

Date	Class 5th and 6th	Subject English
Strand Writing / Creative Writing		Strand Unit Emotional and imaginative development through language Competence and confidence in using language Developing cognitive abilities through language Receptiveness to language
Title Storyboard your own deep sea voyage of discovery		
Objective(s) The lesson introduces students to how stories are developed for film. Students will draft a storyboard for a film imagining they are a team of marine scientists embarking on their own underwater voyage of discovery. They will interpret marine and scientific language and through a combination of the real and the imaginary, develop their own storyboard and film.		
Skills Required Writing, understanding, drawing, communication, collaborative work		
Learning Objectives The students will be able to: <ul style="list-style-type: none"> • Retrieve and interpret scientific information presented online in blog format • Listen to narrative presented through film and recognise how the story is told • Examine the characteristics that differentiate between dialogue and narrative • Develop receptiveness to language by using new scientific marine vocabulary in imaginative composition • Participate in co-operative writing, working collaboratively in groups on storyboard sections • Experience drafting, revising and co-editing as part of storyboarding • Visually interpret creative writing through storyboard imaging. 		Learning Activities Preparation See the recommended lesson plan schedule that supports the module: Build Your Own Unknown. For example see <ul style="list-style-type: none"> • Explorers Lesson Plan: History – The Myth Behind Moytirra • Explorers Lesson Plan: Geography Marine Explorers and Scientists • Explorers Lesson Plan: Science - Creature Feature and Chemosynthesis Printed storyboard templates (attached below) Organise students into teams. Group Work Activity 1: The Story Working in groups, students are asked to imagine that they are a team of marine scientists embarking on their own voyage of discovery. Through a combination of scientific fact and the imaginary, students will compose a story for adaption into a storyboard. Structure Assign each group a section of the story to write:

	<ul style="list-style-type: none"> • Introduction • Middle; something happens • Middle; twist or climax • End <p>Use the worksheet with each group to draft their section of the story.</p> <p>Story Development Consider some of the following points when writing the story:</p> <ul style="list-style-type: none"> ● Name and develop the characters and add details to increase their strength. ● How can you weave scientific fact into the story to increase the detail? ● What are the most important plot points? ● What genre is the film: adventure, action, animation, comedy etc? ● Identify where the story is taking place. ● How do you communicate what is happening in the story? ● Is there dialogue between the characters? <p>Ask each group to read aloud their section of the story. Ensure there is linkage and continuity between the different story sections.</p> <p>Activity 2: The Storyboard Continue group work and adapt the story into storyboard format using the storyboard template. The storyboard allows for detailed planning of the film considering both the story and production elements. It is an important developmental tool and an opportunity to represent the visual elements of the story for the first time, through drawing.</p> <p>Resources Comprehensive lesson plans to assist with making films in the classroom can be found at: FÍS Film In Schools Lesson Plans</p>
<p>Differentiation Higher and lower order questioning; mixed ability pairing and task oriented activities.</p>	
<p>Assessment Teacher observation and questioning; student participation in group work and completion of group tasks.</p>	
<p>Linkage and Integration History - Story - Myths and Legends Geography - Human Environments - People Living and Working in local areas and in contrasting areas of Ireland</p>	

Geography - Natural Environments – Land, rivers and seas of Ireland.

Music - Composing - Improvising and Creating – invent and perform pieces.

Science - Living Things - Plant and Animal Life – develop and increasing awareness of plants and animals from the wider environment

Drama - Exploring and making drama – Become comfortable with script and understand the basic process by which script becomes action.

Visual Art - Drawing - Making Drawing – Make drawings based on themes reflecting broadening interests, experiences and feelings

SPHE - Myself and the Wider World - Media Education- explore and use some simple broadcasting, production and communication techniques

ICT - using smart devices to produce a film - Use a range of ICT tools in a relevant curriculum context.

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Activity 2: The Storyboard

The storyboard allows for detailed planning of the film considering both the story and production elements. It is an important developmental tool and an opportunity to represent the visual elements of the story for the first time, through drawing.

The storyboard usually consists of:

- A picture
- A brief description of movement details
- Dialogue between characters
- Instruction for production such as camera angle etc.



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Activity 2: The Storyboard

Group Name:

Camera Angel:

Movement Details:

Dialogue:

Film / Animation Segment:

Camera Angel:

Movement Details:

Dialogue:

Camera Angel:

Movement Details:

Dialogue:



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Activity 2: The Storyboard

Group Name:

Camera Angel:

Movement Details:

Dialogue:

Film / Animation Segment:

Camera Angel:

Movement Details:

Dialogue:

Camera Angel:

Movement Details:

Dialogue:
