

Week beginning 4.5.20

Writing Task : To write the narrative for an animated film

Think about some of your favourite films – many of the stories were originally written as books and were then “adapted” for the big screen: Mary Poppins, Harry Potter, Call of the Wild.

For those who have read the original book , the film is often not as good as the book and this may be because of the images they have in built in their head of particular places or characters are then different to the ones portrayed in the film or the detail in the film is different to the book and they feel that something is missing or has been changed dramatically.

On the other hand, for those who have seen the film first and then read the book, it is very difficult to not picture what you have already seen as you read: the face of the actor (try to imagine Harry Potter and whose face do you immediately see?); the images used in animated films (the design of the train in Polar Express or the shape of the house in Coraline); and the actual location where the film is set (for many New Zealand will always represent the Misty Mountains of The Lord of the Rings).

Your task for this week is to write and illustrate the story (narrative) upon which a short film has been made, including all of the detail, description, atmosphere, tension and warmth that you see in the film and more...

Phase One: Watch the film “The Lighthouse” in stages

<https://www.youtube.com/watch?v=6HfBbSUORvo>

As we would in class, please stop the film at these points and make notes on a piece of paper on what you have seen.



Stop at	Describe in detail what you have seen	Questions to think about
0.36s		What time period is the film set in? What clues tell you? What is the atmosphere like in the village?
0.54s		How has the atmosphere changed? Why did the lighthouse keeper slam the window shut? How does he feel towards the locals?
1.51s		How is he feeling as he runs up and down the stairs? Why is the boat important? What might happen? How does he feel as the glass shatters? How can you create this tension in your writing?
2.12		What is he thinking he will do as he goes back down the stairs? How does he feel when he opens the door? What might the lighthouse keeper or villager say?
end		How will your story make the reader feel at the end? How can you use dialogue to end your story?

You can use each of the above sections to organise your work but you do need to remember when you need to start a new paragraph:

- something new happens
- the story moves to a new place or it is a new time
- a new character is introduced
- a different person speaks within a conversation

Phase Two: First draft (this may need to be spread over two sessions)

Use your notes to write your first draft, focussing on using the following in your work:

- **adjectives and adverbs** to add detail to your work
- **interesting vocabulary** to engage your reader and **specific nouns** (e.g oil lantern rather than light, small wiry spectacles rather than glasses)
- **wide range of punctuation** (including brackets, dashes, colons, semi-colons)
- both **short and longer complex sentences** to vary your writing style and to create tension (e.g. The flame flickered. Darkness engulfed the room)
- **Figurative language** (similes, metaphors and personification) to bring your descriptions to life.
- **Minimal amount of speech**/dialogue making sure that everything that is said adds something to the story or moves the action on to the next point. (No waffling!!!!)

You should be aiming to write at least two to three pages in order to be including the amount of detail needed, some of you I know will need to really push yourself to do this. You can do it!

Additional challenge:

Use both **passive and active voice** within your writing. Have a go at the assignment on Education City or see pages 24 and 25 in your SPAG book if you need to remind yourself of the difference.

Phase Three: Editing and improving

As with your film review, read through your work and check that it makes sense to you. Identify ways to improve the overall content of your work. Have you used capital letters, commas, etc correctly? Do you need to check some of your spellings in a dictionary? Have you used fronted adverbials and conjunctions to help your work flow? Have you created the tension and excitement that a director would be looking for to make your work into a film?

Ask someone else in your house if they could kindly read it through with you. What do they think of your work? Are there any changes that they can suggest to make your work even better? Can they help you think of a more descriptive word to use or a way of creating more drama? Have they noticed where you have repeated yourself or overused the same word?

Phase Four: Final version including artwork

Please rewrite your final version as neatly as you can in cursive handwriting and illustrate your story too where possible. You do not need to draw the whole scene but may choose to focus on small items such as the candle, the broken glass, the ship out at sea. Nor do the images have to be the ones from the film but as you imagine them, it's completely your choice as you are the author.

Finally, please keep this work somewhere safe as I would very much like to read it when we are back at school.

I hope you enjoy the process and that you "WOW" me with your work as you have done in the past.

Mrs Lacey