

Young Audiences Lesson Plan Contest 2010

Writing a Narrative Movie Script with the Use of a Viewfinder

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Lesson Title: Writing a Narrative Movie Script with the Use of a Viewfinder

Grade Level Lesson: Grades 6 & 8

Academic Subject Area: Language Arts

Art Form: Visual Arts

Brief Summary: After reading the novel, *Monster*, students will create their own narrative incorporating pictures drawn while using a viewfinder. They will model their scripts after the novel.

Materials Needed:

viewfinder, storyboard, novel *Monster* by Walter Dean Myers, construction paper, word processor, rubric

Language Arts Content Standards:

Writing Processes:

Grade 6 & 8: 3. Establish a...plan for narrative writing.

Grade 6 & 8: 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, and Venn diagrams) to plan writing

Grade 6 & 8: 10. Use available technology to compose text

Grade 6 & 8: 16. Apply tools (e.g., rubric...) to judge the quality of writing

Writing Applications:

Grade 6: 1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.

Grade 8: 1. Write narratives that: (a) sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); (b) use literary devices to enhance style and tone; and (c) create complex characters in a definite, believable setting.

Writing Conventions:

Grade 6 & 8 # 1-8

Additional Standards:

Other writing processes could be implemented depending on the specific requirements of the teacher.

See English Language Arts Standards

Arts Content Standards:

Visual Art Grade 6 & 8

Creative Expression and Communication

Benchmark B: Create two-...dimensional original artwork that demonstrates personal visual expression and communication.

Procedure:

Students read *Monster* by Walter Dean Myers. This book is written in the format of a movie script and journal entries. The students will use this as a model for writing their own narrative scripts.

*Create a viewfinder. I used the lesson from Angelica Allende Brisk that was presented at *Fall for the Arts* at the Idea Center at Playhouse Square.

Tape off the end of an empty toilet paper roll to create a rectangle that is large enough to look through.

*Students then go outside and draw/sketch camera shots based on the ones used in the book. Students must sketch what they see. They may help each other in order to add people to the pictures; although no names may be used. For example, close up, mid shot, long shot, fade in, fade out, fade to black, pans (three shots were used here), dissolve to, cut-to, voice-over, etc. Students folded two pieces of paper into 6 squares each so that they had a total of 12 camera shots.

*Students create a protagonist and an antagonist by creating a character sketch (any form the teacher uses to brainstorm and create characters for a narrative will suffice).

-students give characters names, physical descriptions, motivations, and identify family information, educational background (if applicable), interests, and secrets which pertain to the character development. This is the creation of Background Information asked for in the rubric.

*Students complete a storyboard (as a prewriting activity/writing process) to chart the plot, including setting and events based on the pictures drawn.

*Students compose narrative, including the writing standards (writing processes, writing applications, and writing conventions). Students compose the narrative using dialogue and stage directions. The novel is the model. Students are given the rubric at this time so that written and artistic expectations are known at the beginning of writing.

*Rubric: This uses 8th grade standards (attached at end of lesson).

*Students then enhance drawings first sketched; add details to the drawings without changing what was originally seen using the viewfinder.

*Students type story and cut it apart to place the typed portion with the pictures to show what the scene would look like.

*These are all placed on a piece of construction paper to be read vertically instead of like a book.

*Sample Set up:

Character Name:
Stage Directions
Dialogue character says

Camera Shot Identified
Picture

Character Name:
Stage Directions
Dialogue

Camera Shot Identified
Picture

Rubric for Viewfinder/Narrative/Script

Name _____

	4	3	2	1
Characters	The main characters are complex.	The main characters are described.	The reader knows very little about the characters; they are not complex.	It is hard to tell anything about the main characters; they are not complex.
Creativity-Characters	Student creates characters that reflect traits outside his/her own life experience.	Student creates a character that reflects some traits outside his/her own life experience.	Student creates some character traits, but does not go beyond his/her life experience.	Student creates characters that do not reflect character traits outside his/her life experience.

Setting	Many vivid, descriptive words are used to create a believable setting (when and where).	Some vivid, descriptive words are used to create a believable setting (when and where).	The reader can figure out the setting (when and where), although there is not much detail.	The setting is not believable.
Plot	The reader's interest is kept by the action and development of an engaging plot, which uses tension and suspense.	The reader's interest is kept by the action and development of the plot.	The reader's interest is kept.	The reader's interest is not kept.
Language	Uses precise language, action verbs, sensory details, colorful modifiers, and literary devices to enhance style and tone throughout.	Uses a fair amount of precise language, action verbs, sensory details, colorful modifiers, and literary devices to enhance style and tone throughout.	Uses some precise language, action verbs, sensory details, colorful modifiers, and literary devices to enhance style and tone throughout.	Uses little or no precise language, action verbs, sensory details, colorful modifiers, and literary devices to enhance style and tone throughout.
Script Format	The script is typed (Times New Roman) in the correct format. The camera and stage directions are in bold, along with the speaker's name. The dialogue is in 12 point font	The script is typed (Times New Roman) in the correct format. Two of the following: camera, stage directions, speaker's name are in bold. The dialogue is in 12 point font.	The script is handwritten. The camera and stage directions are in bold, along with the speaker's name. The dialogue is printed.	The script is typed (Times New Roman) or handwritten. One or less of the following: camera, stage directions, speaker's name are in bold. The dialogue is not in the correct font or not printed.
Organization (storyline)	The script (storyline) is very well organized. One idea or scene follows another in logical sequence with clear transitions.	The script (storyline) is pretty well organized. One scene may seem out of place.	The script (storyline) is difficult to follow. One or more transitions are not clear.	The script (storyline) seems randomly arranged.
Development of Exposition-Given Circumstances (Who, What, Where, When)	Student clearly applies Given Circumstances in the exposition.	Student applies Given Circumstances in the exposition.	Student applies at least 2 of the Given Circumstances in the exposition.	The Given Circumstances are not applied in the exposition.
Development of Background Information (Why)	Student clearly applies the Background Information and creates suspense by revealing information when necessary.	Student applies the Background Information and creates suspense by revealing the information when necessary.	Student applies the Background Information but does not create suspense because the information is not revealed when necessary.	The Background Information is not applied correctly, not does it create suspense.
Viewfinder Pictures	At least 9 two-dimensional pictures from the viewfinder activity are included.	7-8 two-dimensional pictures from the viewfinder activity are included.	5-6 two-dimensional pictures from the viewfinder activity are included.	Less than 5 two-dimensional pictures from the viewfinder activity are included.
Stage / Camera Directions	All stage / camera directions fit with the pictures and add to the flow of the script.	Most of the stage / camera directions fit with the pictures and add to the flow of the script.	Some of the stage / camera directions fit with the pictures and add to the flow of the script.	The stage / camera directions do not fit with the pictures and/or they do not add to the flow of the script.

Mechanics and Spelling	There are no errors in mechanics or spelling.	There are 1-2 errors in mechanics and/or spelling.	There are 3-4 errors in mechanics and/or spelling.	There are more than 4 errors in mechanics and/or spelling.
Grammar and Usage	There are no errors in grammar or usage.	There are 1-2 errors in grammar and/or usage.	There are 3-4 errors in grammar and/or usage.	There are more than 4 errors in grammar and usage.
Title	The title is creative, sparks interest, and is related to the script and topic.	The title is related to the script and topic.	Title is present.	No title.