

**Play
in
films & filmmaking**

A Film Education Practitioner's
Experience



If you want to make a film with
young people involve them from the
start.....

..... it will make your life so much
easier and so much more fun!

Easier As A Spaceman (2011, UK)



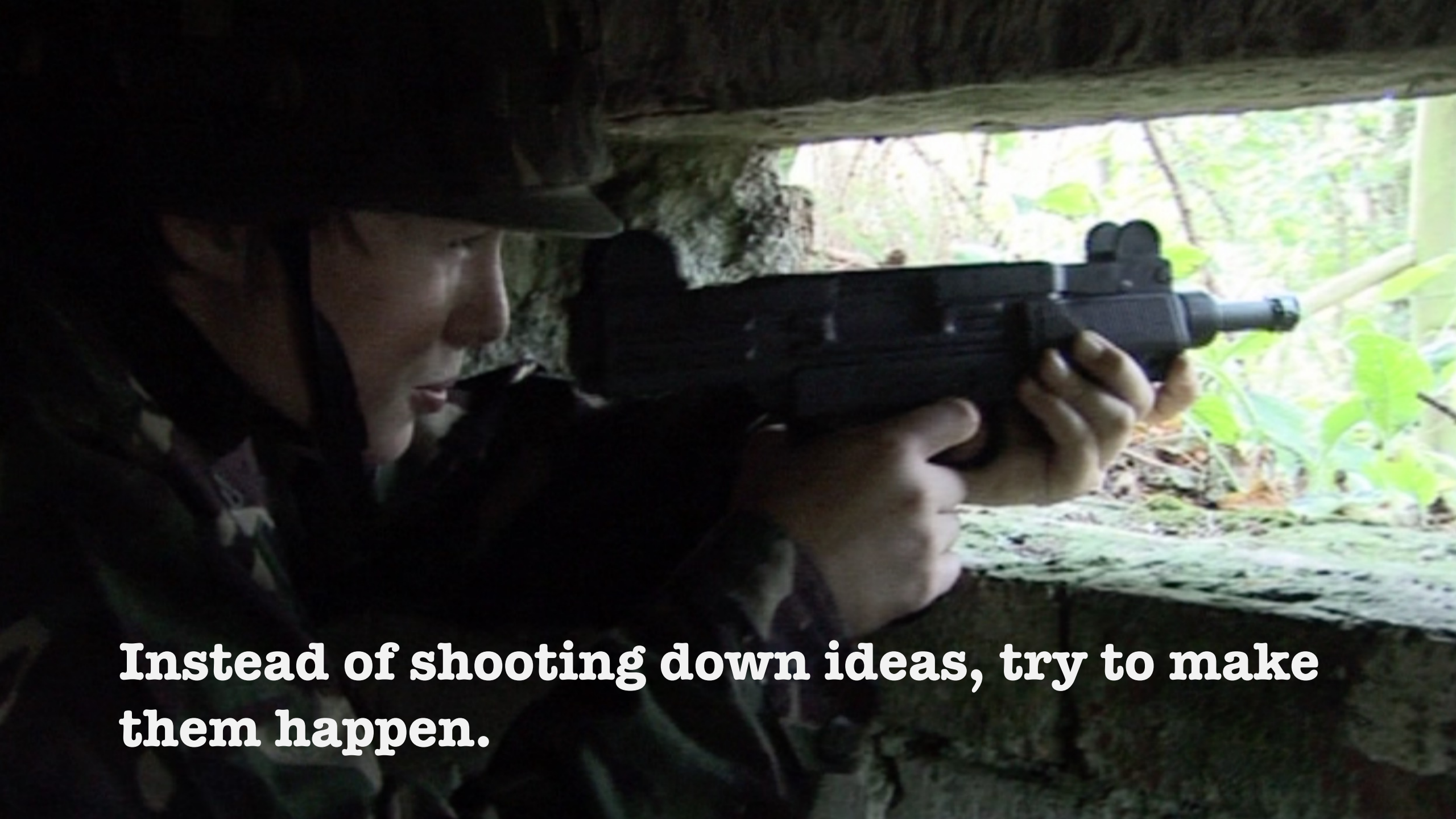
A Scottish Kids Are Making Movies Production



- *Easier As A Spaceman* was written and directed by 16 year old Jack Morning Newton.
- The story is based on the childhood games that he played with his brother in a local wood.
- The cast and crew were all young people aged between 5 and 18 years old.

A close-up photograph of a person's lower leg and foot. The person is wearing blue denim jeans and a green sneaker with a white sole. The sneaker is stepping on a dark, textured surface, possibly a piece of wood or a rough ground. The background is blurred, showing a natural outdoor setting with green foliage and brown ground. The text "WATCH WHERE YOU TREAD!" is overlaid on the left side of the image in a white, bold, serif font.

**WATCH
WHERE
YOU
TREAD!**



Instead of shooting down ideas, try to make them happen.



Understanding Cinema

2016 -17 Theme: PLAY



1. Watching and discussing films from all over the world, and all eras of cinema history.

2. The Rules of the Game – a series of filmmaking exercises that led to the final production of a ten minute film.

Video games, computer games and sports were not allowed.



**Learning
to play
again**

Paper Planes (2014, Australia/Japan)

Encouraging play

1. Drama games
2. Role playing
3. Making animations with toys
4. Learning card games
5. Magic tricks
6. Make music videos to unusual and/or funny music tracks
7. Research and try out traditional playground games
8. Make a film about your outdoor classroom, playground area and include nursery and P1 areas if possible.

Exercise 2

Working in small groups, the class make short films of this scenario:
Two children are sent out of class by their teacher. They sit together and make a game out of what they find around them.

The scene is shot three ways:

1. The groups shoot their scene however they want to, in one continuous shot. Show the class and listen to their feedback.
2. The groups now photograph their scene, as a series of 7 still images. Consider how different shot sizes and camera angles could help to tell the story better. Share with the class and get feedback. Repeat if necessary.
3. Each group uses their photographs, like a storyboard, to film the scene, using a maximum of 7 different shots. Share with the class and discuss what you have all learned from this exercise.

Exercise 3

Each group play a game of some kind. For simplicity, they should be seated. The game will be filmed in two different ways:

1) From an objective, 'external' view, where the camera is not part of the game, it is observing it and the players. To keep things simple, this should be done in one shot from a fixed position.

2) The same scene is seen from a subjective, 'internal' view, where we see through the eyes of one of the people playing the game.

The two different versions of the scene are watched with the class, and pupils are encouraged to share their thoughts on the different perspectives created, and how it affects their experience of the film.

Resources on One Drive

<https://1drv.ms/u/s!AvGs06NmxQr4fT4t4qQrC5Y0kTQ?e=Cqxpj0>

1. 'Play in films & filmmaking' pptx
2. Easier As A Spaceman
3. Selection of film clips from Understanding Cinema 2016 -17
4. Notes with links to other useful films
5. Templates for different paper planes
6. 'Film literacy for Primary 1 - Toys' pptx