



Grade

6-9

Strand

Visual Art;

Drama

Curriculum

[www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

## Grade 6-9 Are you ready for your close-up?

### With Heather Cline

**Aim:** This 1 ½ hour session will give students the opportunity to participate in a 30 min. live broadcast by professional artist Heather Cline and then take part in a one-hour teacher-guided workshop activity.

Students will learn about film history and the use of camera shots to create emotional impact in filmmaking. Students will be challenged to make a short silent movie using still shots or video.

There will be an opportunity for students to ask Heather questions via Adobe Connect or telephone.

**Creative/Productive:** Students will create a series of scenes for a short silent movie.

**Critical/Responsive:** Students will have to respond to on-air presentation during the process of creating their own movie piece.

**Cultural/Historical:** Students will learn about film history and artistic process. Cline will share her experience of creating a television series and working with a film production team.

### About the Artist

Heather Cline works and lives in Regina, Saskatchewan and passionately pursued making art from an early age. Since completing her MFA at the University of Saskatchewan in 2001, Cline has continued to work in painting, printmaking and new media.

Cline has participated in group exhibitions throughout North America, with solo exhibitions at the Mendel Art Gallery in Saskatoon and regional exhibition centers throughout Saskatchewan. She has also participated in a series of artist residences in Saskatchewan; and conducted workshops and lectures on a variety of topics throughout North America.

In 2006 Cline was the writer, host and co-producer of the television series, 'Art from the Start.' She was also the writer and host for two seasons of 'Art Inclined' a program examining artists and art history, seen on SCN and Treasure HD. Currently Cline is involved in long-term multi-media project entitled 'The Office of Identity Collection', Contemporary Cityscapes.

## 1 ½ -Hour Program Structure

**PART 1: 30 min.** LIVE broadcast introductory session with a professional artist:

- Introduction to process of creating a film production
- Demonstration 1 – introduction to creating a script/storyboard
- Presentation- Brief history of film, focus on camera shoots.
- Demonstration 2 – setting a story to music.

Teachers are encouraged to send in questions from their students via Adobe Connect during the live broadcast.

**PART 2: 60 min.** Teacher-guided hands-on workshop activities with on-line support from artist through Adobe Connect- <http://connect.edonline.sk.ca/liveartsed/>

Teachers and students can consult artist via the Internet or telephone during this segment.  
On-line resources available for use in the classroom

## Outcomes: Sample Assessment Grade 6

### Creative/Productive:

CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

Drama CP6.5 Select and use focus, tension, conflict, and symbol to convey ideas.

### Critical/Responsive:

CR6.3 Examine arts expressions and artists of various times and places.

## Materials and Resources

Pencils and paper to create storyboard (you can print out storyboard format from the LIVE Arts website prior to broadcast. Have some theatre props/costumes on hand to help your students create their characters/personas.

Optional: Access to one or more digital camera; a tripod(s) is highly recommended; access to digital editing program- this could be something as simple as PowerPoint or Windows Movie Maker or i-Movie.

## Teacher Guide for Hands-on Workshop Segment of the Broadcast

### 1. Planning- Pre-production

Listen to the clip of music provided on the LIVE Arts website; working with your entire class break the music down into segments and assign each part to a section of a story-board (format available on the LIVE Arts website [www.liveartsaskatchewan.com](http://www.liveartsaskatchewan.com)).

Break the class into small groups and have each group make a list of story ideas that fit each section of music. Have your students consider the following: is the music fast or slow; does it sound like a certain place- is it warm or cool there; how does the music make them feel- happy, sad, angry, excited?

Have them narrow their ideas down to a single idea for each section and then create a storyline based on the ideas that creates a connected story. Remind them that this will be a silent picture, a pantomime, and action will be limited to a small space. Refer to the on-air demonstration- how can body stance, camera angle and camera distance set up the scene?

Have students talk about how they could stage their story, they should keep in mind the equipment, props and setting available at your school.

Each group should finalize their idea into a finished storyboard.

**2. Production- Students can present their story to the music 'live' or create a simple film production using either a series of still shots or video clips.** Editing can be done with camera by filming each scene in order and simply turning the camera on/off; or you may wish to let your students explore simple editing software. This is your choice- depending on your access to equipment and software.

Keep it simple. Have your students stage each of their scenes, they should use limited props and rely more on body expression and camera use.

If you are working with still shots have your students take multiple pictures of each scene from different angles and distances. Have them use a tripod so that they do not blur their images. Still shots can then be set to the music using simple program like power point or most camera presentation software.

**3. Post Production-** This is the packaging of your images or video into a completed production. Appropriate programs include iMovie, Windows Moviemaker and Powerpoint. You may have students who use these programs at home and use the software regularly, capitalize on this asset!

**You may want to one or two students from each group to manage the editing.** There are some editing resources posted on the LIVE Arts website.