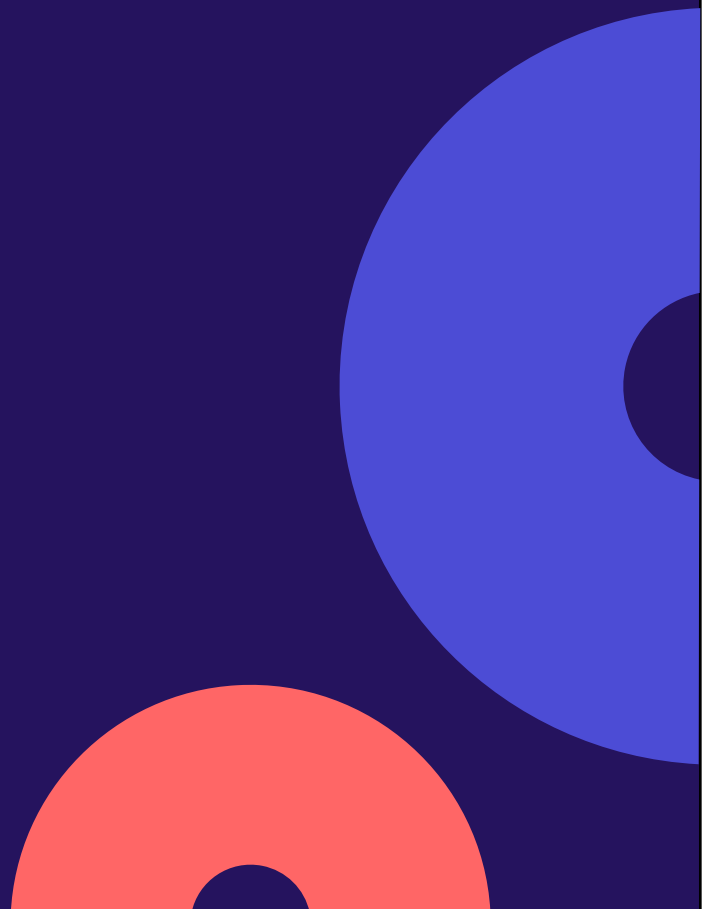


# Focus on the screen industries

70 minute lesson  
Years 9 - 11



# Lesson planner

Focus on the screen industries

Teacher	Subject Focus on the screen industries	Level and range Year 9 - 11 (Broad range, so materials, questioning and activities <i>need to be differentiated</i> )	Lesson timing Ideally, 70 minutes is recommended. Can be extended to accommodate your school lesson timings with extension activities.	Any other notes
<p><b>Previous knowledge through questioning.</b> Could be think/write/pair/share. This means students can consider the question, bullet-point their idea(s), discuss with the person next to them, and share with the teacher (who can use cold-calling).</p> <p><b>LOs:</b> To demonstrate you can identify careers in film and TV and to understand how you can find more information on careers in film and TV.</p> <p><b>AIM:</b> To virtually visit a workplace in order to experience the environment.</p> <p><b>Materials:</b> Task sheet, sector and industry films (linked), computer lab for Discover Careers website, whiteboards or post it notes.</p>			<p><b>Literacy:</b> Comprehension questions from a set video, moving roles into sub sectors or highlighting roles of interest with justification of why, Discover creative careers research, evaluation of A3 set designs.</p> <p><b>Gatsby benchmarks:</b> Benchmark 2 - Learning from career and labour market information. Benchmark 4 - Linking curriculum learning to careers</p>	
<p><b>Adults:</b> One teacher should be available for this lesson.</p>			<p><b>Additional notes for SEN and EAL students:</b> Keywords/slides could be provided for students printed out, with a worksheet resource.</p>	
<p><b>STARTER - 5-10 minutes SLIDE 4</b> Look at the film/TV images provided. Annotate the images provided, looking for any of the roles we have provided for you. What can you see?</p> <p><b>10 minutes - TASK - Watch the <a href="#">Introducing the screen industries film</a> - SLIDE 5-14</b> Teacher goes through slides for 2-3 minutes looking at various roles. Students highlight roles on a role definition sheet they've not heard of before. There will be a notes section next to these for students to note down if they would be interested in these roles.</p> <p><b>10 minutes - RESEARCH TASK - SLIDE 15</b> Go to the Discover Careers website and look for film/TV. Can you write some definitions for the list of roles provided in bullet points?</p> <p><b>15 minutes - TASK - <a href="#">Watch the first day on set film</a> - SLIDE 16</b></p> <ul style="list-style-type: none"> <li>• What things happen on a film and TV set?</li> <li>• Are there any roles present in this video you haven't heard of? What do these particular roles entail?</li> </ul>			<p><b>Key/hinge questions</b></p> <ul style="list-style-type: none"> <li>• Can you make a list of roles you've never heard of?</li> </ul>	<p><b>Measures of achievement</b></p>

# Lesson planner

Focus on the screen industries

## **10 minutes - TASK - SLIDE 18**

The new James Bond film is due to be released (students are provided with a hypothetical synopsis). It will be filmed at Pinewood. On your desks, assign yourself roles from the list provided outlining why you have chosen these roles. What skills do you need to do to perform your role effectively? For instance, to be a producer, you must be organised and have a good attention to detail.

## **10 minutes - EXTENSION - SLIDE 19**

There is a lot more to a film than just making it (slide). Your job is now to distribute the film. Assign yourself roles (examples would be: Marketing Manager, Marketing Coordinator, PR and Materials Coordinator) and come up with some marketing strategies to reach Bond's target demographic. You have been provided with some previous examples. It is time for students to get creative.

## **5 minutes - PLENARY - SLIDE 20**

Using your whiteboard or a post it note, note down how many different roles you can remember from the lesson today. Note down the website where you can find out more information regarding the TV/Film industry.