



Teacher Resource

# Australian Film Boom

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What did the Australian Film Boom story explain?
2. Hollywood has been making movies in Australia for decades. True or False?
3. Why is Australia a great place to make films?
4. What impact has COVID had on Hollywood?
5. Give an example of a big blockbuster being filmed in Australia.
6. What does Rising Sun Pictures do?
7. What films has the studio worked on?
8. Why is the film industry good for Australia's economy?
9. What has been built in Melbourne and why?
10. What was surprising about this story?

## Activity: Cinematic vocabulary

Students will brainstorm a list of keywords that relate to filmmaking. Here are some words to get them started. Students will create their own class glossary of keywords and terms. Students can use illustrations and diagrams to help explain each keyword.

STORYBOARD	TRANSITION
CAMERA ANGLE	CONTINUITY
ANIMATION	DOCUMENTARY
SCRIPT	VISUAL EFFECTS

### Further investigation: Tricky words

Students will choose additional keywords and terms to add to their class glossary that are tricky. For example, mise-en-scene, antagonist or the hero's journey. Students will find a definition and explain to their classmates what the keywords mean.

### EPISODE 8

23rd March 2021

#### KEY LEARNING

Students will explore an aspect of the Australian film industry. Students will plan, produce and present their own short film.

#### CURRICULUM

##### Media Arts – Year 3 & 4

Plan, create and present media artworks for specific purposes with awareness of responsible media practice.

Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories.

##### Media Arts – Year 5 & 6

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice.

Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text.

##### Media Arts – Year 7 & 8

Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning.

Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples.

## Activity: KWLH

Hold a class discussion about the information raised in the BTN Australian Film Boom story. What questions were raised in the discussion about filmmaking and the film industry in Australia, and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i><b>What do I know?</b></i>	<i><b>What do I want to know?</b></i>	<i><b>What have I learnt?</b></i>	<i><b>How will I find out?</b></i>

### Research questions for Inquiry

- What was the first film to be made in Australia? Explore the history of the Australian film industry using a timeline to record your findings.
- Why is Australia's film industry booming at the moment?
- What is the highest grossing film to be made in Australia? Make a list of the top 10 grossing films in Australia. Choose one of the films to explore in more detail.
- What are visual effects? Explore the different types of visual effects used in film. Using Australian films, find examples of these visual effects.
- What is the difference between visual effects and special effects? Give examples.
- Who is involved in the making of a film? Watch the closing credits of an Australian film to see who is involved in the film making process. Make a list of the different roles and their responsibilities. Choose one role to research in more detail.
- Why do filmmakers use storyboards? Choose a scene from your favourite Australian film and make a storyboard of that scene.
- What is Bollywood? Explore the Bollywood film industry and make comparisons to Australia's film industry. Alternatively, research the Hollywood industry and compare to Australia's film industry.

## Activity: Filming tips

Before watching BTN's Explainer about filming tips, hold a class discussion asking students what they think are good filming tips, recording students' responses on the class whiteboard.

After the discussion, watch this [BTN Explainer](#) to learn more about filming tips, like how to frame your shots and what the rule of thirds is. Students will then respond to the following focus questions.

### Focus Questions

1. What is meant by the term 'framing'?
2. Which way should you hold a smartphone when filming? Why?
3. What is the difference between 'direct' and 'indirect' interview styles?
4. The direct to camera interview style is more natural. True or false?



5. What does it mean to have an eye level camera angle?
6. What is the rule of thirds? Draw a diagram to help explain the concept.
7. What is a camera pan?
8. When starting out it is safer to keep your shots still. True or false?
9. What questions do you have about filming?

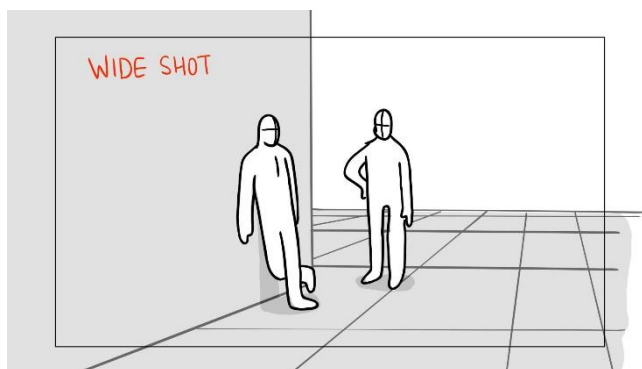
## Activity: Making a short film

Working in small groups, students will create their own short film. Ask each group to think about ideas for their film. Each group needs to answer the following questions:

- What is your story about?
- Where is the story set?
- Who are the characters in the story?
- What are the characters going to say? (dialogue)
- What is the problem in the story?
- How is the problem solved?

When students have worked out a basic idea for their film, they can create a storyboard. Storyboards look like comic books and have a picture for every shot in the film. Explore the [ACMI website](#) to learn about what a storyboard is and how to create your own storyboard.

Students can use devices such as smartphones or tablets to record their films. The [Behind the News website](#) has some tips to help students with the filming process.



## Activity: Documentary making

Students will produce a short documentary about someone who's doing something great, doing something interesting or helping others in their community. It could be a friend, family member, schoolteacher, or themselves. Alternatively, you could encourage students to research an issue that affects their local community.

1. Choose someone in your community that you want to feature in your documentary. Watch some of BTN's [Rookie Reports](#) for inspiration.
2. Write your documentary – find out what makes a good feature story [here](#). Celebrate the persons' strengths in your writing. Share your story with the class.
3. Plan your documentary – Story board your documentary on paper.
4. Make your documentary – check out these [interviewing tips](#) to help with interviewing your subject. Encourage students to film and edit their own short documentary and send it in to BTN. Visit BTN's [Rookie Reporter webpage](#) for some training videos.

## Activity: Movie review

Students will choose an Australian film and write a review about it. It could be a classic Australian film, or a film made in Australia recently. Refer to Screen Australia's [list of Australian Films](#). Alternatively, if your students make their own short films, they can review these. Before starting their review, discuss with students the movies they like to watch. Possible questions include:

- What is your favourite movie genre?
- How do you make choices about what films you see and don't see?
- Do you read film reviews? If so, do reviews help them decide which films they will see?
- What else influences your decision about what you will see?

Students will then begin to write their own film review. Students will respond to the following questions and then write their review using the layout below.

- What did you like or dislike about the film? Why?
- Would you recommend the film to other kids your age? Why or why not?
- What are the themes in the film?

### Review layout

- Title of the film
- Audience – what is the rating who is the film aimed at?
- Synopsis (summary of the plot)
- Characters
- Special effects/sound/music
- Opinion (supported by 2-3 reasons)
- Star rating (out of 5)



### Additional activities

- Include an illustration with your review. It could be a poster for the film or a sketch of one of the characters from the film.
- Hold your own class film club. Everyone will watch the same film, either individually or as a class and then discuss the film (genres, characters, plot).

## Useful Websites

- [Outback Films](#) – BTN
- [Silent Films](#) – BTN
- [Visual Effects](#) – BTN
- [Queensland's film industry booms as A-listers seek a safe haven from the COVID-19 pandemic](#) – ABC News
- [Film and animation studios look to Australia as huge 'game-changer' pool gets built in Melbourne](#) – ABC News
- [Learning filmmaking Vocabulary by Making Films](#) – Read Write Think
- [World's First Feature Film](#) – National Museum Australia
- [Hero's Journey](#) – Read Write Think
- [So, you want to make a film?](#) – ACMI