

# AARON F. BRATEMAN

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**Lesson Title:** Seeing Things from a Different Angle

**Focus Question:** How do we use camera shots and angles to enhance our storytelling?

Lesson Objectives	Formative Assessment Strategies
<b>Drama-Based Objective:</b> Students will be able to use different camera shots and angles to enhance their storytelling.	<b>Performance Tasks:</b> Myth Dramatization <b>Criteria:</b> Uses different camera shots and angles in dramatization, Provides justification for choices, Commits to performance <b>Documentation:</b> Teacher and peer feedback in group discussion
<b>Language-Based Objective:</b> Students will be able to describe different camera shots and angles and their effect on storytelling.	<b>Performance Tasks:</b> Group discussion <b>Criteria:</b> Accurately describes camera shots and angles, Makes emotional connections to different shots and angles, Articulates ways that camera shots and angles could affect storytelling <b>Documentation:</b> Teacher and peer feedback in group discussion

## A. Related Standards:

Relevant New York State Standards for the Arts:

TH: Re9.1.3

b. Consider and analyze technical elements in theatrical experiences.

Relevant Common Core ELA Standards:

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## B. Context for Learning:

**Audience:** This lesson is designed for 3<sup>rd</sup> grade students in a theater/dance class at a private school in New York City.

**Known Learning Needs:** Lesson will take place remotely with some students learning at home and some students learning in person. All students engage with the lesson on Zoom and as such, students may need assistance troubleshooting technology issues.

**Modifications:** Students will use different devices to interact with the lesson and the teacher will make adjustments as needed for each student's individual situation and space.

**Previous Knowledge:** Students recently completed a lesson in which they dramatized a Greek myth. They have experience creating tableaux and dramatizing text. Students have general familiarity with film and performing on video from remote learning.

**Spatial Organization:** Students should have access to working webcams, stable internet connections, and Zoom. In-person students should use headphones on individual devices and mute when not speaking to prevent feedback.

**Materials Needed:** Computers/Tablets, Stable internet connection, Zoom, Slideshow (Appendix A)

### **Procedures**

- 1. Plan and Dream (3 Minutes)**
  - a. The teacher shares the plan for the day with students and reviews class expectations.
- 2. Discussion (2 Minutes)**
  - a. The teacher facilitates a discussion with students about how the camera can be manipulated to enhance visual storytelling. The teacher helps students define the term “camera shot”.
- 3. Camera Shots (6 Minutes)**
  - a. The teacher shares pictures of “wide-shots” and “close-ups” and asks students to describe and compare these images.
  - b. The teacher asks students to describe how these types of shots affect how students feel about the subjects of the shot.
  - c. Students practice creating each type of shot with their cameras.
- 4. Discussion (2 Minutes)**
  - a. The teacher helps students define the term “camera angle”.
- 5. Camera Angles (6 Minutes)**
  - a. The teacher shares pictures of “high-angle shots” and “low-angle” shots and asks students to describe and compare these images.
  - b. The teacher asks students to describe how these types of shots affect how students feel about the subjects of the shot.
  - c. Students practice creating each type of shot with their cameras.
- 6. Myth (5 Minutes)**
  - a. The teacher asks students to draw upon their previous knowledge of mythology as they engage with the Native American myth “The Giant Squirrel”. The teacher discusses the context of this type of myth.
  - b. The teacher asks students to read the myth out loud.
- 7. Dramatize (10 Minutes)**
  - a. The teacher facilitates students dramatizing the myth, encouraging students to make specific choices about camera shots and angles. The teacher asks students to justify their choices of camera shots and angles.
  - b. Students perform their dramatization.

**8. Discussion (5 Minutes)**

- a. The teacher facilitates a discussion with students about how the different camera shots and angles can be used to enhance storytelling and how students might use them in future work.

**9. Breathe (1 Minute)**

- a. The teacher facilitates students taking breaths in and out together to end the class.

## APPENDIX A

### THIRD GRADE LESSON: SEEING THINGS FROM A DIFFERENT ANGLE

1. Plan and Dream
2. Describe and react to different camera shots and angles
3. Connect to myth
4. Dramatize
5. Breathe

D- Do your best

R- Respect others

E- Ears are open

A- Ask questions

M- Make believe

S-Social distance

# **What's a camera shot?**

## **Types of Camera Shots**

## Wide Shot



## Wide Shot



## **Close Up Shot**



## **Close Up Shot**



**Wide Shot**



**Close Up Shot**



**What's a camera angle?**

# Types of Camera Angles

Low-Angle Shot



## Low-Angle Shot



## High-Angle Shot



**Low-Angle Shot**



**High-Angle Shot**



**High-Angle Shot**



# Myth

## Lenape Tribe

In native North America, tales about an ancient time when game animals hunted humans are told especially in the Pacific Northwest. In these stories, deer, beaver, and other harmless creatures are said to have once been larger or fiercer than they are today. To protect the people, a mysterious Transformer changed the animals, taking away their harmful powers. And so, when the tables were turned, people ate animals just as animals had once eaten people. The Lenape are not known to have such tales—except for this one, in which the Creator plays the role of the Transformer.

### The Giant Squirrel

**Well, this is a story about a squirrel.** At one time he was a very huge creature, and he went about the lands on the prairies—and the woods.

He killed everything he saw, and he would *eat* these different animals—the lynx, and the weasels, and wolves, everything he'd catch—he would eat these creatures.

And finally he saw a two-legged creature going along that he thought was another animal. So he caught this two-legged creature, and he killed him and he started to eat him.

And the Creator saw him. And he came down to earth and he told him—he was sure scared, this squirrel, because he felt the power of the Creator—and he said, "Now then, you've done a terrible thing. You have killed one of my children. And from this day on, my children will eat you and your grandchildren and your great-grandchildren and all your relatives, and you'll be small."

**Wide Shot**



**Low-Angle Shot**



**Close Up Shot**



**High-Angle Shot**

