



Oide

Drama, Film and Theatre Studies

Film in Focus

Spring 2025



Irish Film Institute



Young Irish Film Makers



The central graphic consists of two blue curtains on the left and right sides, framing a white space. Below the curtains is a row of blue seats, each with a white outline, arranged in a perspective view. The text 'Introduction Film in Focus' is centered in the white space.

*Introduction
Film in Focus*

Learning Outcomes in Focus



Oide

Strand 1 Creative Process

1.2 explore a variety of roles and responsibilities in film and theatre and their contribution to the overall creative process

1.4 explore and develop a range of technical and production skills for theatre and film

1.5 reflect on performance, production and technical skill development

1.6 generate ideas for their creative tasks

1.8 identify key roles necessary for the production of their creative tasks

1.12 experiment with key features, techniques and conventions in theatre/film to inform the development of creative tasks

1.14. produce, and screen (film) or stage and perform (theatre), their creative tasks for an audience

Strand 2 Critical Response Process

2.1 demonstrate an understanding of the language and conventions of film and theatre

2.2 demonstrate an understanding of the key features of the genres, periods, styles and forms in the specified areas of learning explored

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

2.10 evaluate how engagement in the critical response process helps to deepen and develop their own interpretation of specific pieces of theatre and film

2.11 explain how their engagement in the critical response process informs their engagement in the creative process and vice versa

Strand 3 Applied Creative Task 2: Film Sequence

3.7 develop, record and edit a film sequence, through collaboration

3.8 use their engagement with the work of established film practitioners to inform their own creative practice

3.9 show a film to an audience

3.10 explain creative decisions made, referring to influences, and reflect on the effectiveness of their work

3.11 evaluate their work

3.12 reflect on the experience of making the work, including how their engagement with the work of established film practitioners influenced and informed their own work



Learning Intentions

Continue to experience DFTS as a practical, arts-based subject.

Develop understanding of the language of film.

Explore a variety of roles and responsibilities in film through participating in practical filmmaking activities (pre-production, production and post-production).



Consider how the DFTS Portfolio may be used to document and reflect on learning across the three strands.



Warm-ups

1. Copy Me
2. Frame Up
3. Name Game



15 minutes





In this session we will:

engage with filmmaking language and skills

identify key roles in film production

become familiar with filmmaking equipment.



Practical Filmmaking



1. Camera shots
2. Crew roles and responsibilities
3. Getting ready to shoot



1 hour 30 minutes



Camera Shots



Name the different shot types



5 minutes





Camera Shots



Name these three shots...



20 minutes





Why do we use these shots?

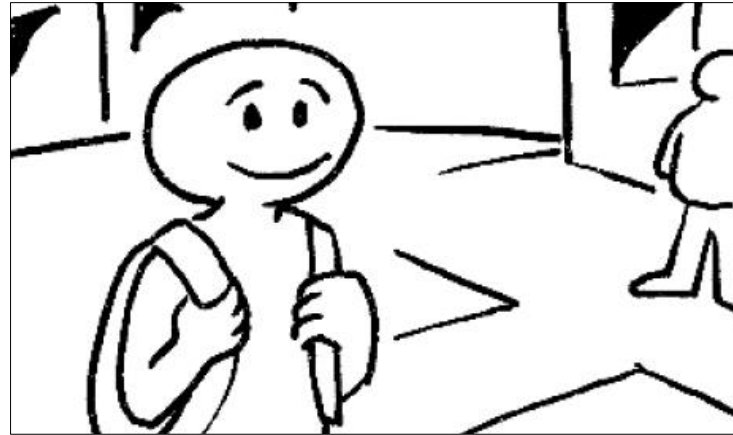


WIDE SHOT

Generally used as an opening / establishing shot

Shows location and grounds the viewer in the space

Can be used to show scale of an environment

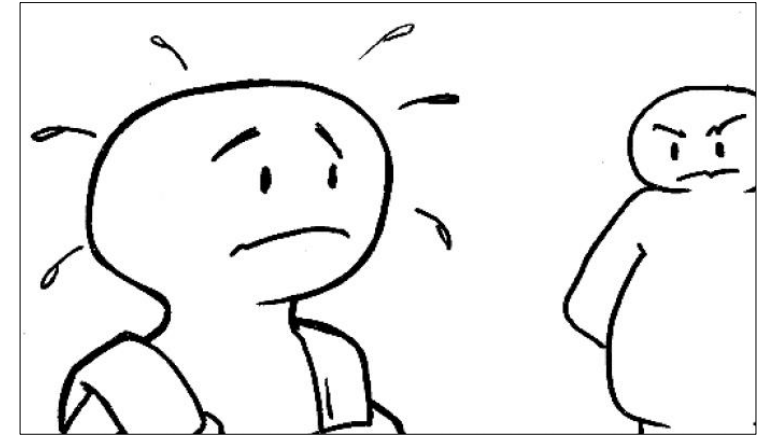


MID SHOT

Used for dialogue and character interaction

Generally used for majority of shots in the film

Good for interviews



CLOSE UP

Used to show emotion

To convey an important details or piece of information

Can be used for objects of importance too



Crew Roles and Responsibilities

Name the film crew roles and their responsibilities

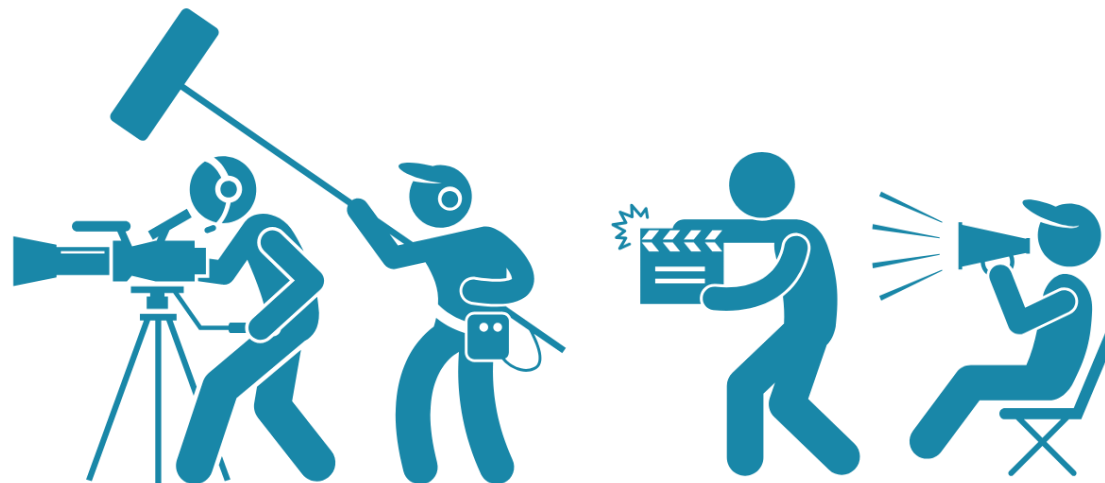


20 minutes





Getting Ready to Shoot



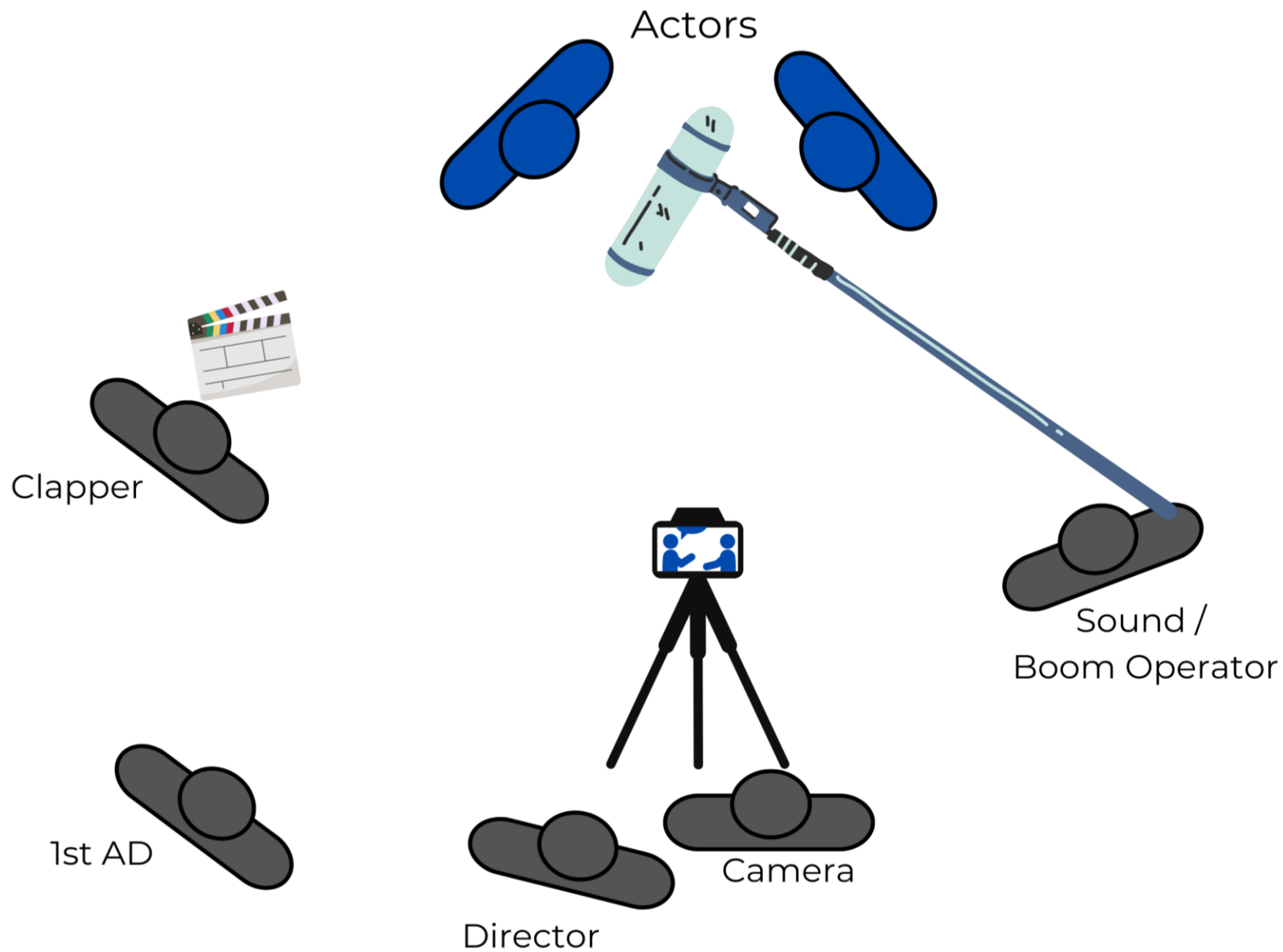
Test shoot as a crew

Observers – use Portfolio to document



1 hour







The Calls - Calling a Shot

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)





Walk and Reflect

Reflect on our experience.

What key competencies have we experienced?

Document in our portfolios.



5 minutes





THAT'S A WRAP!

BACK IN 1 HOUR



In this session we will:



explore film language and use the three Cs (character, camera and colour) to engage critically with film

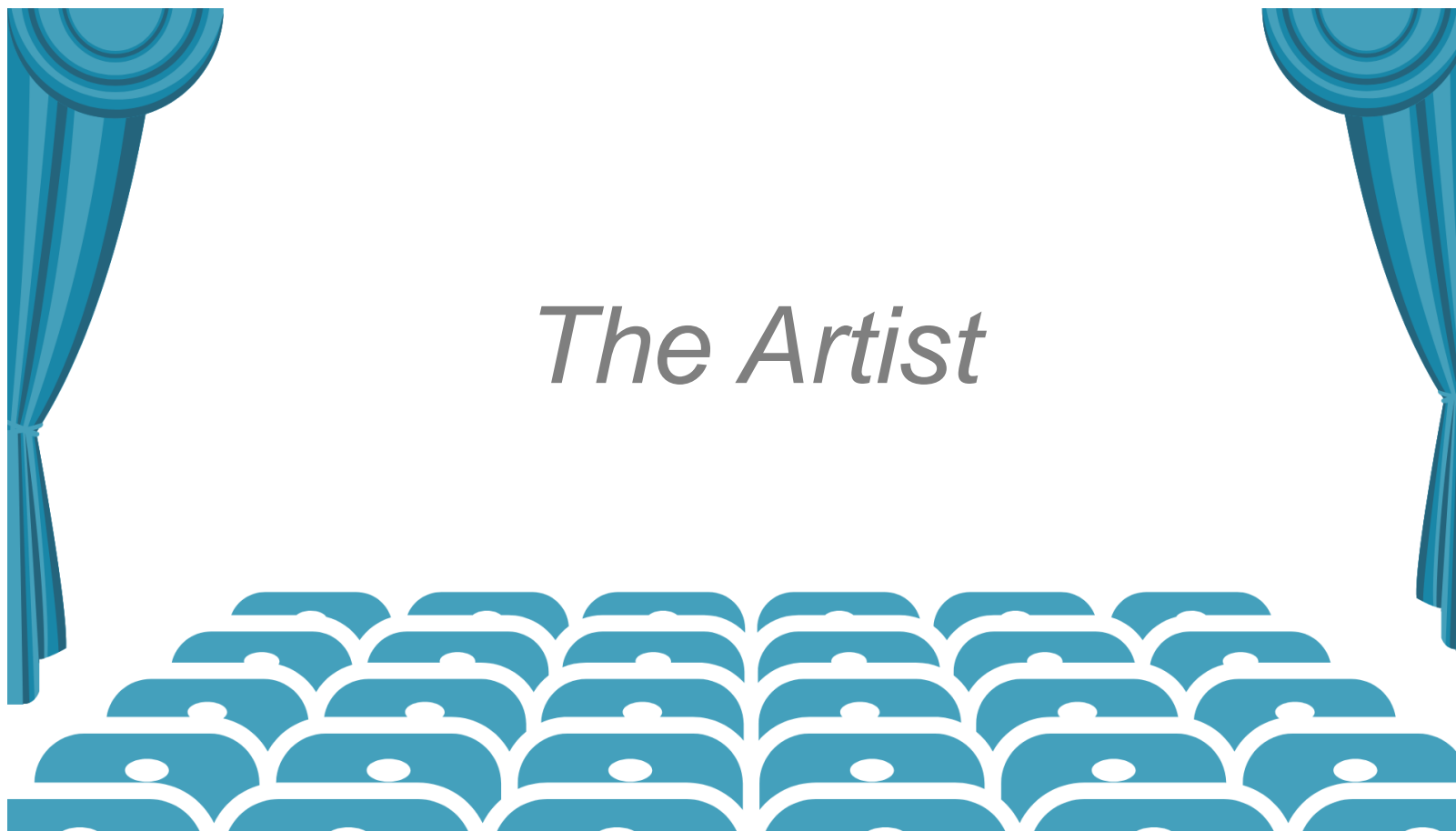
discuss our understanding of film genre

use the film clips viewed to inform ideas for creating a film sequence.





Watch to Enjoy

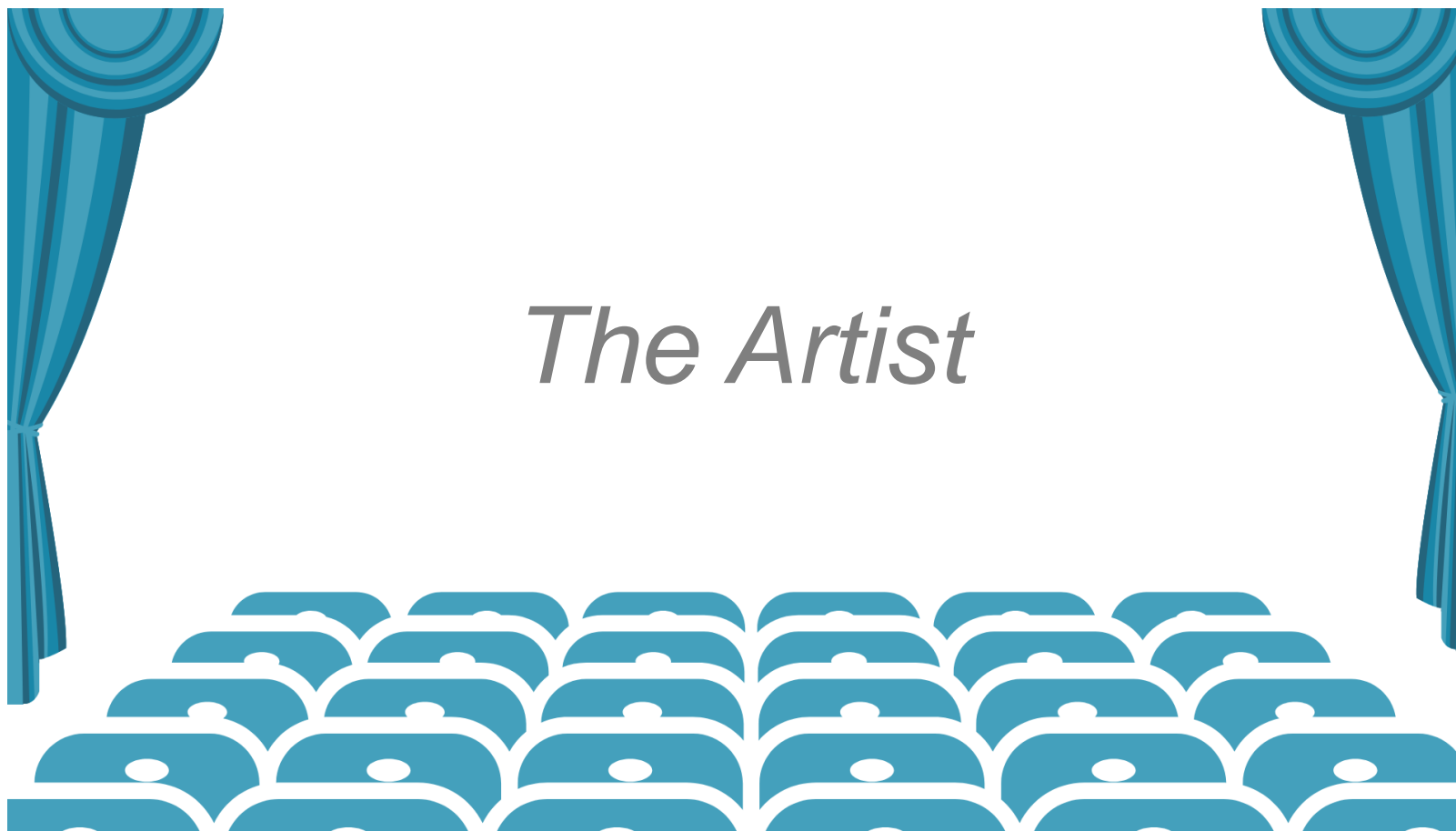


The Artist



Second Watch: Observe

Count the shots in this clip

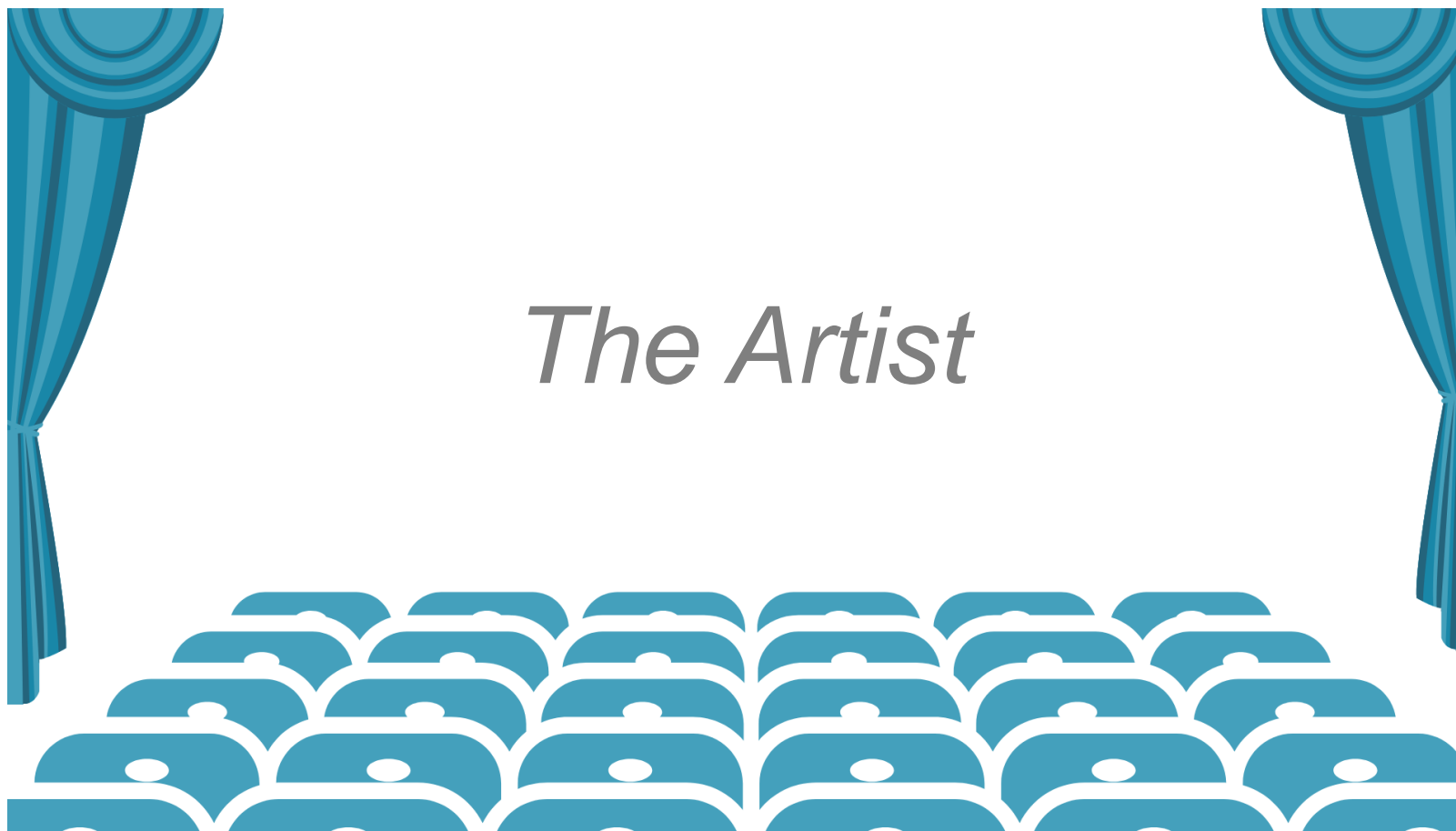


The Artist



Third Watch: Critique

1. What is the purpose of each shot type?
2. What information do they give us?
3. Why is this film black and white?



The Artist



Watch to Enjoy





Second Watch: Observe

Framing and shots

1. Where is the camera positioned in this scene?
2. Why did the director make this decision?



12 Angry Men





Third Watch: Critique

What atmosphere was the director trying to depict with this framing?



12 Angry Men





Genre in Film

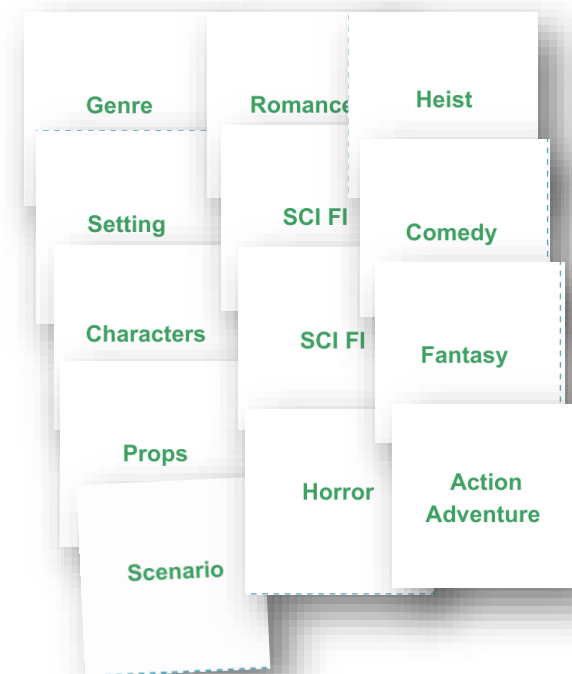
What do we understand by genre in film?





Elements of Genre

In small groups, match the elements of genre to the specific genre on the cards.



10 minutes





Watch to Enjoy



Unforgiven



Second Watch: Observe

Focus on shots

How do the shots illustrate the characters?

A stylized illustration of a stage. Two blue curtains with white outlines are pulled back on either side, revealing a central area. Below the stage, there are several rows of blue seats with white outlines, representing an empty audience.

Unforgiven



Third Watch: Critique

Focus on one of the three Cs

Character

Camera

Colour

A stylized illustration of a stage. Two blue curtains with white outlines are pulled back on either side, revealing a central area. Below the stage, there are several rows of blue seats with white outlines, representing an empty audience.

Unforgiven



Watch to Enjoy



Ocean's 8



Second Watch: Observe

Identify two elements that suggest this might belong to the heist genre.

A stylized illustration of a stage. Two blue curtains with white outlines are pulled back on either side. In the foreground, there are several rows of blue seats with white outlines, arranged in a semi-circular pattern. The text 'Ocean's 8' is centered on the stage.

Ocean's 8



Third Watch: Critique

In our groups

Group 1: Actor and Director

Group 2: Art Department/Production Design

Group 3: Camera

Group 4: Writer/Screenplay



Group 1: Actor and Director

How has the director directed the character in this scene?

Discuss how the scene will be played out.

Group 2: Art Department/ Production Design

How has this set been created?

List props essential to the mood of the set.

Group 3: Camera

How is the scene shot?

What type of shots are used to illustrate the character?

Group 4: Writer/Screenplay

What will be the next scene?

How do you know?

Pick out the phrase / words that indicate what will happen next?



10 minutes



Ocean's 8



Story Structure - Watch to Enjoy





Second Watch: Observe

1. What information is the camera giving us?
2. What do we learn about characters in this scene?
3. How do we know where this scene fits - beginning, middle or end?

A stylized illustration of a theater stage. Two blue curtains with white outlines are pulled back on either side of the stage. In the foreground, there are several rows of blue seats with white outlines, arranged in a semi-circular pattern. The title 'Jurassic Park' is centered on the stage.

Jurassic Park



Group 1

Select a line of dialogue that belongs to the timing of each scene

Group 2

Select a line of dialogue that indicates character development

Group 3

Select another element of film that illustrates character development

Group 4

Focus on music - how does it change in the three scenes?

A stylized illustration of a theater stage. Two blue curtains with white outlines are pulled back on either side of the stage. In the foreground, there are several rows of blue seats with white outlines, facing the stage. The title 'Jurassic Park' is centered on the stage.

Jurassic Park



**Back in
15 minutes**





Pause and Reflect

In what ways are we thinking differently now about practical filmmaking and visual storytelling?

What practices could we use in our classroom to support our students?

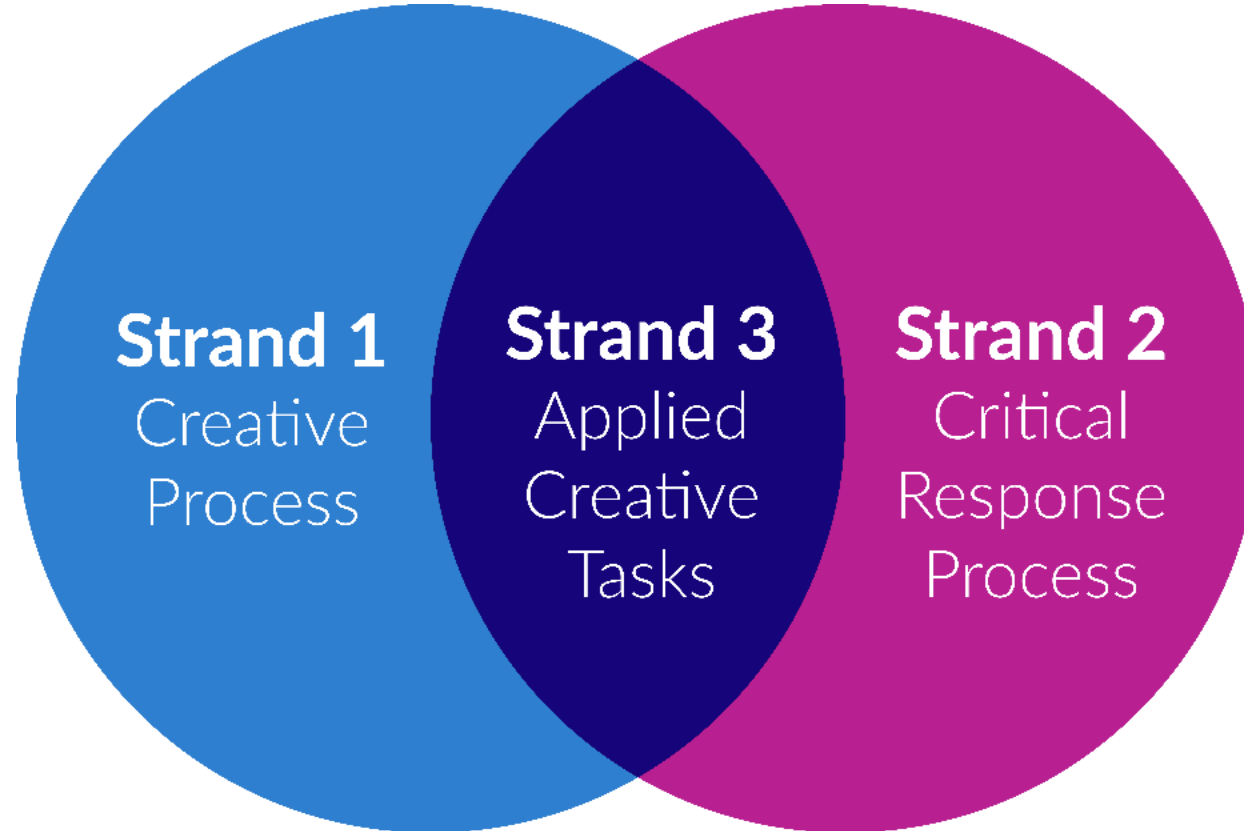
Document in Portfolio.



10 minutes

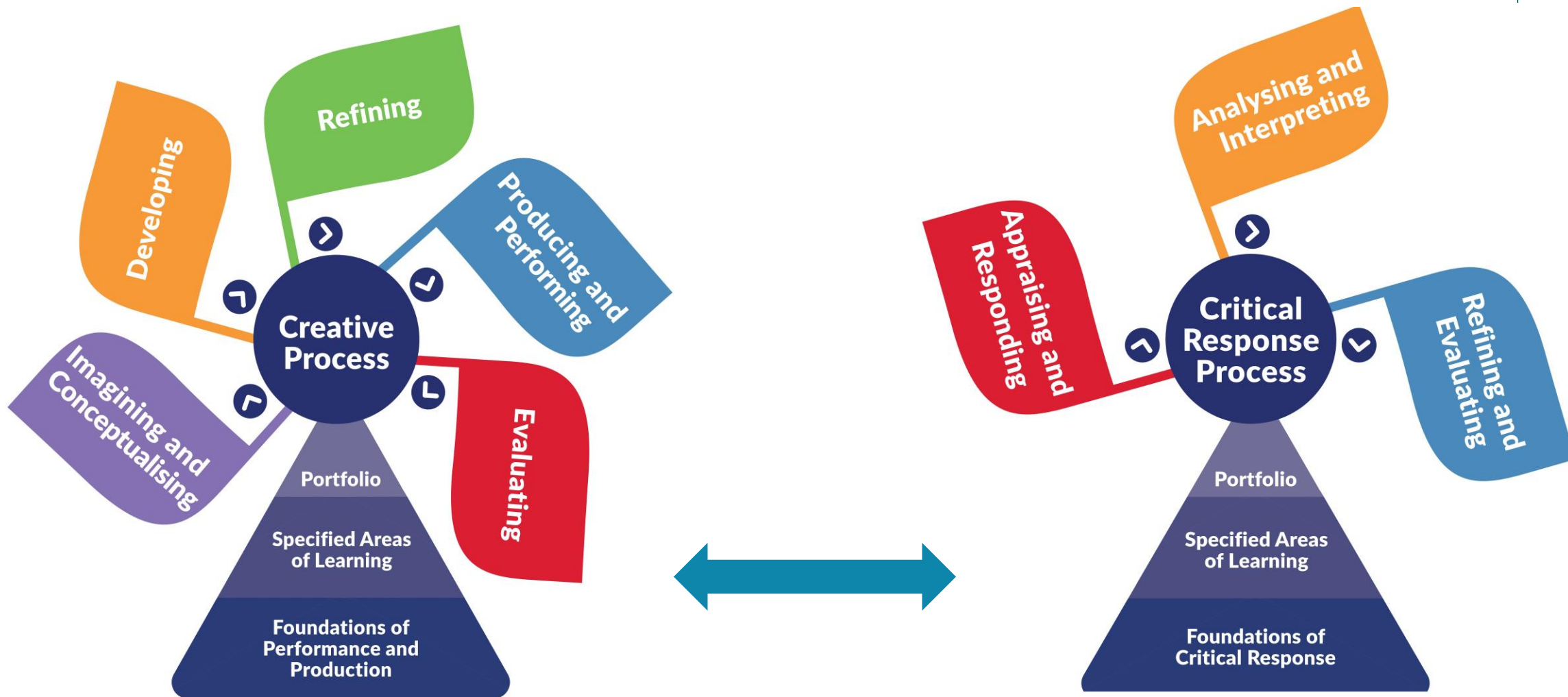


Strands



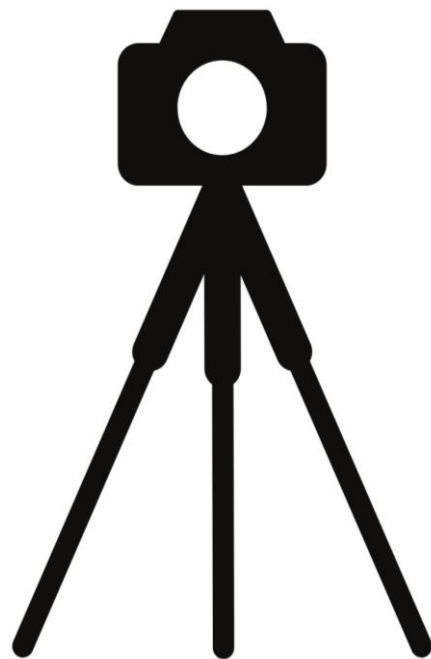
'All three strands are interwoven and should be studied concurrently, not in a linear order.'

Curriculum Specification for Leaving Certificate Drama Film and Theatre Studies pg. 4





Film Sequence Group





In this session we will:

collaboratively engage in the creative process to make a film sequence

begin to generate ideas informed by the film clips.





Film Sequence Task

Shots and Duration:

10 shots (Ten Shot Wonder), max 3 mins

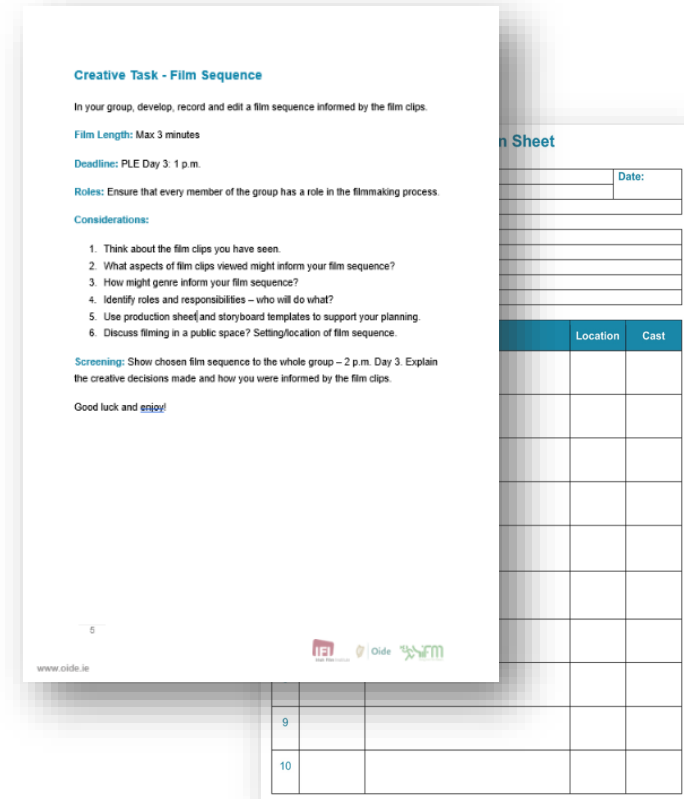
Consider:

Use film clips to inform idea generation, define roles, plan and select locations.

Screening:

Present to the whole group at 2:00 p.m. on Day 3 and take note of creative choices.

Deadline for filming: 1:00 p.m. – Day 2



20 minutes





Task – Film Sequence

In groups, begin to generate ideas.

Production Sheet

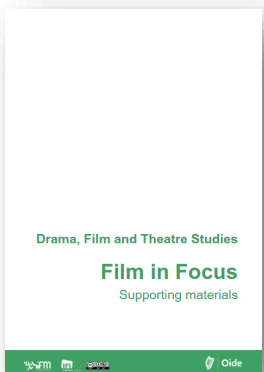
Production (Title) :		Date:	
Genre:			
Reference Material:			
Director:			
1 st Assistant Director:			
Camera:			
Sound:			
Clapper:			

No.	Shot Type	Description	Location	Cast
1				
2				

Storyboard Template

Title: _____

Scene: _____



25 minutes



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Feedback Form

Travel and Subsistence



Oide

Day 2

Film in Focus

Spring 2025



Irish Film Institute



Young Irish Film Makers



Learning Outcomes in Focus



Oide

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Gallery of Images Documenting Day 1



Oide





Task – Film Sequence



Finalise ideas and production worksheet.

Nominate crew and agree roles on set.

Film a 10-shot sequence - 10 Shot Wonder.



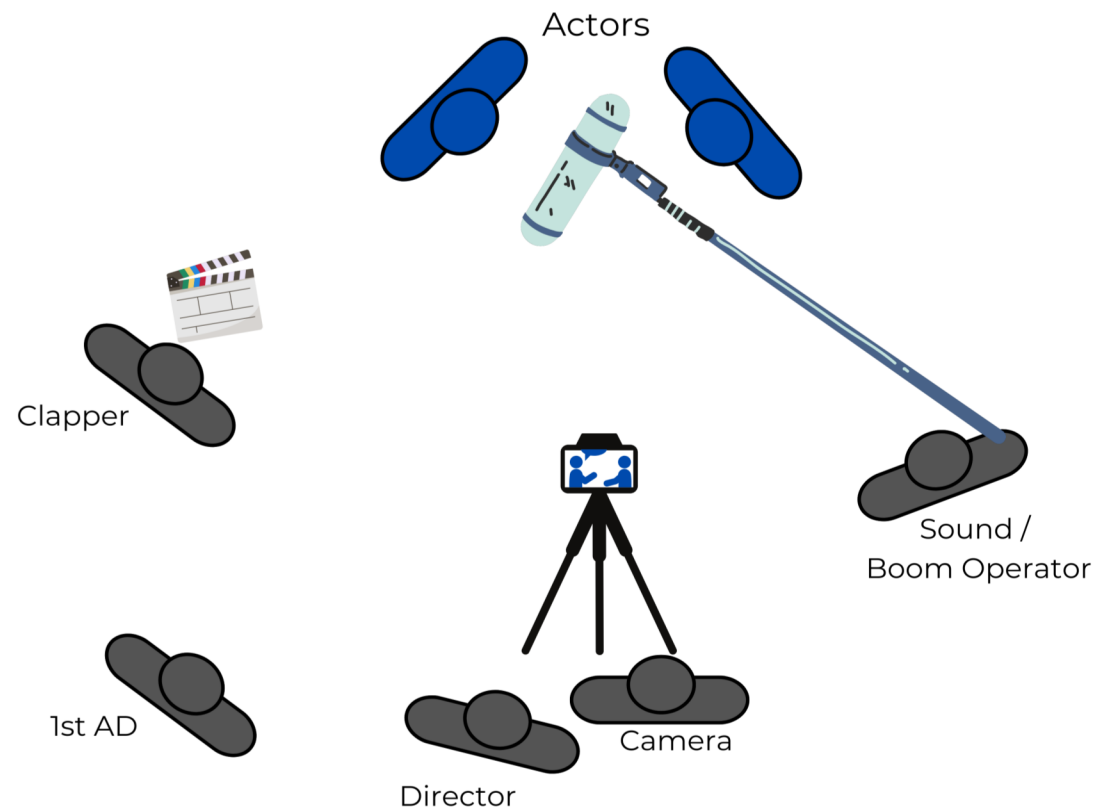
30 minutes



Get Filming – Film Sequence

Remember - The Calls

Filming in a public space



Get Filming



Oide



Return at 12:45 p.m.



THAT'S A WRAP!

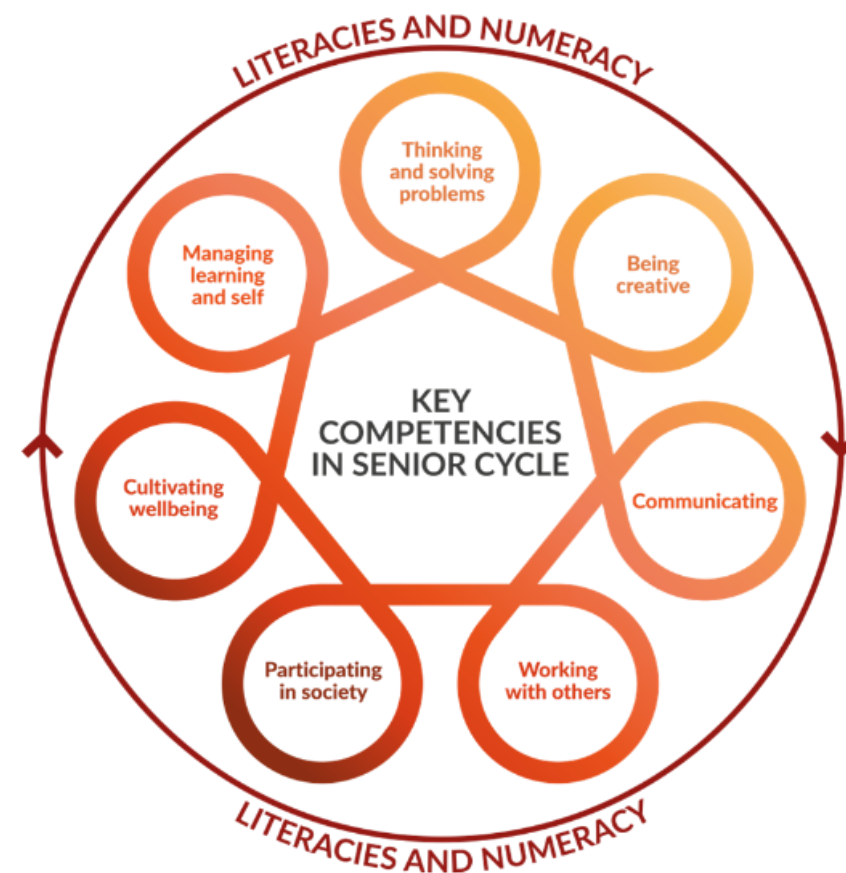
BACK IN 1 HOUR



Document and Reflect

Reflect on our experience of recording the film sequence.

How have the key competencies been enacted?



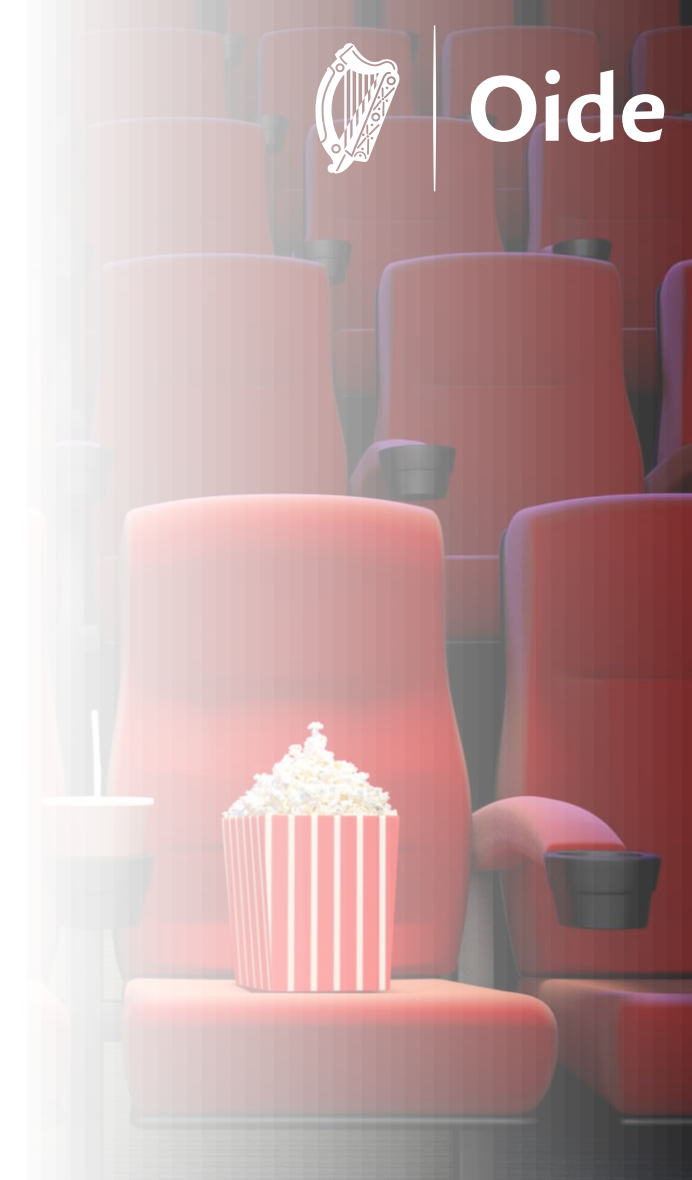
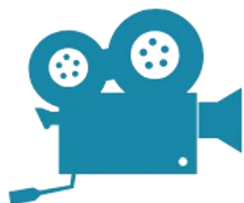
10 minutes





In this session we will:

critically engage with a range of film clips to inform our understanding of post-production techniques.





Flashback in Film

What is the purpose of flashback in film?





Watch to Enjoy



Run Lola Run



Second Watch: Observe

Take note of the events as they occur.

A stylized illustration of a stage. Two blue curtains with white outlines are pulled back on either side. In the foreground, there are several rows of blue seats with white outlines, representing an audience. The title 'Run Lola Run' is centered on the stage.

Run Lola Run



Third Watch: Critique

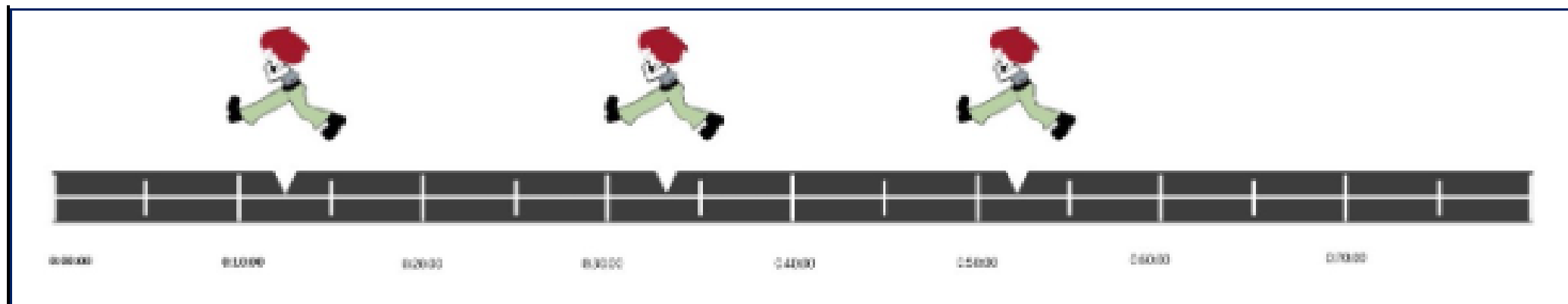
Draw a timeline for the film sequence.

A stylized illustration of a stage. Two blue curtains with white outlines are pulled back on either side. In the foreground, there are several rows of blue seats with white outlines, representing an audience. The title 'Run Lola Run' is centered on the stage.

Run Lola Run



Run Lola Run – Timeline



A legend box containing two entries: a red circle next to the text 'Real world L&M' and an orange circle next to the text 'Flashback'.





Transitions

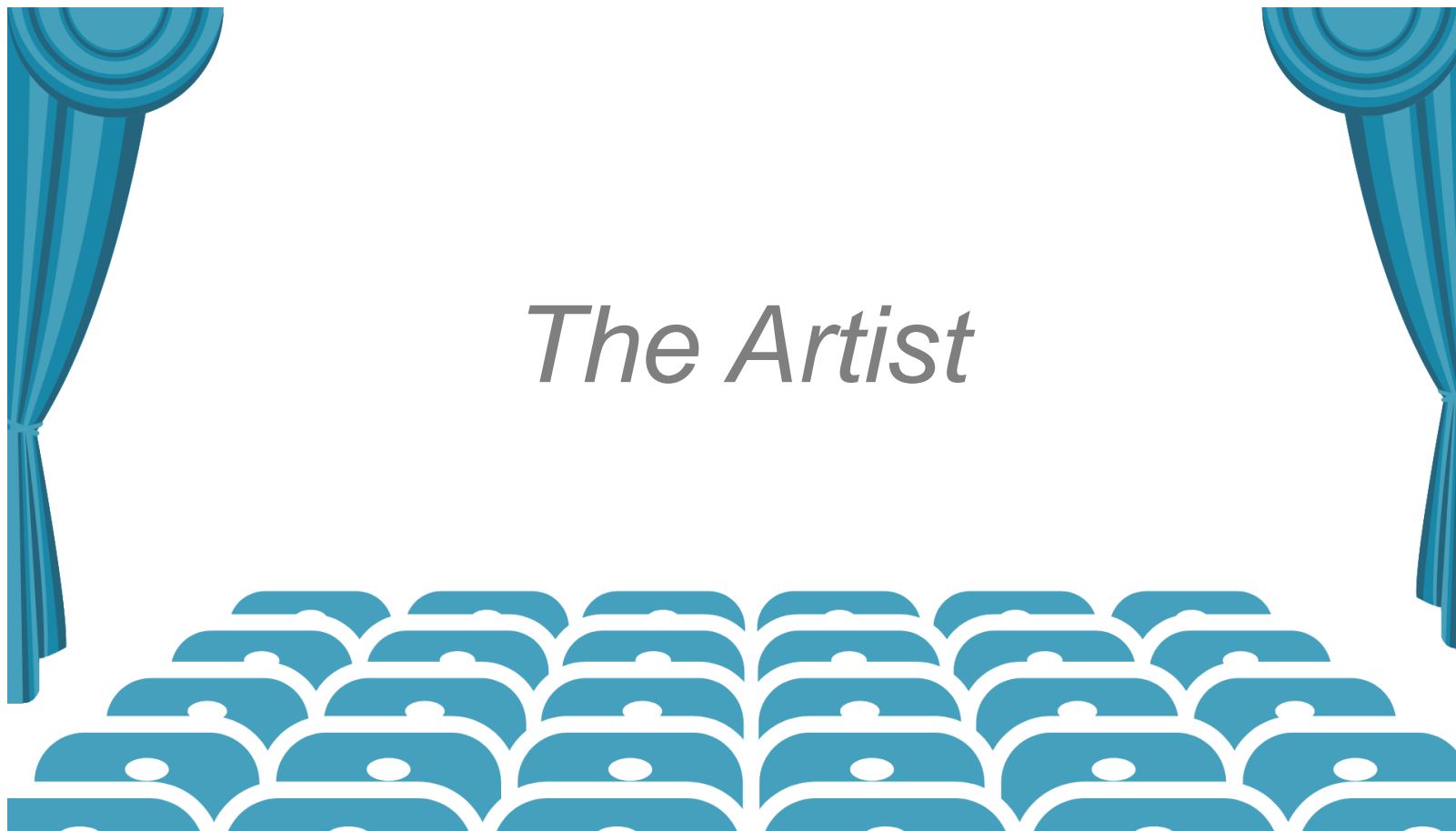
Watch the following clips and identify the transitions:

Cross-dissolve

Wipe

Fade-in, Fade-out

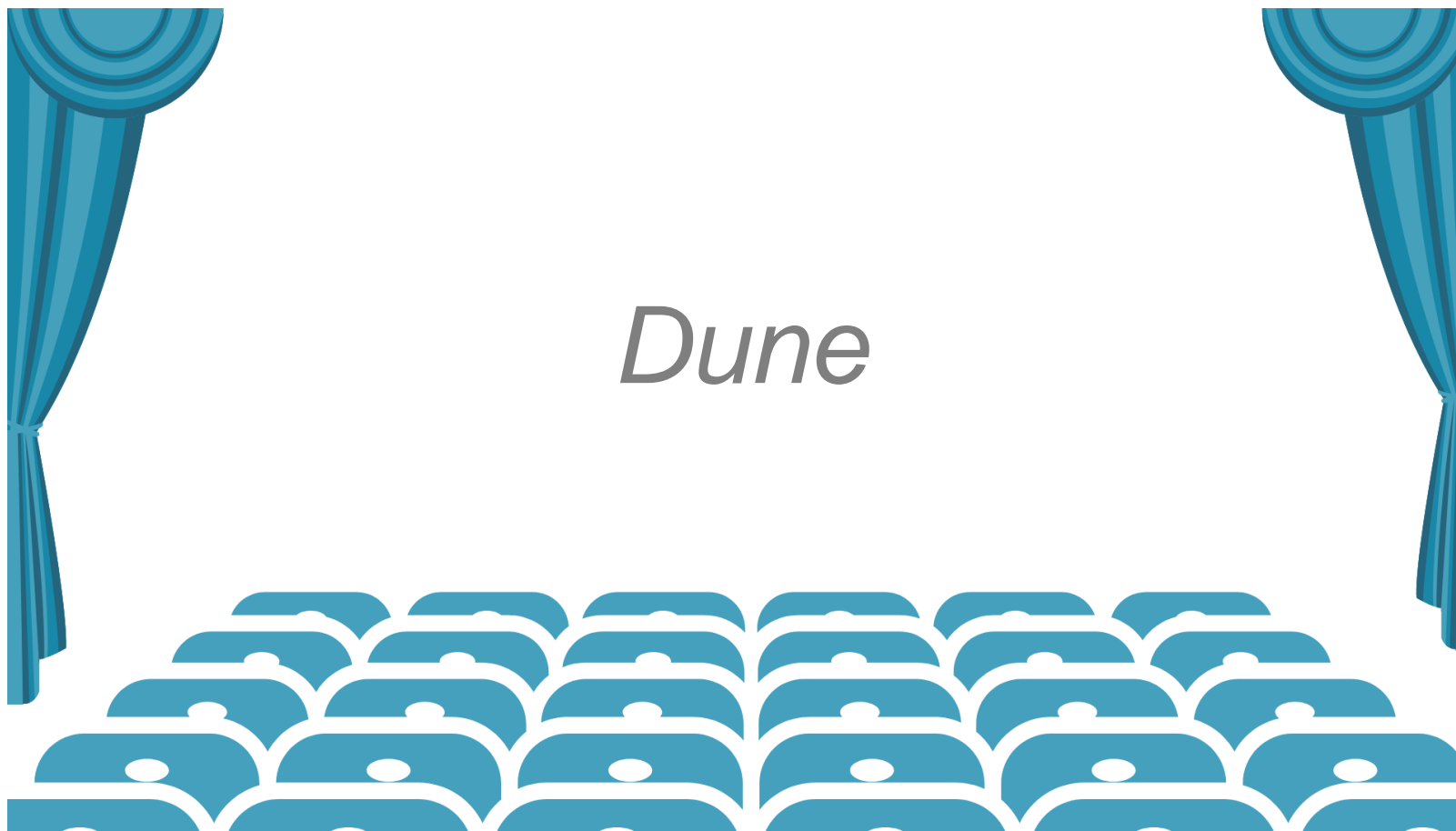




The Artist



Watch to Enjoy



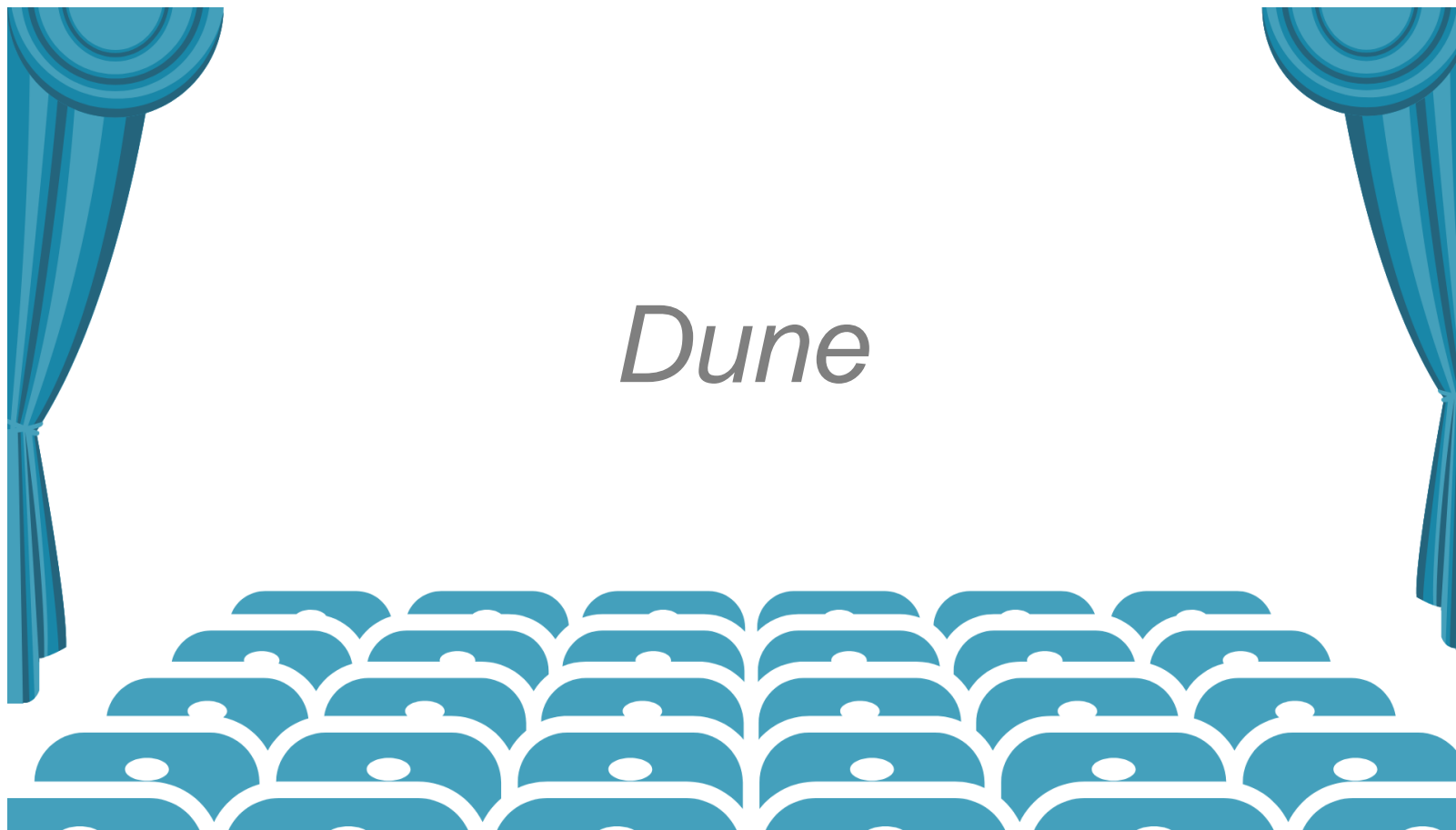
Dune



Second Watch: Observe

As you watch, note down the point of view being given each time it changes.

1. Whose point of view?
2. What are they watching?



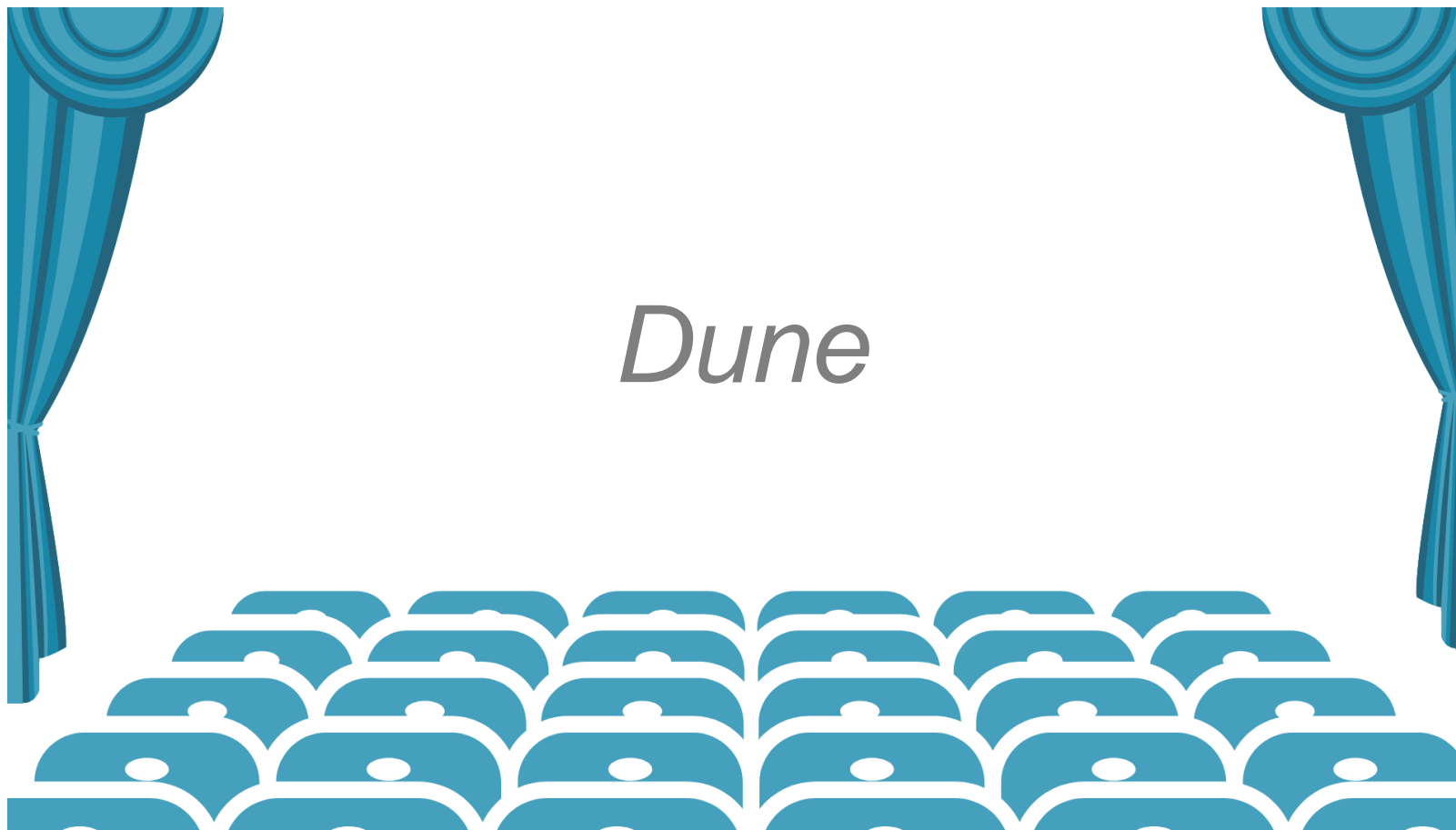
Dune



Third Watch: Critique

Note the cutaway objects shown in the scene.

1. What is the purpose of the cutaway?
2. Why does the director do this?



Dune



Diegetic and Non-Diegetic Sound

Diegetic sound

Heard by characters

Examples: dialogue,
ambient sounds

Non-diegetic sound

Not heard by characters

Examples: film score,
voiceover or narration,
added sound effects





Watch to Enjoy



*Harry Potter and the
Deathly Hallows*



Second Watch: Observe

Watch the clip now without sound.

What do you notice?

The background of the slide is a stylized theater stage. It features two blue curtains on the left and right sides, framing a central area. Below the curtains, there are several rows of blue seats, each with a white outline, arranged in a semi-circular pattern. The title text is centered in the upper part of the stage area.

*Harry Potter and the
Deathly Hallows*



Third Watch: Critique

1. What scene is this in the film? How do you know?
2. How does the music contribute to the impact of the scene?

A stylized illustration of a theater stage. Two blue curtains with white outlines are pulled back on either side of the stage. In the foreground, there is a row of blue seats with white outlines, arranged in a semi-circle. The title text is centered on the stage.

*Harry Potter and the
Deathly Hallows*



Foley Sound

Foley is the reproduction of everyday sounds to add to the auditory experience.

These can be anything from footsteps, to breaking glass and squeaky doors.





Watch to Enjoy



A Quiet Place



Second Watch: Observe

Take a note of the sounds as you hear them.

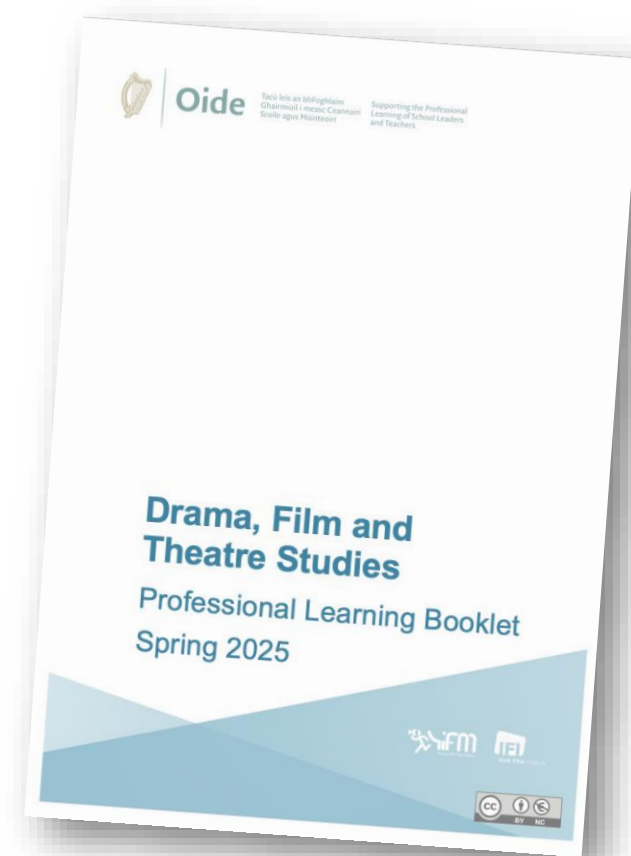


A Quiet Place



Foley Sound Activity

Work in pairs, match the sound with the material used.





Third Watch: Critique

1. What is the impact of the sound effects?
2. What is specific to this film?



A Quiet Place



Create Foley Sounds

In groups, using found materials, create foley sounds:

Feet running away on street

A door slamming in the distance

A bird flapping against window





Document and Reflect

Reflect in our creative groups.

How has the range of film clips informed our understanding of post-production?



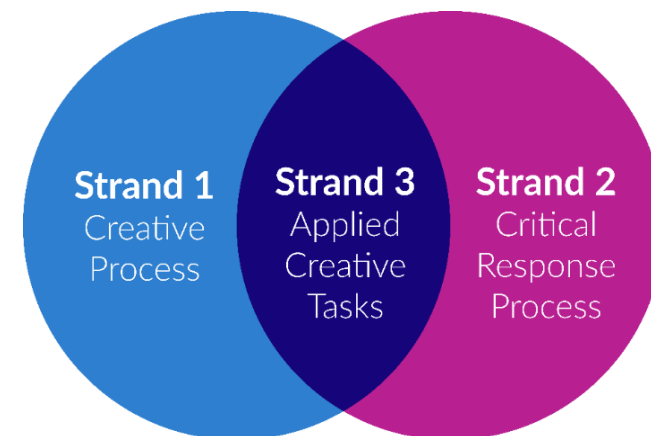
10 minutes





Focus on Learning Outcomes

Which Learning Outcomes across the three strands have we engaged with in this PLE so far?



20 minutes



Learning Outcomes in Focus



Oide

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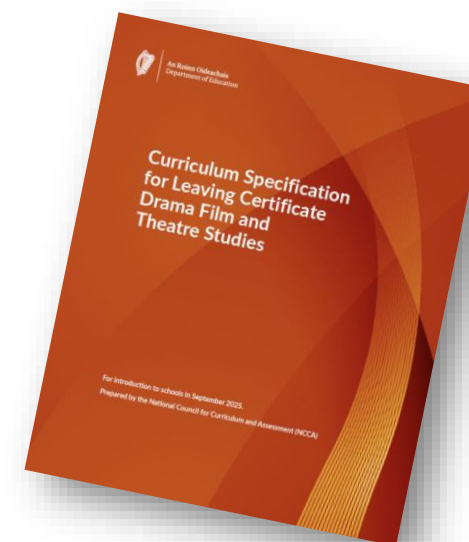
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Oide

Feedback Form

Travel and Subsistence



Oide

Day 3

Film in Focus

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Oide

Today we will:

develop basic editing skills for filmmaking.



Editing a Film Sequence



Introduction to Editing

1. DaVinci Resolve
2. Layout of screen
3. Importing footage
4. 3-point editing
5. Assembly Edit



30 minutes



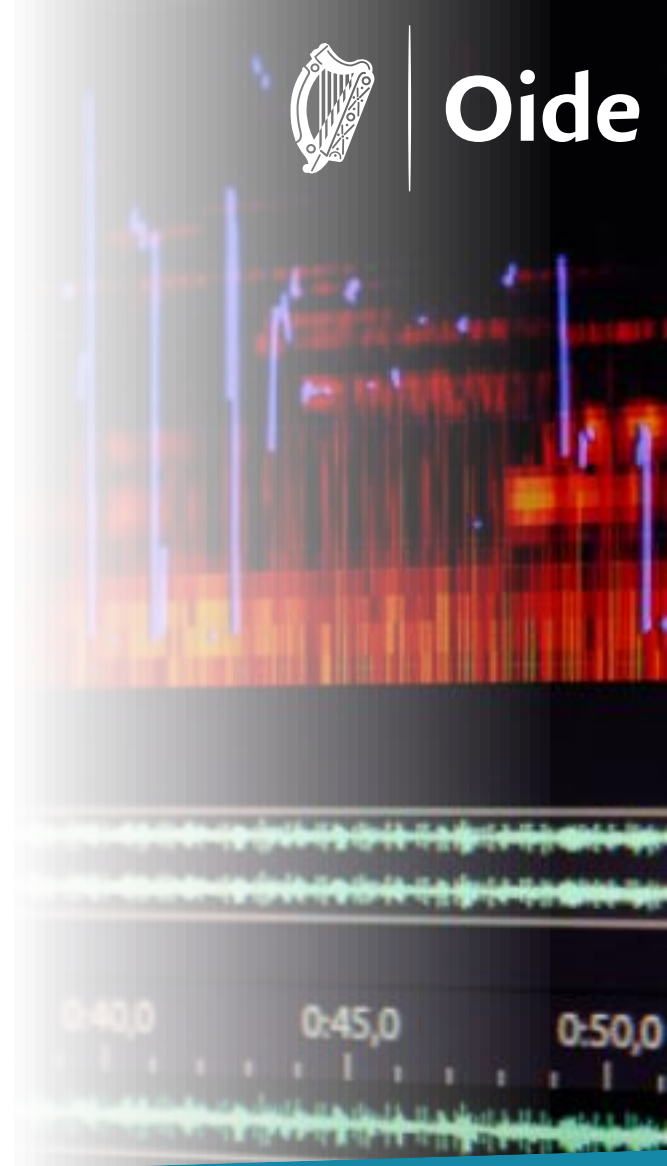


Editing a Film Sequence



Music and audio

1. Importing music
2. Inserting music onto timeline
3. Mixing audio – the basics (levels and meters)



30 minutes





Editing a Film Sequence



Titles and credits



30 minutes





Editing a Film Sequence



Exporting our film sequence.



10 minutes





THAT'S A WRAP!

BACK IN 1 HOUR





Film Feedback Frame

Before Showing:

Filmmakers: What did we learn? What surprised us?

Audience Focus: What should viewers focus on?

During Viewing:

Watch with the identified focus in mind.







Film Feedback Frame

After Viewing:

What stood out in the film sequence?

One question for the filmmakers about their focus.

Suggestions related to the identified focus.

Reflection:

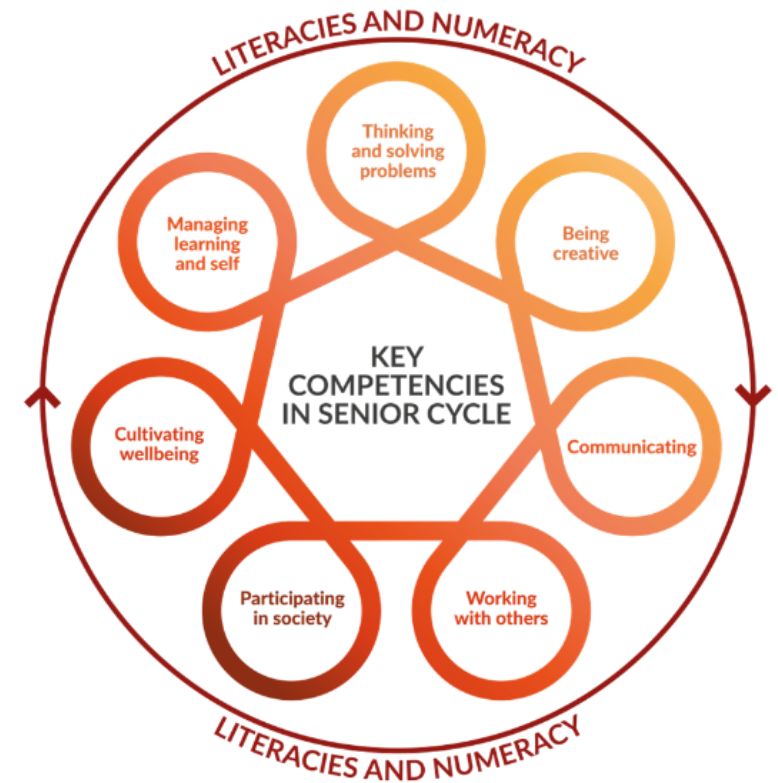
Next steps and key takeaways for the filmmakers.





Key Competencies

Where and how have the key competencies been experienced in this Professional Learning Experience?



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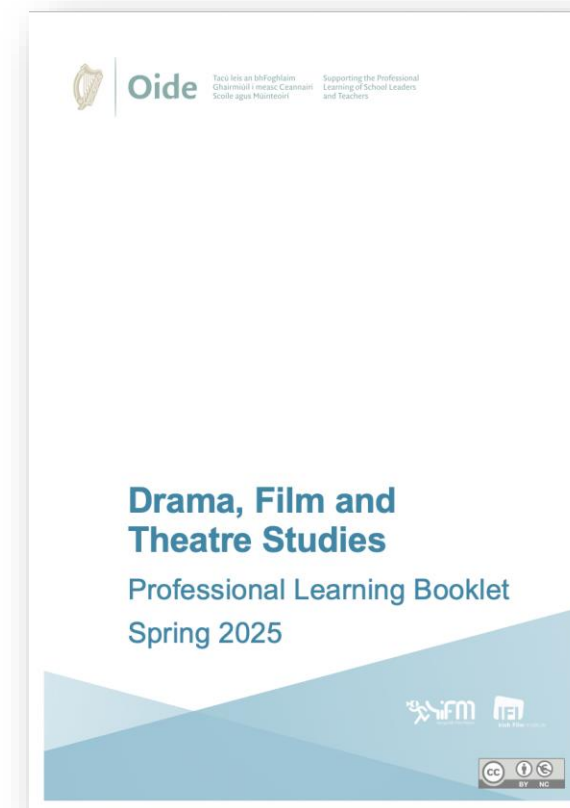
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Reflection

Reflect on the professional learning experience with your colleague.



30 minutes



Short Film



Oide



Irish Film Institute



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Explore a variety of roles and responsibilities in film through participating in practical filmmaking activities (pre-production, production and post-production).

Consider how the DFTS Portfolio may be used to document and reflect on learning across the three strands.





Resources Used Across the Three Days



Genre	Action Adventure	Science Fiction	Romance	Horror	Fantasy	Heist
Scenario	battles car chases race against time natural disasters	robots/allens versus humans time travel	relationships breakups meet-cute will they/won't they	frightening/ dangerous atmosphere supernatural	Journey quest good versus evil	robbery theft raid master plan getaway
Setting	deserts jungles mountain range exotic locations cityscapes	planets outer space dystopian world	contemporary or historical setting	haunted house graveyard dark forest abandoned places	fantasy world fictional place	bank vault museum art gallery dept store
Characters	action hero soldier/explorers ordinary people	mad scientist allens android hero/heroine	hero heroine best friend parent ex-lover	zombies/monsters ordinary people vampires werewolves	elves magicians fairies talking animals	mastermind con artist bankrupt person bystander driver
Props	gadgets weaponry high tech vehicles special effects	technology spaceships space outfits	phone wedding ring flowers menu	bones skulls knife flickering candles	wand magical weapon enchanted book magic potion	wig lock-pick gloves mask handbag explosives

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Thank you for your engagement