

# Halloween project



2020 - Halloween Fashion show with performances

<b>Key Stage</b>	<b>4</b>	<b>Unit</b>	<b>2</b>	<b>Silver Arts Award</b>
<b>General Topic</b>	Exploring all creative elements involved in a film			
<b>Element Focus</b>	audition mentoring		planning rehearsing	preparation Group skills
<b>Scheme of Work Overview</b>	Unit 2 focuses on leadership as part of the individual’s overall development as a creative learner.			
<b>Unit Learning Objectives</b>	<ul style="list-style-type: none"> <li>• For students to take ownership of the project – leading younger students to create a remake of a Halloween themed film for screening in school on Halloween</li> <li>• For students to use their own creative and subject knowledge to enable others to participate</li> <li>• To organise and run the audition process</li> <li>• To work on supporting tasks such as set, props or costume</li> <li>• To use own skills in 1:1 sessions to prepare main roles</li> <li>• To act/filming in the project to enable others</li> <li>• To oversee practical issues with staff support</li> </ul>			
<b>Cross-Curricular Links</b>	This unit provides cross-curricular links to: <ul style="list-style-type: none"> <li>• Any course requiring leadership or group skills</li> <li>• Preparation of coursework tasks</li> <li>• PE physical coordination and responding to music</li> </ul>			
<b>Prior Learning</b>	Students need to: <ul style="list-style-type: none"> <li>• Have participated in similar projects when younger</li> <li>• Have knowledge of the extracts to be filmed</li> <li>• Have developed own acting, dancing, musical skills</li> <li>• Have worked with others on project tasks</li> </ul>			
<b>Silver award defined areas</b>	Arts leadership areas A identifying a leadership role and planning the project's aims B planning the practical issues C being an effective arts leader D working effectively with others E reviewing their project and leadership role  Students will reflect on these areas in their folder during and after the project. Students will collect feedback from the audience after the screening.			

**Expectations & Learning Outcomes**

<p><b>All Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Take part in the project with a defined role</li> <li>• Be part of the filming process</li> <li>• Be part of the group planning task</li> <li>• Have at least some significant tasks for the project</li> </ul>	<p><b>Most Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Use their own ideas in some way to enhance the project</li> <li>• Take part in the audition process, either organisation or running the event</li> <li>• Either film or actual perform in the final film</li> <li>• Participate in the preparation either through set or costume making</li> </ul>	<p><b>Some Pupils will :</b></p> <ul style="list-style-type: none"> <li>• Use their own skill to participate as a director/mentor</li> <li>• Take a leading role during the audition process</li> <li>• Take a leading role in the planning sessions</li> <li>• Offer suggestions, or enable others to succeed</li> <li>• Take part in all aspects of the project – participating, preparing, creating</li> </ul>
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**Language for Learning/Glossary**

*Through the activities in this unit, pupils will be able to understand and use and words relating to:*

- **choreography – creating a dance sequence**
- **ensemble – the way in which a group of people work together in a creative performance**
- **camera shot – the way in which the person filming frames or angles the camera filming for best creative effect**
- **musical – a creative story performance set to music with songs**
- **set – the environment created for the actors to perform in**
- **costume – the clothes that are worn to help create the character**
- **props – the objects used by the cast to tell the story**

**Defined roles :**

**Actor – using skills, take part in either the acting scenes or larger group scenes to tell the story**

**Director – help to direct the action, explaining how to become a role, including how to move, talk and interact with others. Hold auditions**

**Costumier – help sort the clothes, label them and hang them ready for performance. Create items as necessary**

**Props maker – sort, find or create items needed for the performance**

**Set designer – organise items within a defined area to create an effective and creative space which will enable to actors to do their role**

**Camera crew – to do the filming, listening to the direct and framing shots**

**Choreographer – learn or create dance or movement to music, in this instance simplifying to allow everyone to participate**

<p>Students as a group will discuss and select</p>	<p>from these 2 choices :</p>
<p>Music links : fashion shows  <a href="https://www.youtube.com/watch?v=GYLjzGrR6oc&amp;pp=QAA%3D">https://www.youtube.com/watch?v=GYLjzGrR6oc&amp;pp=QAA%3D</a>  <a href="https://www.youtube.com/watch?v=RSv9pcUj0Cs">https://www.youtube.com/watch?v=RSv9pcUj0Cs</a>  <a href="https://www.youtube.com/watch?v=EEYVITuecB4">https://www.youtube.com/watch?v=EEYVITuecB4</a></p>	<p>Nightmare before Christmas :  <a href="https://www.youtube.com/watch?v=kGiYxCUAhks">https://www.youtube.com/watch?v=kGiYxCUAhks</a>  <a href="https://www.youtube.com/watch?v=kGiYxCUAhks&amp;list=PLdBaXsZ1Kkh2Vf4_b-IK_vIAeuSEf8OCz">https://www.youtube.com/watch?v=kGiYxCUAhks&amp;list=PLdBaXsZ1Kkh2Vf4_b-IK_vIAeuSEf8OCz</a></p>



