

## After the Shoot Is Over

<b>Program:</b>	Mortified
<b>Year Level:</b>	Year 4 to Year 8
<b>Curriculum Study Areas:</b>	English; The Arts (Media); Humanities; Health and Physical Education (Personal Development)
<b>Themes/Topics:</b>	Adolescence; Families; Self and Relationships; Genre; Change; Growth and Development; Narrative Structure; Film Language; Humour and Satire; Stereotypes
<b>Description:</b>	This sequence of learning experiences draws upon <i>Mortified - Behind the Scenes Doco</i> and Episodes 1, 5, 9 & 12, to examine what is need after the shooting of the action has finished. In particular, it concentrates on the editing, camera movements and marketing of the series.
<b>Resources:</b>	Mortified – Behind the Scenes Doco Episode 1: Taylor’s DNA Episode 5: The Chosen One Episode 9: Return of the Mothership Episode 12: Being Me Worksheet 7: Storyboard Mortified Press Kit Mortified Poster

---

### Lesson plan:

#### 3.1 Editing

View the following clips and slow down the play speed on each sequence so that students can note the editing sequences. Discuss how the editing is used to tell the story, create dramatic moments and comic relief.

#### Clip 23: Episode 9, *Intro Segment*

- Edit sequence 1: The flashback scene about Taylor's birth. It includes cuts with shots of the Doctor to create dramatic meaning and comic relief.
- Edit sequence 2: Taylor's father makes a lucky temple for her mum and Taylor runs it over.
- Edit sequence 3: Heavy metal Layla, in her bedroom.
- Edit sequence 4: Taylor's dad reveals his new 'Underpants King' poster.

#### 3.2 Pulling it All Together – Everyone Works for This!

**Clip 24: Mortified - Behind the Scenes Doco, Fantasies and Effects**

This is Pino Amenta's final interview where he describes the collaborative, team process involved in TV production. This team process makes the actors come alive and the characters look and feel real.

As a class, screen and discuss each of the following clips to see how all the elements work together to help develop an understanding of Taylor and her family.

- Use a table, similar to the one below, to record camera shots, actions and dialogue and to provide examples of the feelings being expressed for each of the clips analysed.

Scene Description						
Feeling	Camera shot	Camera movements	Actions	Dialogue	Editing	Music

**Clip 25: Episode 1, Taylor's Family**

- Examine this scene and list all the aspects and elements that provide information about these people as a family, for example, setting, costumes, props, dialogue, action, camera work, special effects, sound and editing.  
Ask students what they have discovered about the personalities of Taylor, her sister Layla and her friend Hector during this scene?
- Discuss and list all the ways in which the filmmakers work together to create this meaning.

**Clip 26: Episode 12, Year 6 Disco**

- Ask students what they have found out about Taylor, her sister, Layla and her mother during this scene?
- How is this information conveyed?

**Clip 27: Episode 12, Taylor Requests a Parent Signature in Order to Change Her Name**

View this clip carefully, taking particular notice of the camera shots and camera angles used.

- Why do you think the camera has been placed low?
- What meaning does the camera angles create?

Have students discuss the following:

- What do Taylor's parents feel about her request to change her name?
- Why do you think they feel this way?
- Do you think they respond to her request in an appropriate way? Why or why not?

**Clip 28: Episode 5, *Taylor's Mum Looking Through the Photo Album***

- What are Glenda's reactions to the photos in the album and how do they affect Taylor?

**Clip 29: Episode 5, *Taylor's Garage Sale***

- Which feelings are expressed by each of the characters in this clip?

**Clip 30: Episode 5, *Taylor Camps Out***

- As a class, discuss the mood and atmosphere created during this clip.
- List strategies used by the filmmakers to create this mood and atmosphere.
- Consider setting, set design, colours, lighting, music and sound effects on the soundtrack, props, camera shots and camera movements.

### **3.3 Mortified Moments – Embarrassing Parents**

**Clip 31: *Mortified Moments - Embarrassing Parents***

In pairs, ask students to script and shoot their own 'embarrassing parents' stories. These should be no more than a 20-30 second monologue to camera, to create a class montage of stories. Encourage students to use different camera angles and camera shots to make their story more interesting.

As a class, discuss and plan ways to use editing, music and some special effects in post-production to create a dramatic and comic feel for a 'mortified' themed film.

Divide students into four or five groups for post-production planning to create a combined *Mortified* mini-film of all their clips. Collaborate with students to ensure suitability of content. Arrange a *Mortified* mini-film screening for an appreciative and appropriate audience.

### **3.4 Promoting and Advertising the Series**

Once the production of a series such as *Mortified* is completed, it is ready to be screened on television. As a class, discuss possible ways to promote the series and to get the highest audience numbers that is possible.

Have students conduct research to find out which international awards *Mortified* won in 2006 and 2007. Individually ask them

- Why do they feel *Mortified* was so successful?
- Why is winning a recognised award important for a TV/Film production?

Examine the *Mortified* poster that was developed to publicise this series.



As a class, discuss and list the marketing aspects required for a successful publicity campaign, for example, students should specify target audience, identify key elements, key words, main characters and funny moments of the series. Create a class rubric based on these listed elements to guide students in creating their own promotional campaign for the series.

In small groups, ask students to devise their own marketing campaign for the TV series *Mortified*. They should design, create and present a poster with an appropriate slogan, and/or design and create an interactive multimedia website, and/or design and illustrate a storyboard ([Worksheet 7: Storyboard](#)) for a 20 second TV network ad about the series. It must meet the guidelines established in the class rubric. Students can use the [Mortified Press Kit](#) to research information to assist them.