



FORGOTTEN FILM: FROM BEGINNINGS TO "TALKIES" de [Rosa Maria Andrés Blanch](#) està subjecta a una llicència de [Reconeixement-NoComercial-SenseObraDerivada 3.0 No adaptada de Creative Commons](#) <http://creativecommons.org/licenses/by-nc-nd/3.0/>



LESSON PLAN:	FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES"	
SUBJECT:	CROSS CURRICULAR	
UNIT 1:	PRECINEMA	
LESSONS:	INTRODUCTION	Timing: 1h
	1-3	Timing: 5h
TEACHING AIMS		
<ul style="list-style-type: none"> • To present new ideas about cinema • To familiarize students with specific vocabulary related to cinema. • To discover the beginnings of cinema. • To develop students enjoyment of the first animated films. 		

CONTENT
<ul style="list-style-type: none"> • Introducing to cinema and animation and defining terms. • Learning how can photographs move. • Eadward Muybridge and Thomas A. Edison • Motion pictures and early devices.

TRANSFERABLE SKILLS (Contribution to competences)	
• Communicative skills:	<ul style="list-style-type: none"> - Understand, perceive and value, critically, different cultural and artistic forms of expression. - Apply her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value - Relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.
• Methodological skills:	<ul style="list-style-type: none"> - Transform information into knowledge activating thinking skills in order to organize, relate, analyse, synthesize and deduct at different levels of complexity - Access and communicate information using different supports including ICT tools to learn.
• Personal skills:	<ul style="list-style-type: none"> - Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.



LEARNING OUTCOMES	
STUDENTS WILL	
<ul style="list-style-type: none"> • KNOW: 	<ul style="list-style-type: none"> - The concept of motion picture - The concept of illusion - The name of early animation film makers - The earliest technological process to make animation films
<ul style="list-style-type: none"> • BE ABLE TO: 	<ul style="list-style-type: none"> - To identify different early cinema devices - To differentiate between cinema and animation - To give reasons for how something works - To make an animation film -
<ul style="list-style-type: none"> • BE AWARE OF: 	<ul style="list-style-type: none"> - How important it was that inventors shared knowledge before cinema became reality. - How complex it was to make early cinema devices, but that today new technology makes this process easy.

COMMUNICATION	
LANGUAGE AND LINGUISTIC CONSIDERATIONS	
<ul style="list-style-type: none"> • LANGUAGE OF LEARNING 	<ul style="list-style-type: none"> - VOCABULARY related to the subject <ul style="list-style-type: none"> - Frame, Film, Movie, Celluloid, Animation, Illusion, Cinema, Sequence, Shot. - Names of early cinema devices - Types of mechanical movement - Parts of a mechanism - Names of Senses - GRAMMAR AND STRUCTURES: <ul style="list-style-type: none"> - Present and past tenses - Asking for giving factual information (what, where, when, who, why) - Answering questions (because) - Comparative forms
<ul style="list-style-type: none"> • LANGUAGE FOR LEARNING: 	<ul style="list-style-type: none"> - FUNCTIONS: <ul style="list-style-type: none"> - Questioning and answering - Predicting results - Sequencing: First, secondly, next, then, finally... - Comparing - Reasoning - LANGUAGE SUPPORT: <ul style="list-style-type: none"> - Wordsearch - Fill in the gaps - Word banks - Correct sentence order - Visual support (PPT)

**COGNITION
COGNITIVE SKILLS**

- Understanding concepts
- Comparing and contrasting
- Sequencing steps or a process
- Reasoning from evidence
- Predicting information

**CULTURE
CITIZENSHIP/CROSS CURRICULAR SKILLS**

- Moving image media plays an important role in the lives of people as a main source of information and entertainment and is a major influence in developing young people's ideas and feelings.
- Cinema is one of the most important ways of communication and of creation.

ASSESSMENT CRITERIA**Can students ... ?**

- Use vocabulary related the subject in English
- Identify early cinema devices
- Explain how photographs can move
- Describe the difference between Muybridge's work and Edison's work
- Locate relevant information from several sources.
- Make an animation film
- Produce and deliver a Power Point



LESSON PLAN:	FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES"	
SUBJECT:	CROSS CURRICULAR	
UNIT 2:	THIS IS CINEMA	
LESSONS:	1	Timing: 4h
	2	Timing: 7'30h
	3	Timing: 5'30h

TEACHING AIMS

- To differentiate cinema and precinema
- To familiarize students with specific vocabulary related to cinema and the earliest film techniques.
- To introduce the beginnings of film and first silent films.
- To develop students understanding of the chronology of early films.
- To differentiate and describe shots, scenes and sequences.
- To differentiate the genre of films.
- To link films with a historical period.
- To understand the process of writing a fact file.
- To encourage students to watch silent films.
- To develop students' enjoyment of the first silent films.

CONTENT

- Introducing to the birth of film and defining terms.
- Advantages of the cinematograph.
- Brothers Lumière
- Georges Méliès: The father of special effects.
- Earliest special effects.
- Shots, scenes and sequences : defining terms.
- Silent film: defining terms
- Silent comedy and comic films
- Silent comedy stars: Charlie Chaplin, Harold Lloyd, Buster Keaton, Laurel & Hardy
- Describing shots, scenes and sequences.
- European expressionist filmmakers form silent era: Murnau, Fritz Lang.
- Sound cinema: "Talkies" and defining terms.
- The transitional period from silent films to talkies



TRANSFERABLE SKILLS (Contribution to competences)	
• Communicative skills:	<ul style="list-style-type: none"> - Understand, perceive and value, critically, different cultural and artistic forms of expression. - Apply her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value - Relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument. - Reflect on how the language functions and on how to use the communicative resources specific of each curricular subject as well as use language as object of observation and analysis
• Methodological skills:	<ul style="list-style-type: none"> - Transform information into knowledge activating thinking skills in order to organize, relate, analyse, synthesize and deduct at different levels of complexity - Access and communicate information using different supports including ICT tools to learn.
• Personal skills:	<ul style="list-style-type: none"> - Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

LEARNING OUTCOMES	
STUDENTS WILL	
• KNOW:	<ul style="list-style-type: none"> - The concept of film - The concept of special effect - Some information about the inventor of the cinematograph and about the father of special effects (Lumière and Méliès) - The earliest technological process to make films - The concept of narrative or story line. - The difference between shots, scenes and sequences - The concepts of silent film, comic films and talkies. - The name of silent comedy stars - Some information about expressionist European filmmakers. - The transitional period from silent films to talkies
• BE ABLE TO:	<ul style="list-style-type: none"> - To differentiate between shots, scenes and sequences. - To describe shots, scenes and sequences. - To identify different special effect techniques and give reasons for how they work. - To differentiate between cinema and animation. - To order a story line. - To make a timeline and write the dates in the order of when they happened. - To fill a fact file. - To link silent films and Talkies with a historical period. - To listen and understand a recorded text.
• BE AWARE OF:	<ul style="list-style-type: none"> - How important is film as an art and craft at the same time. - How complex it was to make cinema in the silent era. - How some filmmakers were ahead of their time. - How to develop enjoyment of early films.



COMMUNICATION	
LANGUAGE AND LINGUISTIC CONSIDERATIONS	
<p>• LANGUAGE OF LEARNING</p>	<p>VOCABULARY related to the subject</p> <ul style="list-style-type: none"> - Shot, scene, sequence, narrative - Names of early filmmakers. - Types of special effects. - "Cinderella" tale - Historical events occurring during the silent era - The class struggle. <p>GRAMMAR AND STRUCTURES:</p> <ul style="list-style-type: none"> - Present and past tenses - Asking for and giving factual information (what, where, when, who, why) - Answering questions (because) - Comparative forms - It could/ might be/ it can be... - Imperative forms - Narrative tenses
<p>• LANGUAGE FOR LEARNING:</p>	<p>FUNCTIONS:</p> <ul style="list-style-type: none"> - Questioning and answering - Predicting results - Sequencing: First, secondly, next, then, finally... - Comparing - Reasoning - Organizing information. - Storytelling - Giving instructions - Connecting ideas: comparing and contrasting <p>LANGUAGE SUPPORT:</p> <ul style="list-style-type: none"> - Word banks - Visual support (PPT) - Venn diagram - Listening to a native speaker model. - Sentence starters

COGNITION	
COGNITIVE SKILLS	
<ul style="list-style-type: none"> • Understanding concepts • Comparing and contrasting • Sequencing steps or a process • Reasoning from evidence • Predicting information • Identifying relationships • Hypothesising • Classifying. • Ordering • Defining 	

**CULTURE****CITIZENSHIP/CROSS CURRICULAR SKILLS**

- Moving image media plays an important role in the lives of people as a main source of information and entertainment and is a major influence in developing young people's ideas and feelings.
- Cinema is one of the most important ways of communication and of creation.

ASSESSMENT CRITERIA**Can students ... ?**

- Use specific vocabulary related to cinema and the earliest film techniques in English.
- Differentiate cinema and precinema
- Explain the beginnings of film and first silent films.
- Create a timeline and write the dates on the order of when they happened.
- Differentiate shots, scenes and sequences.
- Differentiate the genre of films.
- Describe shots, scenes and sequences.
- Link films with a historical period.
- Complete a fact file.





LESSON PLAN:	FORGOTTEN FILM. FROM BEGINNINGS TO "TALKIES"	
SUBJECT:	CROSS CURRICULAR	
UNIT 3:	CARTOON ANIMATION	
LESSONS 1:	Early cartoon. From 1919 to 1940	Timing: 7h
TEACHING AIMS		
<ul style="list-style-type: none"> • To differentiate animation and cartoon • To introduce the beginnings of cartoon. • To link cartoons with a historical period • To understand the process of creating cartoons. • To describe characters. • To develop students' enjoyment of the first animated cartoon. 		

CONTENT	
<ul style="list-style-type: none"> • Introduction to early cartoons and defining terms • First appearance of early cartoons and their historical context. • The process of creating cartoons. • Early cartoon characters. • Creating a character. 	

TRANSFERABLE SKILLS (Contribution to competences)	
• Communicative skills:	<ul style="list-style-type: none"> - Understand, perceive and value, critically, different cultural and artistic forms of expression. - Apply her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value - Relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument. - Reflect on how the language functions and on how to use the communicative resources specific of each curricular subject as well as use language as object of observation and analysis
• Methodological skills:	<ul style="list-style-type: none"> - Transform information into knowledge activating thinking skills in order to organize, relate, analyse, synthesize and deduct at different levels of complexity - Access and communicate information using different supports including ICT tools to learn.
• Personal skills:	<ul style="list-style-type: none"> - Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.



LEARNING OUTCOMES	
STUDENTS WILL	
• KNOW:	<ul style="list-style-type: none"> - The concept of animation and cartoon. - The beginnings of cartoon. - The earliest technological process of creating cartoons. - The concept of silent applied to cartoons. - How to link cartoons with a historical period. - The most important cartoon characters from the silent era to talkies. - The concept a cartoon character.
• BE ABLE TO:	<ul style="list-style-type: none"> - To differentiate between animations and cartoon. - To order events sequentially. - To describe and to create a character following the appropriate steps. - To retell a story.
• BE AWARE OF:	<ul style="list-style-type: none"> - How important film is as an art and craft at the same time. - How complex it was and it is to make cartoons. - How to appreciate early cartoon.

COMMUNICATION	
LANGUAGE AND LINGUISTIC CONSIDERATIONS	
• LANGUAGE OF LEARNING	<ul style="list-style-type: none"> - VOCABULARY related to the subject <ul style="list-style-type: none"> - Names of jobs needed to make a cartoon - Names of early filmmakers. - Types of personal qualities. - Types of voices and ways of speaking. - GRAMMAR AND STRUCTURES: <ul style="list-style-type: none"> - Present and past tenses - Asking for giving factual information (what, where, when, who, why) - Answering questions (because) - Comparative forms
• LANGUAGE FOR LEARNING:	<ul style="list-style-type: none"> - FUNCTIONS: <ul style="list-style-type: none"> - Questioning and answering - Stating facts - Comparing - Reasoning - Organizing information. - LANGUAGE SUPPORT: <ul style="list-style-type: none"> - Word banks - Visual support (PPT) - Tree diagram.

**COGNITION
COGNITIVE SKILLS**

- Understanding concepts
- Comparing and contrasting
- Reasoning from evidence
- Predicting information
- Identifying relationships
- Classifying.

**CULTURE
CITIZENSHIP/CROSS CURRICULAR SKILLS**

- Moving image media plays an important role in the lives of people as a main source of information and entertainment and is a major influence in developing young people's ideas and feelings.
- Cinema is one of the most important ways of communication and of creation.

ASSESSMENT CRITERIA**Can students ... ?**

- Use vocabulary related to the cartoon animation techniques in English
- Differentiate animation and cartoon
- Identify and describe early cartoon characters.
- Explain the process of creating cartoons.
- Locate relevant information from internet.
- Link cartoons with a historical period

