



Behind the Scenes – A Day on the Set

Program:	Mortified
Year Level:	Year 4 to Year 8
Curriculum Study Areas:	English; The Arts (Media); Humanities; Health and Physical Education (Personal Development)
Themes/Topics:	Adolescence; Families; Self and Relationships; Genre; Change; Growth and Development; Narrative Structure; Film Language; Humour and Satire; Stereotypes
Description:	This sequence of learning experiences draws upon <i>Mortified - Behind the Scenes Doco</i> , to examine the behind the scene actions and decisions taken in order to produce and direct the series.
Resources:	<i>Mortified – Behind the Scenes Doco</i> Worksheet 3: Jobs in TV production Worksheet 4: Action! Worksheet 5: Fantasies and Effects Worksheet 6: Fantasies and Effects

Lesson plan:

2.1 Jobs in TV Production

As a class, brainstorm a list of jobs that students think are required to produce a drama based film or TV program / series. Divide the list into jobs that are highly recognisable and roles that are not easily identified. Use [Worksheet 3: Jobs in TV Production](#) to record gathered information.

Clip 13: *Mortified - Behind the Scenes Doco, A Day on Set*

Have students make a list of all jobs needed for getting ready for a day of production. This list must include jobs for:

- Wardrobe
- Make-up
- Hair

Have students make a list of all jobs and responsibilities needed for getting ready on the set. For example, camera operator, director, lights, sound, crane, clapper, scripts, stunts...etc.

Screen the following clips and explore some of the more unusual jobs in film and TV production. Take note of information presented in the interview with Director, Pino Amenta, and obtain information from the clips about these people and their work.

Clip 14: *Weird Film Name #1 'First AD'*



What does the job title mean? What does this person do?

Clip 15: *Weird Film Name #2 'DOP'*

What does the job title mean? What does this person do?

Clip 16: *Weird Film Name #3 'Gaffer'*

What does the job title mean? What does this person do?

Clip 17: *Weird Film Name #4 'Best Boy'*

What does the job title mean? What does this person do?

Clip 18: *Weird Film Name #5 'Grip'*

What does the job title mean? What does this person do?

What does the term 'rouseabout' mean?

As a class, research and share these definitions. Discuss the information students have recorded on [Worksheet 3: Jobs in TV Production](#) and begin to create a class glossary of film jobs. Challenge students to research these further and find other film industry jobs further in order to extend the glossary.

For further research students can find out more by exploring Production Design, Lighting and Sound and Camera in the ACTF Live Action Teaching Kit in The Learning Centre at www.actf.com.au/education.

Clip 19: *Mortified - Behind the Scenes Doco, Shooting a Take*

Screen this clip and discuss the following questions. Have students use [Worksheet 4: Action!](#) to record what is discovered.

- How long does it take to make an episode?
- Why are scenes shot out of sequence?
- What does the director do?
- What is 'blocking'?
- What does final check mean?
- What is continuity? What does a continuity person do? Why is it important?
- What does roll/turnover mean?
- What does rolling or speed mean?
- What is a 'clapper loader'?
- What does 'mark it' mean?

2.2 Stunts!

Clip 20: *Mortified - Behind the Scenes Doco*

Clip 21: *Mortified - Behind the Scenes Doco*



Screen the clip where Taylor and Layla fight over Taylor's garage sale. Identify and discuss the preparations for and by the actors and the behind the scene safety precautions taken for this stunt and the reasons why they are needed.

2.3 Fantasies and Special Visual Effects

Clip 22: *Mortified - Behind the Scenes Docu, Fantasies and Effects*

TV / Filmmakers describe special effects as those done during the shoot and visual effects as those created in post-production.

- Discuss and list the ways in which visual effects and special effects are important in this TV series.
- Discuss some of the ways in which these special effects have been created in the two scenes shown in the clip.
- Use [Worksheet 5: Fantasies and Effects](#) and [Worksheet 6: Fantasies and Effects](#) to record the students' ideas. For example:
 - Special effects - Shoe-face scene using green screen technology on the set. Why is a green screen used and not another colour? How does it work?
 - Visual effects - Buddhist monk scene with computer generated special effects applied in post-production. How many layers were included to create this shot? How long is the shot? How long did it take to put this altogether?

In small groups, ask students to research and discuss:

- Why do special effects and visual effects take so long to do?
- Why are they so important to this story?
- How long did it take to create these few seconds of effects?
- Write a report or create a storyboard showing and describing the construction of the effects for either the Shoe-face scene or the Buddhist monk scene.