

Dragon Slayer film activities

LISTEN:

- From start to **end of narrative** (“...then one day...”)
 - What sort of story is it?
 - What clues?
 - Any ideas about what may happen?
 - Links to anything else you know?
- Continue to listen until **2:30**
 - Fill in grid. Colour, sounds, time, place
 - Share
 - Focus on engagement, language used to predict, explain, justify

WATCH:

- Stop at **1:31**
 - SMART board – what do we know? Think we know? Want to find out?
- Stop at **2:48**
 - How does the director build up the tension of the fight (notice there is no blood at any point!)
 - Warm up, fire, shield, fire, HORSE, fire, sword stuck, lunge, etc
 - Quick changes of view – dragon → slayer and back to build action
 - What sort of sentences? How could we have that effect on reader?
 - Silence at the end...
- Stop at **3:09**
 - Watcher/reader thinks it is the end, but ... what next? (Good technique for children to use in their writing)
- Stop at **3:35**
 - What effect does the soundtrack have at this point?
 - What do you think happens next? What makes you think that?
 - Consider relationship with the horse
- Stop at **4:38**
 - Who is in charge?
 - How has the behaviour of the horse changed?
- Stop at **5:16**
 - Again focus on the technique used by film maker – character going through change. How is this managed? What would this look like in writing?
- Stop at **6:01**
 - Significance of the shield?
 - Deduction of feelings?
 - Body language?
 - What clues are ‘dropped in’?
 - Character development
- Stop at **6:35**
 - What now? Story could have ended here, but it hasn’t ...
 - Significance of this technique for developing children’s writing
- Stop at **7:00**
 - Link to start. How have things changed from when dragon slayer entered the canyon, to leaving (body language, colour, he is walking, with companions...)

Puzzles, patterns, likes, dislikes. Discussion/book talk. Community of enquiry.

Cs and Ss – watch again, focus on story, character, setting. **ALL do camera.**

www.emmarogers.org.uk

