



**Oide**

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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Drama, Film and Theatre Studies

## *Before the Camera Rolls*

### Professional Learning Booklet

Spring 2026



## Learning Intentions



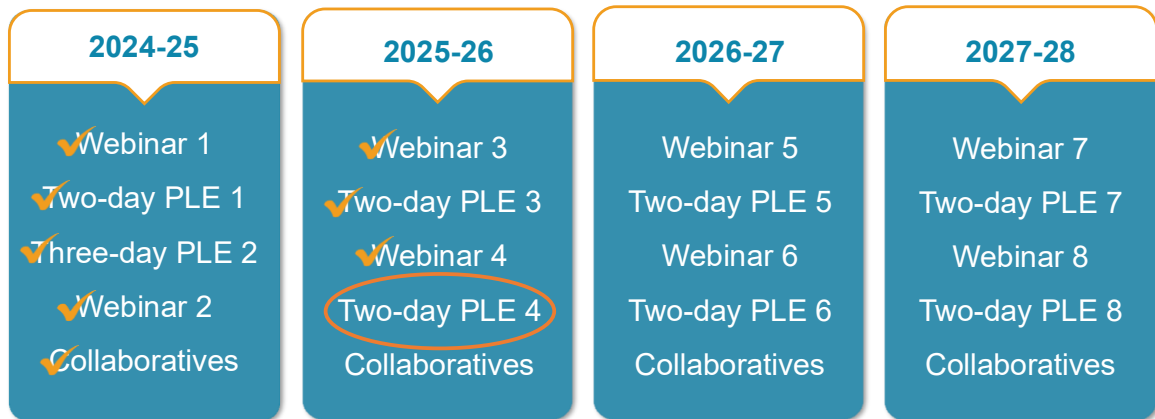
To experience DFTS as a practical, arts-based subject

To explore and use the language and conventions of film

To engage with the Film Specified Areas of Learning through the creative and critical response processes

To collaboratively plan for student learning and teaching

## Four Year PLE Timeline



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## Icons for PLE

- Work Individually
- Work in small groups
- Into the Specification
- Link to the Learning Outcomes
- Portfolio Possibilities



## Specified Area of Learning – Area 1 in Film

### Genre: European Art Cinema - *An Cailín Ciúin*

#### Close-Up on European Art Cinema

Reflect on the experience





How did this scene differ from a scene from a mainstream Hollywood film?

How did the “long-take” version change the focus from narrative?



Initial Response: *An Cailín Ciúin* – Film Trailer

# Responding: See, Notice, Wonder

|   |  |
|---|--|
|  What do you see?      |  What do you notice?  |
|  What do you wonder? |  Any other thoughts |

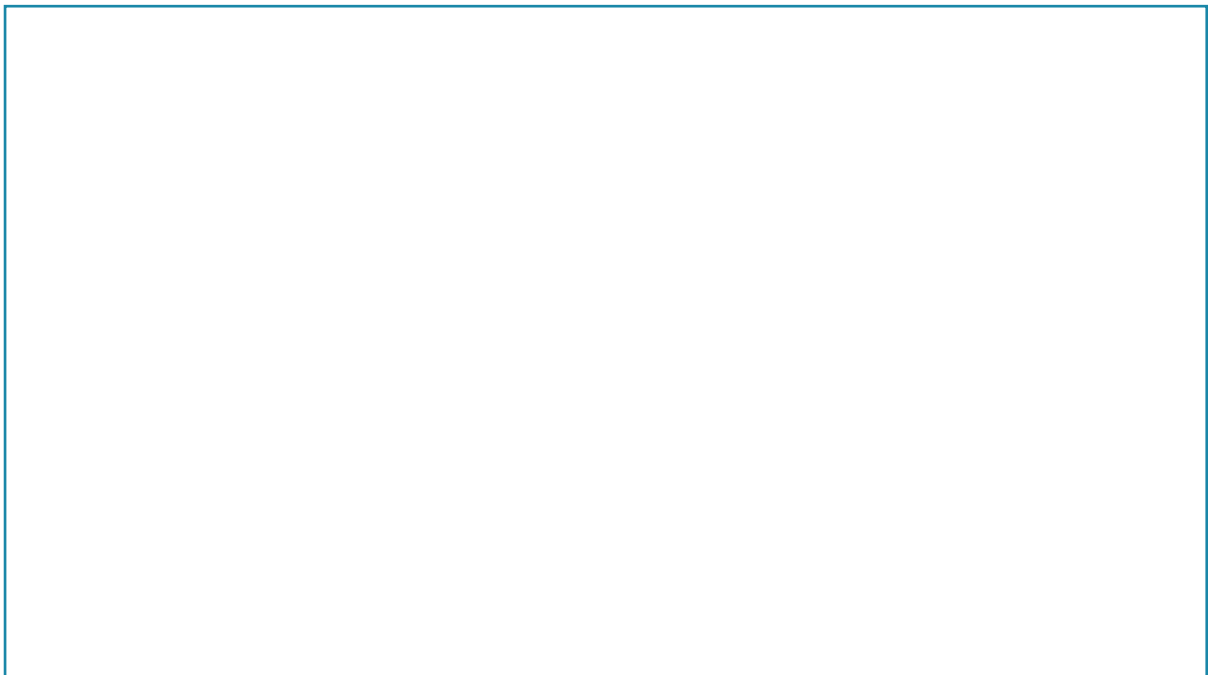


## Compare - Audio clip: Genre European Art Cinema



### First clip: view to observe

Identify features and conventions of European Art Cinema in the film clip from *An Cailín Ciúin*.



## Second clip: view to critique

Explore the effective expression of European Art Cinema in these clips from *An Cailín Ciúin*.

You may wish to consider the following:

Cinematography

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Lighting

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Sound/Music

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Directing

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Acting

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## Keep it Rolling

### Collaborative Conversation – European Art Cinema

How might we support our students to come to a deeper understanding of the effective expression of European Art Cinema in *An Cailín Ciúin*?



## Style: Directorial Style of Steven Spielberg - *Jaws*

### Close-Up on Directorial Style of Steven Spielberg

Reflect on the experience





What similarities/differences emerged in your conversations on the directors' styles?

What did you learn about directorial style from this activity?



Initial Response: *E.T. – The Extra-Terrestrial* – Film Clip

# Responding: See, Hear, Notice

|   |  |
|---|--|
|  What do you see?      |  What do you hear?    |
|  What do you notice? |  Any other thoughts |



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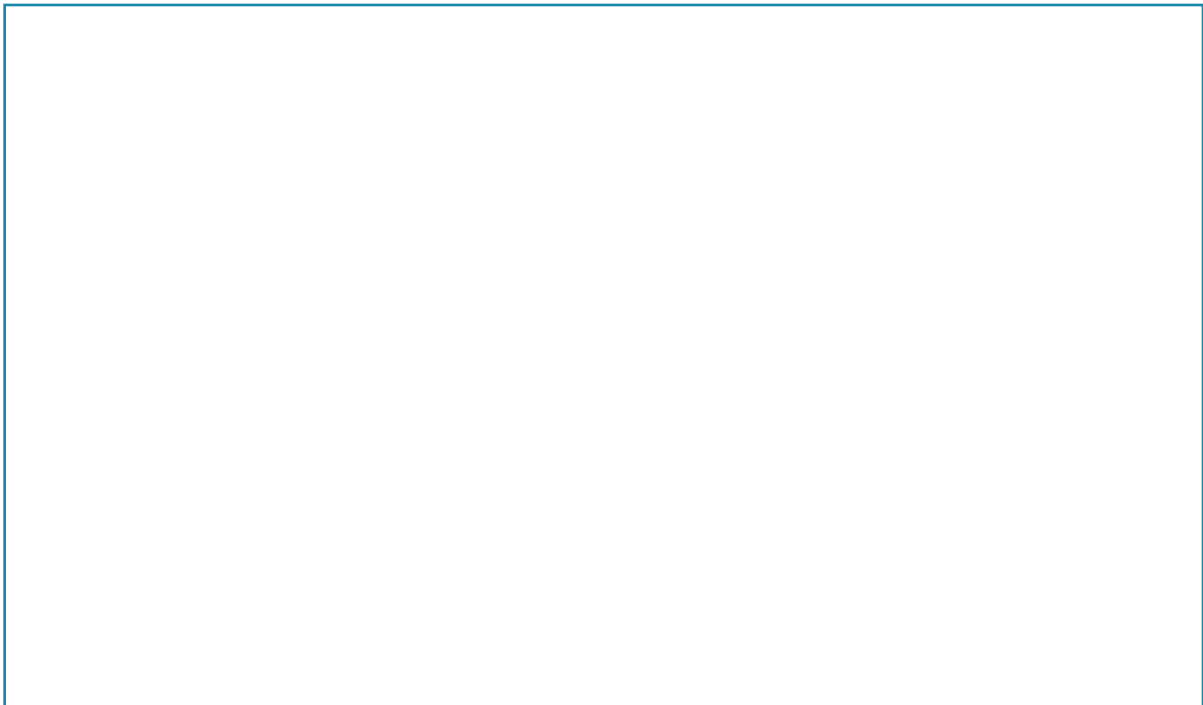
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## Compare - Audio clip: Style Directorial Style of Steven Spielberg



### First clip: view to observe

Identify features and conventions of directorial style of Steven Spielberg in the film clip from *Jaws*.





## Second clip: view to critique

How has each of the following impacted on you as a viewer.

# View to Critique: Response

|                       |                          |
|-----------------------|--------------------------|
| Impact of Directing   | Impact of Cinematography |
| Impact of Sound/Music | Impact of Editing        |



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### Collaborative Conversation – Directorial Style of Steven Spielberg

How will engagement with *Jaws* support students come to a deeper understanding of film?



## Genre: Romance - *Past Lives*



### Be the Filmmaker

# Filmmaking Question Mat

| Who are the characters? | How did they first meet? | What obstacle stops the romance? | How does the romance end? |
|-------------------------|--------------------------|----------------------------------|---------------------------|
|                         |                          |                                  |                           |

|  |  |
|--|--|
| <p>How would you use film to show who these characters are? (Think camera, colour, costume, set/props etc.?)</p>                                       |  |
| <p>Where does first meeting happen? (think setting and action in scene – keep simple e.g. bump into each other physically on busy street etc.)</p>     |  |
| <p>What techniques in filmmaking would you use to show the problem? (think camera angles, camera movement, shot types, pace, colour, sound etc.)</p>   |  |
| <p>How do you want the audience to feel at the end and how will you achieve this? (think camera angles, camera movement, pace, colour, sound etc.)</p> |  |



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## Genre: Romance – *Past Lives*

### Close-Up on Genre

Reflect on the experience

How did your choices support the effective communication of the romance genre on screen?

How did thinking like a filmmaker change your understanding of the romance genre?

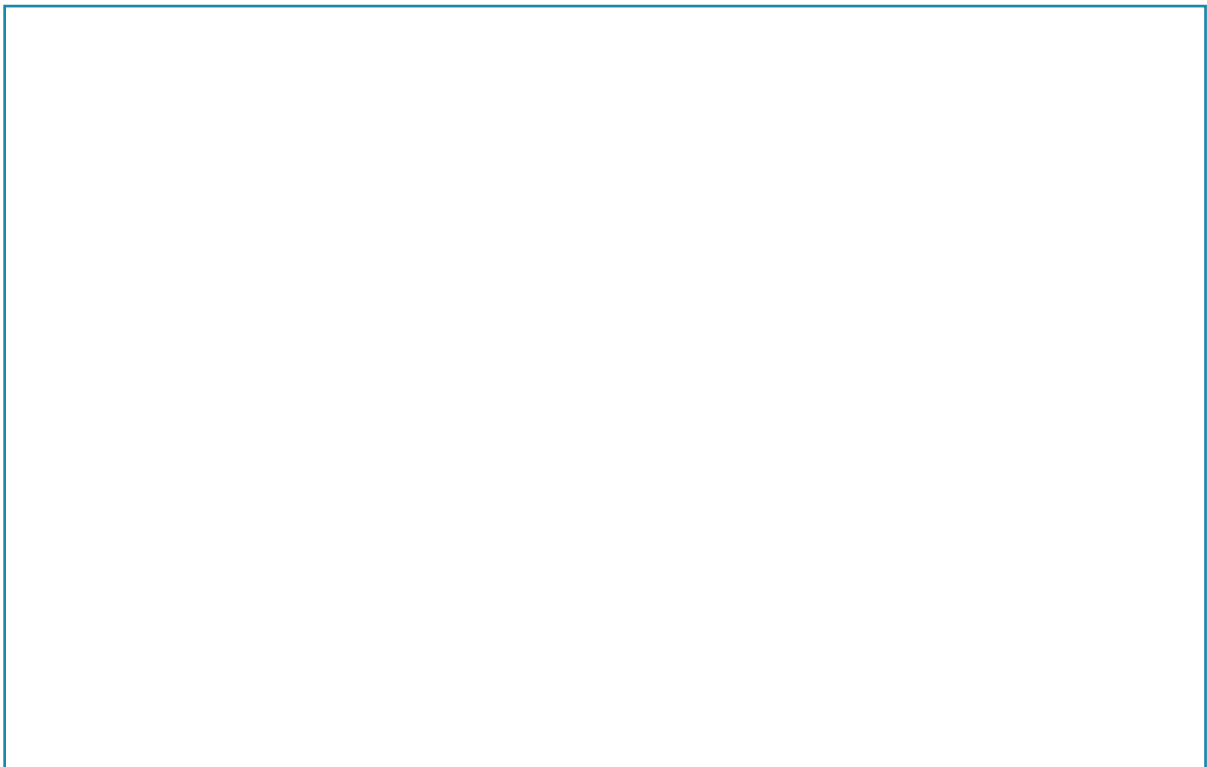


### First clip: view to observe

Identify features and conventions of romance genre in this film clip from *Past Lives*.

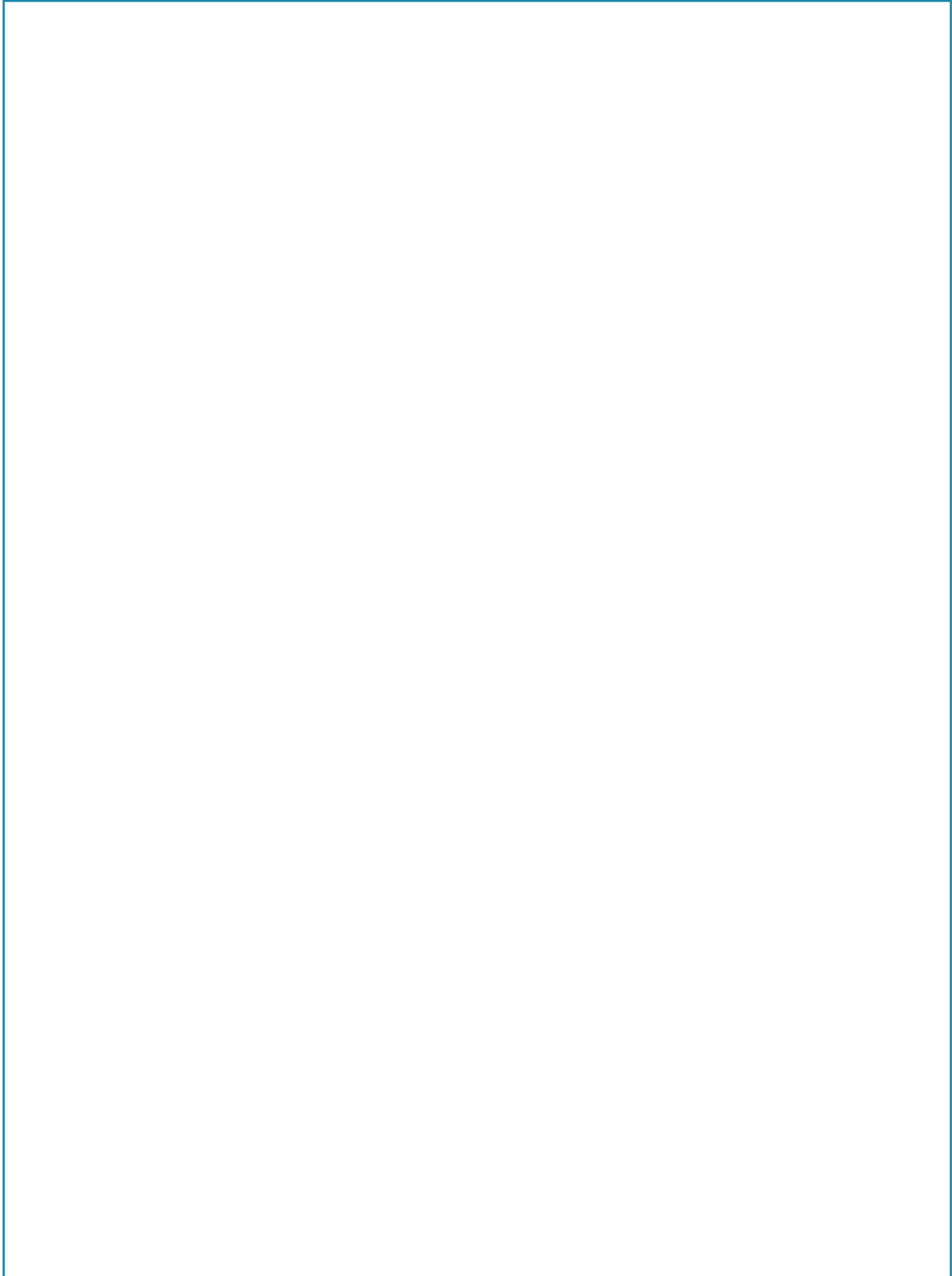


### Compare - Audio clip: Genre Romance



## Second clip: view to critique

Explore the genre of romance and its effective communication on screen in the film clip from *Past Lives*.



### Collaborative Conversation – Romance

How might we support our students come to a deeper understanding of the Romance Genre in *Past Lives*?





## Walk and Reflect

Jot down your reflections



## Imagining and Conceptualising



### Cue Cards

Who is this card for?

Why did they send the card?

What story might this card tell us?

## Cue Cards



Explore creative possibilities





## Take 1 – Peer Share



### TAG - Feedback Frame



Tell something you liked



Ask a question



Give a positive suggestion

## Moving into Pre-production

In what ways might we develop our ideas?

### Present our ideas

You may wish to include:

- Pre-production materials
- Evidence of chosen genre and style
- Key creative decisions made

How to present:

Each group has the autonomy in how to present your idea



## Our ideas

### Document your creative decisions





## Take 2 – Present Ideas



### Feedback

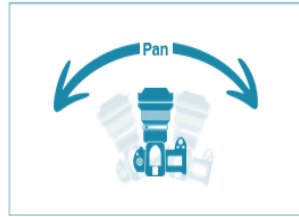
#### Close – Up

Describe one aspect of the work that stands out



## Pan

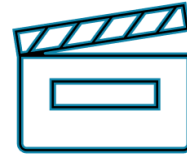
One suggestion of something to follow or explore



## Feed Forward

### Action

Steps we now need to take to move the work along to the next stage



Having presented to the whole group:

- What feedback do I wish to add to our work?
- What feedback will we enact?
- What roles are needed for the next stage of the work?

## Individual Reflection



How might you support your students during this process?



## Reflect on the Experience

Ideas from the gallery walk.

Outline two key insights that you gained from this PLE that you can apply to your Drama, Film and Theatre Studies classroom.

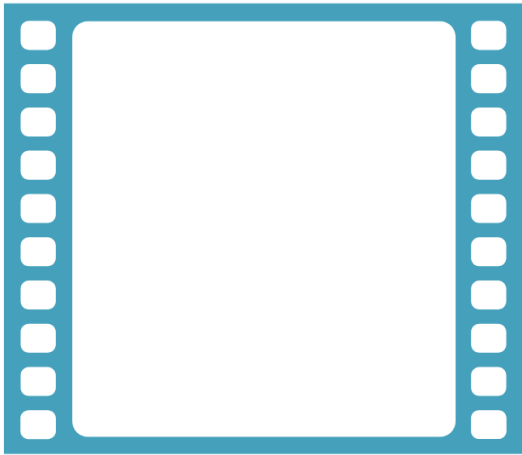


## Planning for Student Learning

# F.I.L.M.

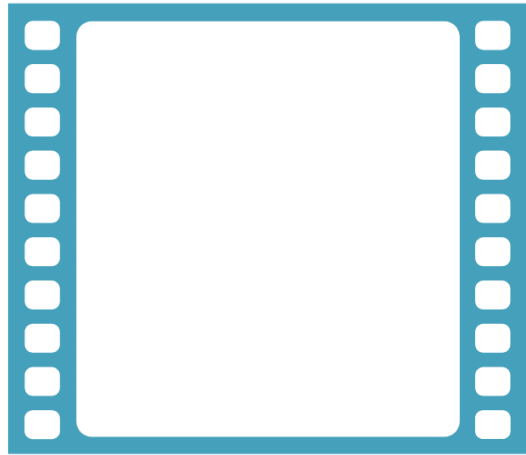
F = Focus

What is the focus of the learning?



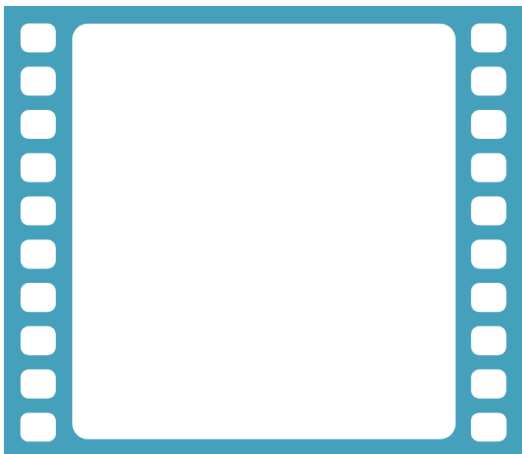
I = Intentions

What is the intended learning for my students?



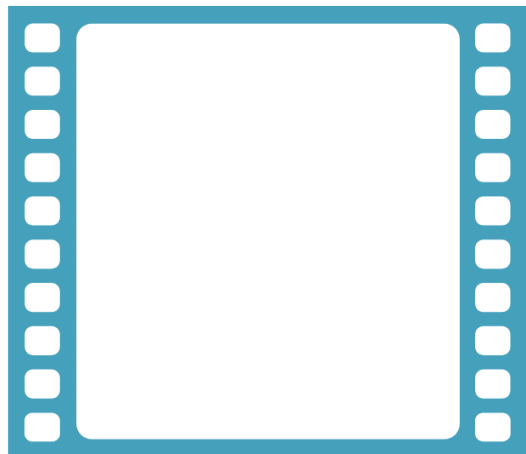
L = Learning

What learning experiences will students engage with?



M = Monitor

How will my students and I know the learning has been achieved?



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## Portfolio Possibilities

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



## Key Documents

### DFTS Key Documents

| Title of Document  | Organisation  | QR Code Link  |
|--|---|---|
| Curriculum Specification for Leaving Certificate Drama Film and Theatre Studies (2025)                       | National Council for Curriculum and Assessment (NCCA)<br><a href="#">Drama, Film and Theatre Studies</a>   <a href="#">Curriculum Online</a>  |    |
| Guidelines to support the Leaving Certificate Drama, Film and Theatre Studies Creativity in Practice Project | National Council for Curriculum and Assessment (NCCA)<br><a href="#">Drama, Film and Theatre Studies</a>   <a href="#">Curriculum Online</a>  |    |
| DFTS Circulars and Information Notes   | Department of Education and Youth (gov.ie)<br><a href="#">Senior Cycle Redevelopment – Supports for Selected Phase One Schools Introducing Drama, Film and Theatre Studies in the 2025/26 School Year</a> |   |
| State Examinations Commission Coursework Rules & Procedures 2025-2026  | State Examinations Commission (SEC)<br><a href="#">SEC Home - State Examination Commission</a>  |  |
| Leaving Certificate Examination 2027 DFTS Creativity in Practice Project Brief                               | State Examinations Commission (SEC)   |  |
| Creativity in Practice Project Sample Brief  | <a href="#">Senior Cycle Redevelopment - State Examination Commission</a> Sample Brief  |  |



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