



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

Professional Learning Booklet Spring 2025



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.



Crew Roles and Responsibilities – group activity



Crew Roles and Responsibilities

Jot down the crew roles

| Crew Role | Notes |
|-----------|-------|
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Critical Response to Film Clips

The Artist

First watch to enjoy

Second watch to observe: count the shots in this clip

Third watch to 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?

12 Angry Men

Second watch to observe the framing and shots:

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



Third watch to critique:

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

Genre in Film

What do we understand by genre in film?

Genre – *Unforgiven*

Second watch to observe: focus on shots – how do the shots illustrate the characters?

Third watch to critique: focus on one of the three Cs – Character, Camera, Colour



Genre – *Ocean's 8*

Second watch to observe: identify two elements that suggest this might belong to the heist genre.

Third watch to critique in groups:

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?

Story Structure - Jurassic Park

First watch to enjoy: what do you notice?

Second watch to 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?



Task - Film Sequence

In your group, develop, record, and edit a film sequence informed by the film clips.

Number of shots: 10 shots (Ten Shot Wonder)

Duration: Maximum 3 minutes

Deadline: PLE Day 3 – 1 p.m.

Roles: Ensure every group member has a role in the filmmaking process.

Considerations:

- Reflect on the film clips you have seen.
- Identify aspects of the film clips that could inform your sequence.
- Consider how genre influences your film sequence.
- Define roles and responsibilities – who will do what?
- Use production sheets and storyboard templates for planning.
- Plan for filming in a public space – consider setting and location.

Screening:

Present your chosen film sequence to the whole group at 2 p.m. on Day 3.

Explain your creative decisions and how the film clips informed your work.

Good luck and enjoy!



Task - Film Sequence



Critical Response to Film Clips

Flashback in Film - *Run Lola Run*

First watch to enjoy: what do you notice?

Second watch to observe: take note of the events as they occur

Third watch to critique: draw a timeline for the film sequence

00:00 01:00 02:00 03:00 04:00 05:00 06:00 07:00

Real world L&M

Flashback

Transitions - *The Artist*

As you watch, identify the transitions that are being used in this clip.

Cutaway and Point of View - *Dune*

Second watch to 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?

Third watch to critique: note the cutaway objects shown in the scene.

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

Sound in Film - *Harry Potter*

Second watch to observe: what do you notice?

Third watch to 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?



Sound in Film - *The Quiet Place*

Second watch to observe: take a note of the sounds as you hear them.

Third watch to critique:

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



Foley Sound Activity

The everyday objects below on the left can be used in post-production to create foley sounds.

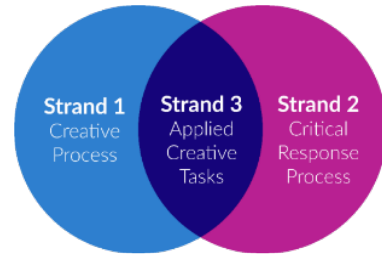
Match the object on the left with the sound it can imitate when moved or manipulated.

| Object | Foley Sound |
|-----------------------------|--------------------------|
| Bacon frying | Thunder |
| Walnuts | Kisses |
| Phone books | Rain |
| Kissing arm | Arrows |
| Metallic bin | Breaking bones |
| Rusty hinges | Walking horse |
| Coconuts | Walking through grass |
| Aluminum | Falling bodies |
| Newspaper (shredded in bag) | Swing set or creaky door |
| Bamboo | Gunshot |
| Staple gun | Heartbeats |



Focus on Learning Outcomes

Identify the learning outcomes engaged with across the three strands.



| Strand(s) | Learning Outcome(s) | What could students learn about? | Activity |
|-----------|---------------------|----------------------------------|----------|
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Edit of Film Sequence

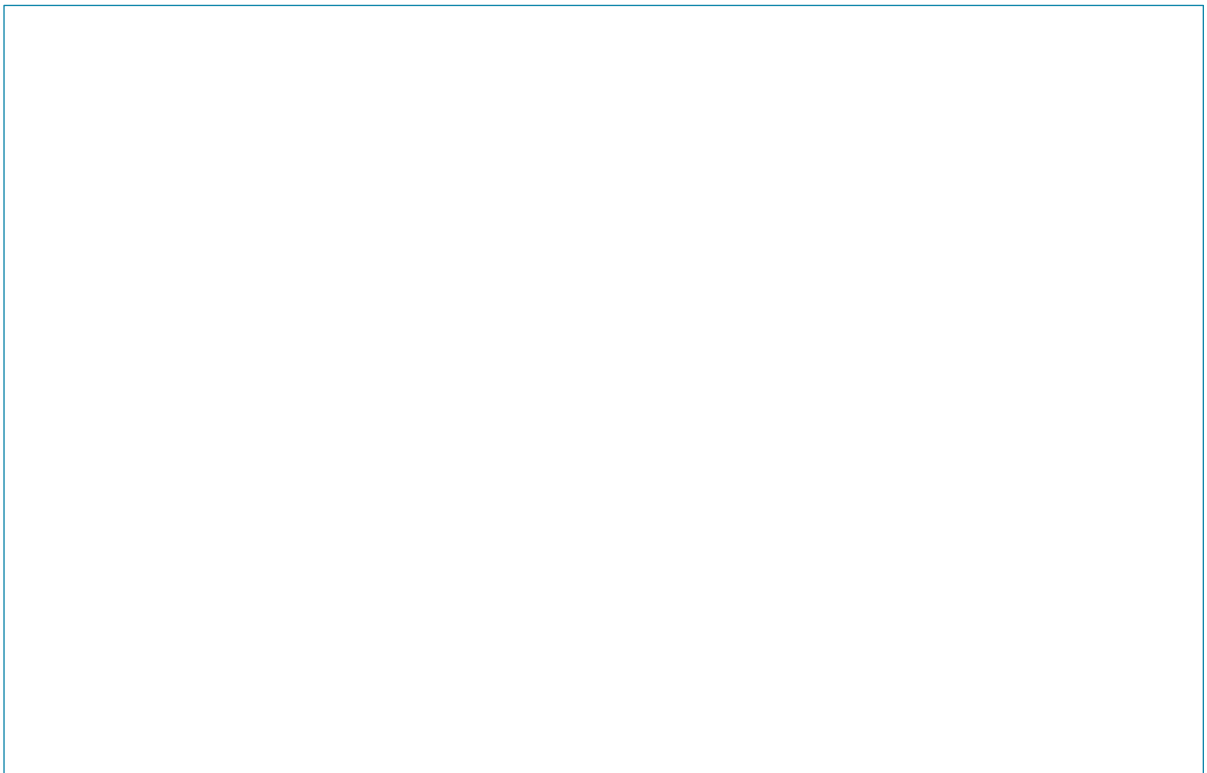
Introduction to Editing



Music and Audio



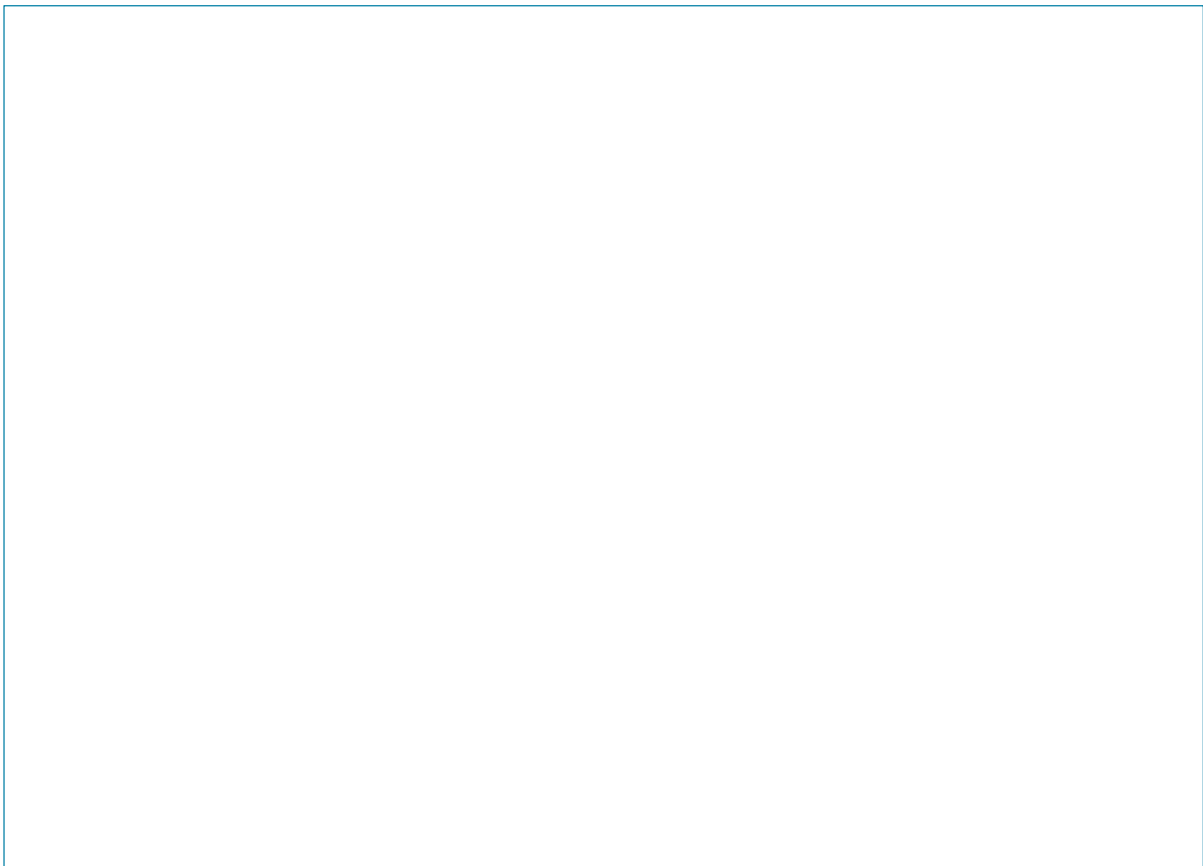
Titles and Credits



Exporting your Film Sequence



My notes



Key Competencies

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

| Key Competency | Notes |
|----------------|-------|
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Reflection

Consider how this experience might be adapted for our own school context?

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

What other learning experiences might help students develop their learning of:
film language, crew roles, process of filmmaking, responding critically to film etc.

How do we support students in developing film language/practical skills for filmmaking.



What are our next steps?

Our ideas



