



SCREEN SCOTLAND
SGRÌN ALBA

SCREENING
SHORTS

ScreenShelves

Reading and Watching

★ in the Library ★

How It Works

- Did you know that you can read books and films in very similar ways?
- You can still examine character, setting, plot, theme and genre.
- But while, in a book, you might be looking for **word choice, imagery** or **sentence structure**, with a film you can look at **mise-en-scène, camerawork, editing** or **sound**.
- This scheme rewards you for completing different tasks after either reading a book – or reading a film.
- Each task you complete gets you a number of stars. Try to get as many stars as possible over the year!
 - You'll find dozens of short films on [Screening Shorts](#), alongside a glossary of screen techniques and guides on how to analyse a film.



S1



Awards

Bronze

5 Stars

Silver

10 Stars

Gold

15 Stars

When you finish a book or film, complete a task to earn stars.

1 Star Tasks:

Comic Strip, Design a New Cover/Poster

2 Star Tasks:

Book/Film Review, Character Study

3 Star Tasks:

Theme Timeline, Influence Study

Comic Strip



- Think about the book/film you have just finished. What do you think were the most important events in the story?
- Write and draw a **6-box comic strip** that sums up the story.
- **Example: 'Shrek' (Andrew Adamson and Vicky Jenson, 2001).**

<i>1. Shrek is an ogre who lives in a swamp and likes to live alone.</i>	<i>2. Lord Farquaad, a villain, makes Shrek go on a quest to rescue Princess Fiona, who he wants to marry.</i>	<i>3. Shrek and his new sidekick, Donkey, rescue Princess Fiona from a tower and the dragon who guards her.</i>
<i>4. Shrek and Princess Fiona fall in love on the journey home but Fiona still agrees to marry Lord Farquaad because of her secret.</i>	<i>5. Shrek realises he needs to fight for Fiona and stops the wedding.</i>	<i>6. Shrek discovers Fiona is an ogre too and is very happy! They get married.</i>



Design a New Cover



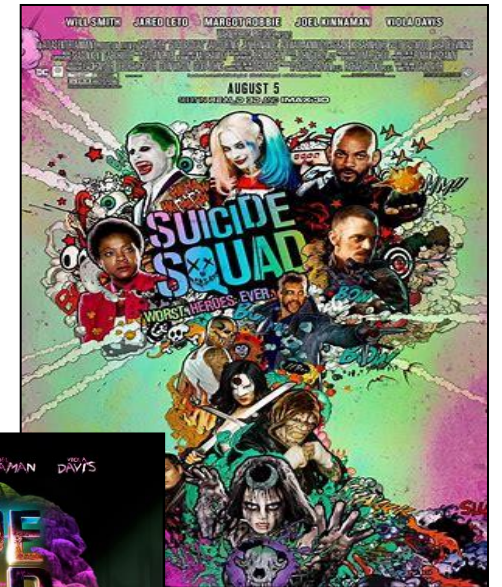
- Look at the cover of the book you have just finished. Do you think it does a good job of catching your eye?
- Look at these two covers. Which one is the best? Think about different aspects like...
 - *tag line font colours pictures*
- Design a new cover for the book you have read.
- Consider the following things in your design:
 - **colours that reflect the book's mood**
 - **appropriate font**
 - **pictures that suggest what the story is about**
 - **eye-catching tag line**



Design a New Poster



- Look at the poster for the film you have just finished. Do you think it does a good job of catching your eye?
- Look at these two posters. Which one is the best? Think about different aspects like...
 - *tag line font colours pictures*
- Design a new poster for the film you have watched.
- Consider the following things in your design:
 - **colours that reflect the film's mood**
 - **appropriate font**
 - **pictures that suggest what the story is about**
 - **eye-catching tag line**



Book Review



- Write a review of the book you have just read.
- Think carefully about each section and write thoughtful and interesting comments.
- The sections are:
 1. **Introduction:** Title, author, publication date, genre, why it's an important/interesting book.
 2. **Plot summary:** Main events, which moment was most interesting and why.
 3. **Character:** Most interesting character, what you learned about them, what makes them interesting.
 4. **Setting:** Most interesting setting, what impression you get of it, what makes it interesting.
 5. **Language:** One scene/moment with clever use of word choice, imagery or sentence structure, what technique is used and its effect.
 6. **Evaluation:** Who you think the book was written for, its theme, if you liked the book.



Film Review



- Write a review of the film you have just watched.
- Think carefully about each section and write thoughtful and interesting comments.
- The sections are:
 1. **Introduction:** Film title, director, release date, genre, why it's an important/interesting film.
 2. **Plot summary:** Main events, which moment was most interesting and why.
 3. **Character:** Most interesting character, what you learned about them, what makes them interesting.
 4. **Setting:** Most interesting setting, what impression you get of it, what makes it interesting.
 5. **Language:** One scene/moment with clever use of mise-en-scène, camerawork, editing or sound, what technique is used and its effect.
 6. **Evaluation:** Who you think the film was made for, its theme, if you liked the film.



Character Study



- Think about a character in your book/film who you found especially interesting.
- Find **four** examples (quotations, actions) from your book/film that reveal something about the character's:
 - **appearance**
 - **personality**
 - **hopes**
 - **beliefs**
 - **relationships with others**
- Explain what that example reveals about the character.

Example	What it reveals



Theme Timeline



- A theme is a message or deeper meaning running through a text that the writer/filmmaker wants you to think about.
- For example, in the 'Harry Potter' books and films the following themes can be found:

- Coping with the loss of family
- Battle between good and evil
- Importance of friendship
- Doing your duty
- Fear

ambition	beauty	betrayal	courage	crime	death
destiny	family	fear	freedom	friendship	good & evil
guilt	happiness	hate	history	hope	justice
loneliness	love	loyalty	morality	nature	peace
poverty	punishment	racism	religion	revenge	truth

- **What themes can you find in your book/film?**
- Circle or highlight the themes that you think appear in your book/film.
- Create a timeline that lists **six key events/examples** from the book/film that demonstrate that theme.
- Explain what the writer/filmmaker is teaching us about the theme at each point.



Influence Study



- Think carefully about the book/film you have finished.
- Look for examples of how that book/film could intentionally or unintentionally influence the reader or viewer's behaviour or attitudes.
 - This could be in a positive way (encouraging people to take action etc.) or a negative way (e.g. encouraging sexism or racism etc.)
- What messages might someone take away from the book/film?
- Present your ideas as a **PowerPoint, poster** or **pamphlet**.
 - Or you could edit your own film together with clips from your studied film, adding a voiceover explaining the influence!




Prizes!

- **Everyone** who achieves a Bronze, Silver or Gold award will be rewarded with a Certificate of Achievement.
- The **best Gold candidate in each class** will win a small prize.
- The **best Gold candidate in the whole year group** will win a big prize!



S2

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Book Battle / Film Fight

A poster comparing **two** books/films you've watched during the year.

Author's Work / Actor's Work

A poster comparing **four** books written by the same author or **four** films starring the same actor.

Genre Study

A poster comparing **five** books/films from one genre.

Book Battle

- Over the year, read **two** books.
- When you finish each book, take **notes** on:
 1. **Character:** Who is your favourite/least favourite character? Why?
 2. **Setting:** What is the time/place setting? What does it add to the story?
 3. **Language:** Are there any exciting passages of word choice, imagery or sentence structure? Give an example.
 4. **Genre:** What genre is the film? Is it a good example of that genre? Why (not)?
 5. **Theme:** What do you think the theme is? What message is the writer trying to get across to the reader?
- Provide some **evidence** for your opinions in the form of examples or quotations.
- **By the end of the year, use your notes to design a poster which compares the two books and says which book you preferred and why.**



Film Fight

- Over the year, watch **two** films.
- When you finish each film, take **notes** on:
 1. **Character:** Who is your favourite/least favourite character? Why?
 2. **Setting:** What is the time/place setting? What does it add to the story?
 3. **Language:** Are there any exciting moments using mise-en-scène, camerawork, editing or sound? Give an example.
 4. **Genre:** What genre is the film? Is it a good example of that genre? Why (not)?
 5. **Theme:** What do you think the theme is? What message is the director trying to get across to the audience?
- Provide some **evidence** for your opinions in the form of examples.
- **By the end of the year, use your notes to design a poster which compares the two films and says which film you preferred and why.**



Author's Work

- Over the year, choose an author and read **four** books written by them.
- When you finish each book, take **notes** on:
 1. **Character:** What types of character are there? Which one do you find the most interesting? Why?
 2. **Setting:** What is the time/place setting? What does it add to the story? Does it add to the mood or atmosphere? Does a similar setting pop up in more than one book?
 3. **Language:** Are there any exciting moments using word choice, imagery or sentence structure? What is their effect?
 4. **Genre:** What genre is the book? Does that author seem to stick to the same genre?
 5. **Theme:** What do you think the theme is? What message is the writer trying to get across to the reader?
- Provide some **evidence** for your opinions in the form of examples or quotations.
- Do some research into the author and write a mini-biography of them.
- **By the end of the year, use your notes to design a poster about the four books and say what you've learned about that author.**



Actor's Work

- Over the year, choose an actor and watch **four** films starring them.
- When you finish each film, take **notes** on:
 1. **Character:** What type of character does the actor play? Do you find them interesting? Why? What part does costume, dialogue and acting play in making the character interesting?
 2. **Setting:** What is the time/place setting? What does it add to the story? Does it add to the mood or atmosphere? Does a similar setting pop up in more than one film?
 3. **Language:** Are there any exciting moments using mise-en-scène, camerawork, editing or sound? What is their effect?
 4. **Genre:** What genre is the film? Does that actor seem to stick to the same genre?
 5. **Theme:** What do you think the theme is? What message is the director trying to get across to the audience?
- Provide some **evidence** for your opinions in the form of examples.
- Do some research into the actor and write a mini-biography of them.
- **By the end of the year, use your notes to design a poster about the four films and say what you've learned about that actor.**



Genre Study (Book)

- Over the year, choose a genre (horror, crime, romance...) and read **five** books from it.
- When you finish each film, take **notes** on:
 1. **Character:** What types of character are in the book? Do you find them interesting? Why?
 2. **Setting:** What is the time/place setting? What does it add to the story? Does it add to the mood or atmosphere? Does a similar setting pop up in more than one book?
 3. **Language:** Are there any exciting moments using word choice, imagery or sentence structure? What is their effect?
 4. **Genre:** What genre is the book in? Is it a good example of that genre? Why/Why not?
 5. **Theme:** What do you think the theme is? What message is the writer trying to get across to the reader? Is the writer successful?
- Provide some **evidence** for your opinions in the form of examples or quotations. You are looking for **patterns** that appear time and time again in books from that genre.
- **By the end of the year, use your notes to design a poster which compares the five books and outlines what patterns you've noticed in that genre.**

Genre Study (Film)

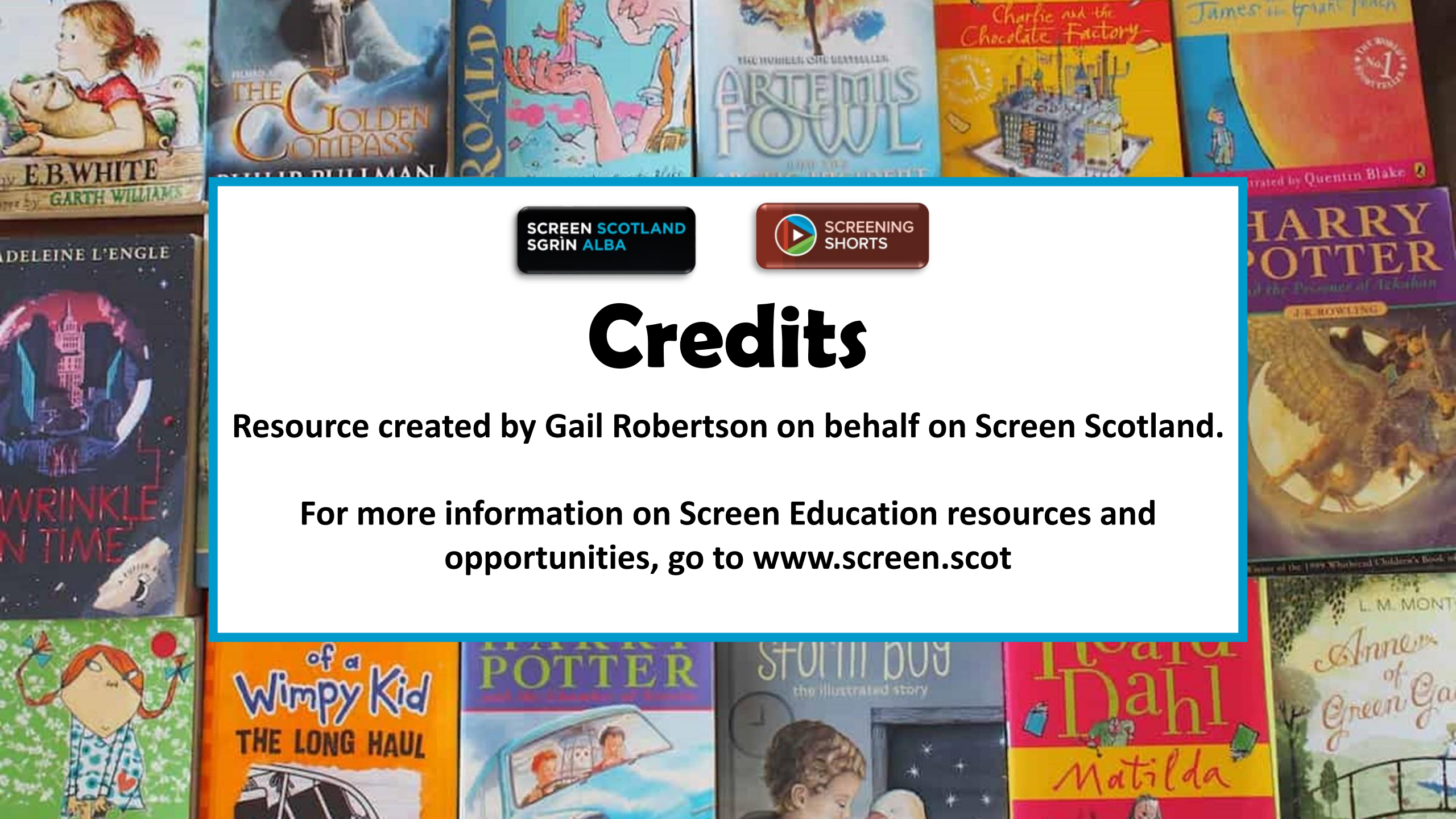
- Over the year, choose a genre (horror, crime, romance...) and watch **five** films from it.
- When you finish each film, take **notes** on:
 1. **Character:** What types of character are in the film? Do you find them interesting? Why? What part does costume, dialogue and acting play in making the characters interesting?
 2. **Setting:** What is the time/place setting? What does it add to the story? Does it add to the mood or atmosphere? Does a similar setting pop up in more than one film?
 3. **Language:** Are there any exciting moments using mise-en-scène, camerawork, editing or sound? What is their effect?
 4. **Genre:** What genre is the film in? Is it a good example of that genre? Why/Why not?
 5. **Theme:** What do you think the theme is? What message is the director trying to get across to the audience? Is the director successful?
- Provide some **evidence** for your opinions in the form of examples. You are looking for **patterns** that appear time and time again in films from that genre.
- **By the end of the year, use your notes to design a poster which compares the five films and outlines what patterns you've noticed in that genre.**



Prizes!

- **All** successful posters will be rewarded with a Certificate of Achievement.
- The **best three posters in each class** will win a small prize.
- The **best poster in the whole year group** will win a big prize!





Credits

Resource created by Gail Robertson on behalf on Screen Scotland.

For more information on Screen Education resources and opportunities, go to www.screen.scot