

The wolf

These resources were originally designed for use with Years 2 and 4, but could be used with other age groups as a way into thinking about frightening sequences in film.

Resources

- Images for arranging in *Picture Power* or in *Movie Maker*
- Music (royalty-free) of use with the images
- Activstudio flipchart (*Can someone make a Smartboard notebook equivalent?*)
- Picture cards, to print out

A possible approach

Activity	Some typical questions to ask	Some basic vocabulary	Some higher level vocabulary
1 Use the first page of the IWB presentation to talk about the story suggested by the four images. What order should they go in? Why?	<i>How do we know that they go in that order?</i> <i>Why couldn't they go in this order?</i> <i>Which is the scariest picture? Why?</i> <i>How do we know that the boy hasn't seen the wolf?</i> <i>What does the audience know that the boy doesn't?</i>	scary order story close-up sequence side front	focus angle distance audience
2 Read the story extract on the next page of the presentation.	<i>What other pictures can you see in your head, when you hear the story?</i> <i>What makes this a scary story?</i>	imagine description details	repetition tension suspense

3	<p>Students try to arrange the eight picture cards to tell the story in pictures.</p> <p>Go through some suggestions on the IWB.</p>	<p><i>Can you find the pictures that we saw on the board? Do they till go next to each other?</i></p> <p><i>What are we seeing in this picture? What makes it scary?</i></p> <p><i>Why can't this picture go before that one?</i></p> <p><i>Why shouldn't we put this picture next to that one?</i></p> <p><i>Why is it scary to put that picture after that picture?</i></p> <p><i>How does this picture make you feel?</i></p> <p><i>Is it scarier with more pictures, rather than with just three? Why?</i></p> <p><i>How close are we to the wolf in this picture? What about this one? Which one should go first? Why?</i></p> <p><i>Do we need the words anymore, to tell the story? Is anything missing?</i></p>	<p>order sequence scary fear close-up following build-up sudden shot close-up delay</p>	<p>cut-away reverse angle point-of-view jump-cut intercutting reaction shot establishing shot view-point long-shot medium shot tension suspense</p>
4	<p>Demonstrate how this can be done on chosen software, and how to add music.</p> <p>Students try this, using more or different images to tell the story in more detail, and to create more tension. (It is best to limit the number of images they can use on the 'timeline', perhaps no fewer than eight and no more than twelve.)</p> <p>Intervene, to show and talk about some of the decisions being made by students, and to establish some ideas.</p> <p>(NB. Students could be allowed the images of the boy being eaten, or these could be kept out so that the emphasis remains on building tension.)</p>	<p><i>When do you think...?</i></p> <p><i>How does the music make a difference?</i></p> <p><i>Why might you choose this piece of music?</i></p> <p><i>Why did you select...?</i></p> <p><i>What is the effect when the music changes?</i></p> <p><i>What is the effect of...?</i></p> <p><i>Is that shot too long? Is this shot too short?</i></p> <p><i>When should we make she shots shorter?</i></p> <p><i>What is the effect of speeding up...?</i></p> <p><i>How effective was...?</i></p> <p><i>What was clever about...?</i></p>	<p>software-specific terms (eg collection, timeline, etc) slow fast speed mood feeling effect editing choose / select</p>	<p>pace emotion impact</p>

Images created by James Durran (Parkside Federation) and Martin Bibby (Rowdown School)