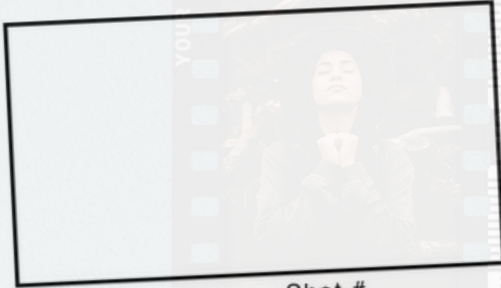


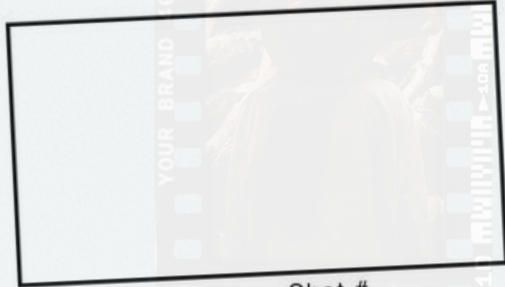
YOUR STORYBOARD

PRODUCTION

STORYBOARD - ASPECT RATIO 1:85 PAGE#



Scene # Shot #



Scene # Shot #



Scene # Shot #



Scene # Shot #



Scene # Shot #



Scene # Shot #



Scene # Shot #



Scene # Shot #

SHOT 9

Close Up (CU) Shots



A close up shot of a character usually takes in their head and shoulders.
It can be used to emphasise how important a character or object is.
It allows the audience to build a relationship with the character

Extreme Close Up (ECU) Shot



An extreme close up shot usually focuses on a part of the face (often the eyes or mouth)
Used to convey emotion to the audience
Often used at key points in the story

Medium shot (MS)



A mid shot shows the body from the waist up.
It shows some background and whole body language.

Focus on character – it lets the audience see what they are doing BUT also how they are feeling

Long Shot (LS)



Full body is shown.
Used to show location or relationships of characters.
Often used as a first shot at the start of a particular sequence

SUPPORT

High Angle Shot



The camera is positioned above the person or place.

It can make a person look vulnerable.

Designed to make the audience side with the characters in shot

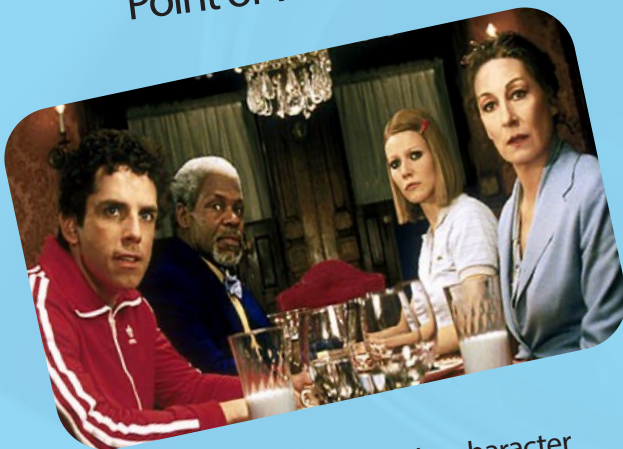
Low - Angle Shot



The camera is positioned below the person or place.

It can make a person look powerful or important.

Point of View (PoV)



The camera becomes the character and shows us exactly what they are seeing, as they would see it.

Eye Level



A neutral camera angle

Represents a real person standing up, watching the scene

KE | Immersive English Workshops

Lesson guide - Challenge

Coursebook - Challenge | Day 1 : Lesson 4 - Acting/Sketch lesson - Advert

Coursebook Page: 6

Materials needed: 3 advert youtube videos - page 6 for planning their adverts

Activity / Game

Time

LEAD IN

Open this lesson with a chat about advertisements – Ask them if they know any good/famous ones?

- Ask: Where do you see them? What types? Do they like them? Why/why not? Any favourite ones?
- Next, in their groups, ask them to spend a minute thinking about what makes an advert good/bad? Get them to think about adverts they know – Review their thoughts – (Things that may be mentioned: music, famous people, story, special effects etc...)

SHOW ADVERTS

Tell the students you will show them 3 adverts, and you want them to note down what was good/bad about them.

You can select whatever adverts you would like to show (please watch them before – fully – to make sure they are age appropriate) – These are also 3 suggestions to search for in youtube –:

- ‘Coca-cola – holidays are coming – Christmas classic — Sugar puffs – Honey monster, honey waffles — Pepsi –
- Review what they thought after you’ve shown all three adverts.

CREATE THEIR OWN ADVERT, PERFORM & JUDGE

It’s now time for the students to use these as inspiration to create their own adverts in their teams – • They can write down some simple ideas, or a script to perform – It’s up to them. However, absolutely no scripts up on stage for the performance. They can also use this time to rehearse beforehand, and try out improv ideas.

REMEMBER!

Your role now is not to sit at your desk and wait for them to produce something. Circulate the groups, help with ideas if they’re a little stuck and keep the process moving. After about 5-10 minutes of discussing ideas, encourage the groups to get up and start improvising them! (and have more fun!) They’ll create more this way, so don’t let them stay continually seated writing lines & ideas!

(This isn’t about creating perfectly written & remembered scripts! – keep reinforcing that to the students) Get them up, improvise with them, show them how to bounce off one another!

- Make sure you leave around 10-15 minutes at the end of the lesson for the adverts to be performed and judged.

N Remember, you are the host, take down notes, and engage everyone in a discussion as you judge the points for their performances.

3-5 mins

5-10 mins

35-40 mins