

# LIGHTS, CAMERA, ACTION! | STAGE 3 | CREATIVE ARTS

Summary	Duration
<p>This is a great chance to engage students in learning about the water cycle, the process of providing water to homes and sustainable use of this precious resource. Using creativity and imagination, students will use their understanding of water management to create a story and write a script. The unit will culminate in a submission to Hunter Water's 'The Water Catchers' competition where students will have the opportunity to have their short film produced by industry professionals.</p>	<p>5 weeks</p> <p>Scripts created by students must be submitted to The Water Catchers no later than 15<sup>th</sup> March 2017. Students will then have approximately 5 weeks to rehearse their short films before production begins for successful schools.</p>

Unit Overview	Outcomes	Learning Across the Curriculum
<p>Students will examine promotional for a range of films and then appropriate techniques used by artists to create their own poster for The Water Catchers short film.</p> <p>Students will work in small groups to develop a plot, script and characters to produce a short film that conveys the message of conserving water.</p>	<p><b>Creative Arts K-6</b></p> <ul style="list-style-type: none"> <li>› CA-VAS3.2 makes artworks for different audiences assembling materials in a variety of ways</li> <li>› CA-VAS3.4 communicates about the ways in which subject matter is represented in artworks</li> <li>› CA-DRAS3.1 develops a range of in-depth and sustained roles</li> <li>› CA-DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</li> <li>› CA-DRAS3.4 responds critically to a range of drama works and performance styles</li> </ul>	<p>Sustainability 🌱</p> <p>Critical and creative thinking 🧠</p> <p>Ethical understanding ⚖️</p> <p>Information and communication technology capability 📺</p> <p>Literacy 📖</p> <p>Personal and social capability 👥</p> <p><b>Assessment Overview</b></p> <p>Promotional Poster for short film</p> <p>Final presentation of short film using <u>assessment rubric</u></p>

Content	Teaching, learning and assessment	Resources
<p>CA-VAS3.4 Appreciating Visual Art</p> <p>Considers a range of artworks and their subject matter including paintings, drawings, photographs, video and digital works, sculptures, installations and buildings, prints and posters, digital animations, ceramic and fibre works.</p> <p>CA-VAS3.2 Making Visual Art</p> <p>Recognises how an audience has an influence on the kinds of works they make, and seeks to clarify the purpose of their works, and suggests alternatives about how they may proceed</p>	<p>View promotional poster for The Water Catchers campaign.</p> <p>Discuss the artist's use of colour, composition and subject matter to convey intended purpose. These posters have been designed to promote the competition and encourage people to participate. 🌟👉</p> <p>View promotional poster for a film that students may have recently view. Discuss common features to this type of advertising including:</p> <ul style="list-style-type: none"> <li>• Title of short film</li> <li>• Actors, director and script writer</li> <li>• Image that reflects content/main message that the film conveys 🎬</li> </ul> <p>Students create posters to promote their short film.</p> <p>These can be created in any way that the student feels is effective in conveying the message of the short film. Encourage students to explore the use of digital mediums to reflect the official promotional material. 🖨️</p>	<p>Competition promotional poster (Included in Information Pack)</p>
<p>CA-DRAS3.2 Making Drama</p> <p>Responds confidently with gesture, movement and voice skills to a range of scripts and other texts to structure the narrative or episodes and build on the action of the drama</p> <p>CA-DRAS3.3 Performing Drama</p> <p>Devises drama in collaboration with others using scripted and unscripted material as resources for drama performances</p> <p>Organises space, props, costumes, artefacts, sound effects and movement sequences to help define role, place and situation to interpret and convey the meaning of the drama</p>	<p>Distribute success criteria to students. Explain that these elements are what is necessary to create a high-quality production. Allow opportunities for students to clarify points. 👥</p> <p>Using their storyboards (created during English lessons) students make necessary edits in order to create a more detailed script for students to use when rehearsing and performing their short film.</p> <p>Attention should be paid to how the script is effectively performed in the context of a short film as opposed to a live play. Students will have access to green-screen technology and post-production editing including voice-overs.</p> <p>Students develop ideas for costumes, props and sound effects to accompany dialogue.</p> <p>Take students on a “location scout” to determine the best spots to shoot scenes for the short film. Discuss at this point if “off-site” locations are needed for filming and logistics of accessing these sites.</p>	<p><u>Success Criteria</u></p>

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<p>CA-DRAS3.3 - Performing Drama</p> <p>Refines and performs drama work for a greater variety of audiences, eg reworks and rehearses scenes which are then performed in places such as the classroom, the school hall and in spaces beyond the school environment</p> <p>Devises, rehearses and acts in drama using voice and movement skills to convey meaning to an audience</p> <p>CA-DRAS3.4 - Appreciating Drama</p> <p>Forms and communicates opinions about a range of drama works created by themselves and others</p> <p>Evaluates drama performances in order to reflect upon and enhance their own drama work and the work of others.</p>	<p>Students rehearse scenes for short film and make any adjustments necessary. 🧑🧑</p> <p>Students need to focus on their use of voice (tone, clarity and volume) and movement (gesture, positioning and engagement with the camera). If possible allow time for students to rehearse in space to be used during filming.</p> <p>Using self-assessment rubric, students evaluate own work and make final changes before filming their work. ⚙️</p> <p>Students film with production company. 🧑🧑</p>	<p><u>Self-assessment rubric</u></p>

Evaluation
Empty evaluation area