Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Drama, Film and Theatre Studies

Calling the Shots

Professional Learning Booklet

Autumn 2026

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PLE Learning Intentions

To continue to experience DFTS as a practical, arts-based subject

To critically analyse selected film scenes to inform the creative process

To collaboratively plan, create and edit a film sequence using practical filmmaking skills

To evaluate the film sequence and reflect on the experience of making the work.

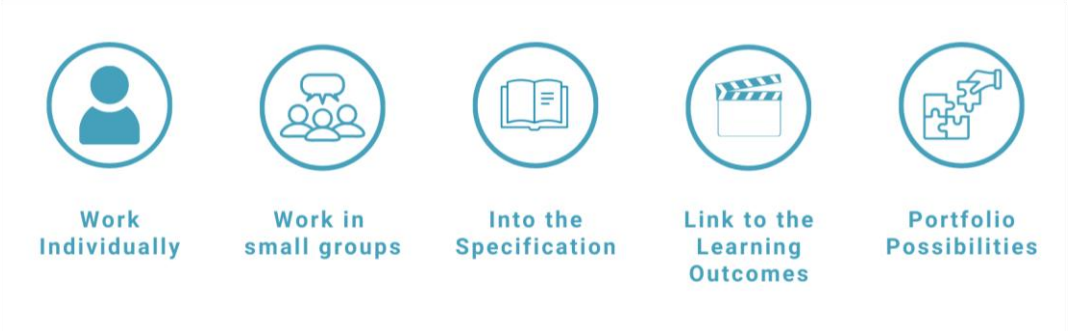
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Four Year PLE Timeline

2024-25	2025-26	2026-27	2027-28
✓Webinar 1	✓Webinar 3	Webinar 5	Webinar 7
✓Two-day PLE 1	✓Two-day PLE 3	Three-day PLE 5	Two-day PLE 7
✓Three-day PLE 2	✓Webinar 4	Webinar 6	Webinar 8
✓Webinar 2	✓Two-day PLE 4	Two-day PLE 6	Two-day PLE 8
✓Collaboratives x 2	✓Collaboratives x 2	Collaboratives x 2	Collaboratives x 2

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Icons for PLE



Setting the Scene

Short film – *Barry*

View to observe the following elements of film in ***Barry.***

5 Elements of Film	
Shot Size	
Shot Angle	
Camera Movement	
Lighting	
Sound	

View to Observe – Film Clips

Film Clip	Initial Response
Six Shooter	
Uroboros	
Agape	

View to Critique – *Six Shooter*

Critically analyse and respond to the technical elements of lighting and sound used in this film clip from *Six Shooter.*	
Lighting	
Sound	
Other	

View to Critique – *Uroboros*

Critically analyse and respond to the following technical elements: shot size, shot angle, camera movement in this film clip from *Uroboros.*	
Shot Size	
Shot Angle	
Camera Movement	
Other	

View to Critique – *Agape*

Critically analyse and respond to the following technical elements: shot size, shot angle, camera movement in this film clip from *Agape.*	
Shot Size	
Shot Angle	
Camera Movement	
Other	

Film Clips for *Calling the Shots*

Clip 1: *Six Shooter*

Time: 00:00:30 – 00:01:06

Clip 2: *Uroboros*

Time: 00:03:27 – 00:04:23

Clip 3: *Agape*

Time: 00:09:18 – 00:10:18

To access the film clips/extracts from this PLE: https://shorts.screenireland.ie

Individual Reflection

What do I now need to consider for my own students in my own context?

Critical Response to Create Ideas

1. What influenced me?

2. Why did it influence me?

3. How did the filmmaker achieve this?

4. How can I use this?

5. How will I make it my own?

Focus the Lens



1. Share your film ideas with your group

2. Discuss ideas

3. Agree your group film concept

4. Consider the following:

    Genre Period Style Form

    Inspired/Influenced by film clips

Frame your Ideas

Bring agreed film concept into the following:



- Film sequence should have a beginning, middle and end
- Prepare 3 to 4 short scenes
- Include dialogue: 6 – 10 lines
- Consider the view to create activity: what angles, movements do you wish to incorporate into your scenes from the film clips?
- Pre-production materials – script, storyboard
- Preparing to Shoot – considerations for location

Take 1 – Peer Share

Glow and Grow - Feedback Frame



One technical aspect of this work that really worked well was … because…



One technical aspect of this work that we think you might like to consider is …because…

Reflection and Action

Based on Glow and Grow:

What does the feedback tell us about our film sequence?

What are our next considerations to refine the film sequence further?

Reel Ideas

In your groups:

1. Use YIFM Film Sequence Breakdown Sheet
2. Create Shot List – production sheet
3. Agree and assign crew roles

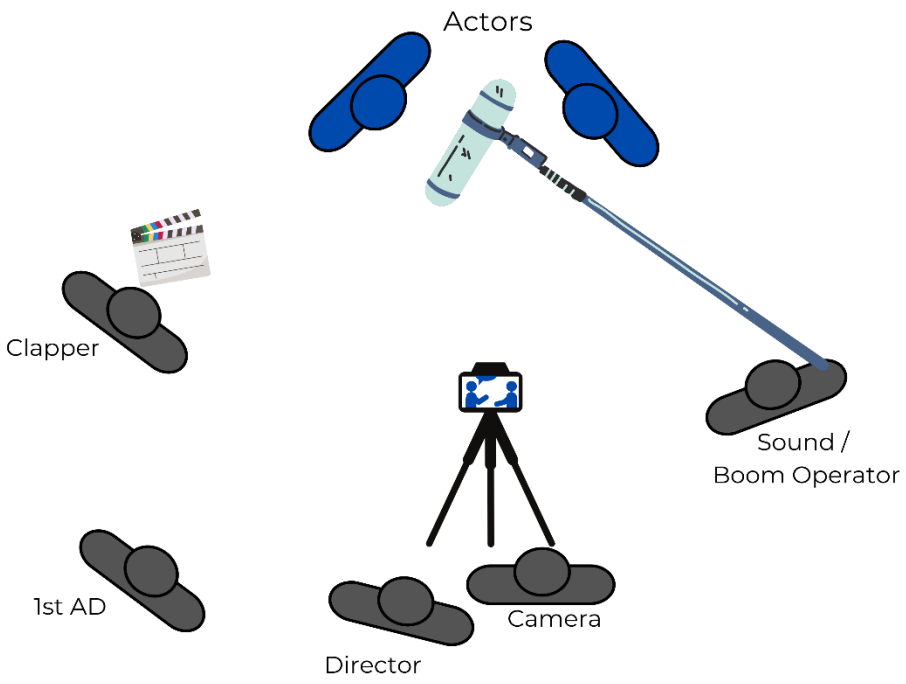
Our Film Crew

Individual Reflection

Looking back: how did I contribute to the developing film sequence today?

Looking forward: what do I need to consider for tomorrow's film shoot?

Day 2: Production



The Calls - Calling a Shot

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1st Assistant Director (AD) says - QUIET ON SET PLEASE

When set is quiet

1st AD says - BOARD IN

When clapper is in shot

1st AD says - SOUND

Sound Operator responds - SPEED

1st AD says - ROLL CAMERA

When the camera is recording

Camera Operator responds - ROLLING

1st AD says - MARK IT

With board in shot

Clapper person says - SCENE 1, TAKE 1

When everything is set

Director calls - ACTION

(It is always the director who calls 'Action')

When the shot / action is finished

Director calls - CUT

1st AD says - First positions (if they need to do another take)

or **1st AD says MOVING ON** (when everyone is happy with the take)



Press Pause

Choose one section on the honeycomb to respond to each of the following:

How is our filming progressing?

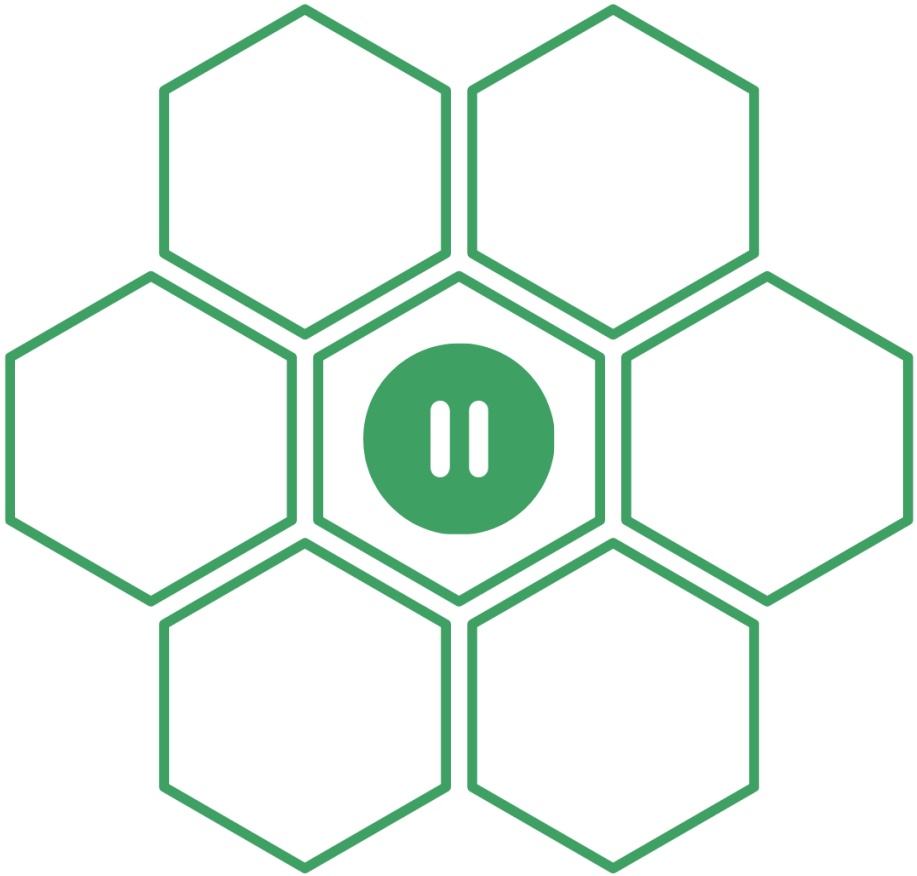
Do we need to make any changes for the afternoon?

What surprised me/emerged during the filming?

Are things going according to plan?

Have we implemented unplanned changes during filming?

How might I document my progress and learning so far during filming?



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Critical Response to Create Ideas

1. **Have we shown what influenced us?**

2. **How have we used technical elements to show our influences?**

3. **What did we do to make these our own? Shot angles, shot types, camera movements etc.**

Day 3: Post-production

Jot down your notes/ideas

Present Ideas – Film Sequence

L.O. 2.3 describe the influence that genres/periods/styles/forms/ practitioners have on the development and execution of creative tasks

What to Present

Explain how the film sequence:

Demonstrates engagement with the creative process

Communicates ideas and concepts

Shows technical, production and/or performance skills

Feedback Frame

L.O. 2.3 describe the influence that genres/periods/styles/forms/ practitioners have on the development and execution of creative tasks

Through the lens of engagement with the creative process…

Through the lens of communicating ideas and concepts…

Through the lens of technical, production and/or performance skills…

Portfolio Possibilities

Activity	How can students use this to document and/or reflect on their learning.

Notes

Oide Schools' Support Service, Ireland
Department of Education and Youth (Ire) schools' support service.
Seirbhís tacaíochta de chuid na R.O. (Éire)
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