match.com/usa/media/jobtypes/job-descriptions.php>

### SUPPORTING DOCUMENTS:

- Film crew worksheet





## SCRIPT TO SCREEN POST-VISIT LESSON

Explain to the students that they are going to form their own small film crew. In groups of 6 or more, designate each student to take responsibility for one of the following roles:

- Director
- Costume Designer
- Script Writer
- Concept Artist
- White Card Model Maker
- Storyboard Artist

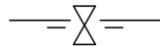
Challenge the students to create an original idea for a film, for which they will then plan the production. Their plan should include:

- Two scenes of script
- A costume design for the main character
- A concept drawing of the location of the scene, or the main event of the scene
- A white card model of a building or location in the scene
- A storyboard reflecting what happens in the scene

Once their plan has been finalised, students should film their scene. Students can timetable crew meetings and deadlines in the Production Schedule worksheet provided to produce their finished film.

### SUPPORTING DOCUMENTS:

- Production schedule worksheet





## SCRIPT TO SCREEN FILM CREW

Research and write a job description for the following:

Script supervisor

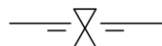
Production Designer

Gaffer

Prop Modeller

Location Manager

Production Manager





## SCRIPT TO SCREEN PRODUCTION SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Script Sides Filmed</b>					
<b>Crew Called</b>					



## NATIONAL CURRICULUM/EXAM BOARD LINKS

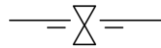
### Film Studies

#### GCSE

Demonstrate knowledge and understanding of elements of film.

#### A-level

Apply knowledge and understanding of elements of film to the production of film or screenplay.



### Media Studies

#### GCSE

Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

#### A-level

Demonstrate knowledge and understanding of the theoretical framework of media and contexts of media and their influence on media products and processes.

#### T Level

Understand the industry's history, culture, structure and marketplace

Understand and contribute to the production process

Understand the key roles and job market in the film industry

