

Movie Music & Story Lesson Plan

Intermediate Version

1. Brainstorm movie genres & subgenres with class. Action > Kung Fu etc

2. Play three varied movie scores to class. Ask them to imagine what genre of movie it is and what is happening in the scene. Play twice through. Students compare their ideas with a partner, then share with the class.

3. Reveal the movies that the scores come from. Ask the students to find out which movie they have all seen and discuss the main character from the film.
 - What is their life like at the beginning? (This is to elicit act 1, basically)
 - What do they want? (Elicits motivation)
 - What is the conflict for that character? (Elicits the drama)Give them enough time and then get responses from groups

4. Put into groups of 3-4. Tell them they are going to write a movie **scene** and to
 - Choose a genre
 - Choose the main characters
 - What are their lives like? (EG, works in an office, single, etc)
 - What does each character want?
 - What is their conflict?Give them enough time and help if they need it, then get responses from groups. It may be necessary to assign roles - scribe, character chooser, conflict chooser

5. After a few minutes, have the students share their stories with you and give feedback (“Make the conflict more clear/serious”, “What if the main character was XYZ?”)

6. Have the students share their stories with the class. Tell them they are going to describe that scene, saying one sentence each moving around the group in a circle as many times as necessary. It must last more than one full cycle of the group, so no rushing the scene! Give a demonstration.

7. Encourage student responses during the descriptions, then give the groups a follow up activity (eg, deciding which scene they liked the most / choose one scene and decide who would be a good actor for the role etc...)

Advanced Version

The same up until...

4. Put into groups of 3-4. Tell them they are going to write **a movie story** and to

- Choose a genre
- Choose the main characters
- What are their lives like? (EG, works in an office, single, etc)
- What does each character want?
- What is their conflict?

Remind them they should use vivid language, so NOT “He is sad” but “He is devastated/heartbroken/furious”.

5. Show them the Harmon Story Circle (The most simple one from the google image search or <http://bit.ly/1fAgSln>)

Ask them to decide a plot and that they will need other characters. Give them quite a while for this. Give them 20-30 minutes or so. After that, have them demonstrate for the group.

6. When time is up, have the students share their stories and give feedback (“More conflict!”, “What if the main character was XYZ?”)

7. Tell them to decide what are the “key scenes” (explaining what that means) in their movie. Give them a few minutes.

8. Tell them they are going to describe that scene doing just one sentence each, moving around the group in a circle. It must last more than one full cycle of the group, so no rushing the scene! Give a demonstration. Remind them to use “vivid” language, so NOT “He walked into the cafe” but “He strolled/skipped/sprinted into the cafe”. Give them 10 minutes or so. After that, Have them demonstrate for the group.

9. If it went well and you're teaching something that requires homework, ask them to act the scene and film it. Put it on youtube somehow and the other class members should comment on it (in English). Have it worth double the usual homework score INCLUDING comments on another team's video. Students should "like" or "up vote" their favourite (only ONE) and the winner will be played in the next class/celebrated.

Variations

- focus on dialogue
- focus on action words