



# SHOOT YOUR OWN CANADA 150 FILM

## TEACHER SUPPORT

### LEARNING GOALS:

- **Students will demonstrate an understanding of the use of production technology to create different effects (e.g., the use of music and drumming to produce mood and emphasis).**
- **Students will explore the way in which the filmmakers convey their ideas and attempt to convince viewers of an urgent need or create awareness about a person, place or issue.**

### GUIDING QUESTIONS:

1. **How does HORIZON differ from other films students have seen?**
2. **How does a 360° film change how filmmakers tell a story?**
3. **What did students learn about Canada via the various artists featured in the film?**
4. **What might a film about Canada look like in 2167?**

### CURRICULUM LINKS:

The HORIZON film and teacher support material provides an opportunity to address curriculum expectations in Music, Art, Language Arts, Social Studies, Media Studies and Canadian Geography. Students will apply and share their ideas, personal perspectives and creative thoughts. In particular, students will have the opportunity to create their own film and share their ideas about Canada and/or their community. While this activity is designed to develop critical literacy skills, it may also be used to talk about character education. For example, it encourages empathy when students can learn from their peers about what their vision of Canada looks like.

### SUGGESTED ACTIVITY:

#### SCREEN THE FILM

*HORIZON* is SESQUI's marquee hemispherical film. This 20-minute film is soaring visual symphony that puts the viewer in the centre of the action during an inspiring showcase of Canadian creative expression that unfolds from coast to coast to coast. *HORIZON* takes us on an expedition from the highest peaks to the deepest seas, and through all ten provinces and three territories, as it reveals scenes that surprise and delight. Drawing upon artistic inspiration from our country's rich mosaic, the film features cultural traditions and contemporary creativity set in the unforgettable urban and natural landscapes of our diverse nation.

Check [sesqui.ca](http://sesqui.ca) in April 25, 2017 to find out how to stream *HORIZON* on your own device.

Check [sesqui.ca](http://sesqui.ca) April 25, 2017 to find locations where you



can attend a screening of the film, including in the travelling SESQUI dome participating planetariums.

## CREATE A FILM ACTIVITY

Shooting a film is an impactful way for students to share their thoughts and ideas about Canada. In addition, the many different aspects of filmmaking require different sets of skills, so this is a productive activity for students to learn to collaborate on a project.

### **STEP 1: Divide the class into “production companies.”**

Each company can create their own name and determine the roles for each member. It is important to have a basic understanding of the roles and responsibilities involved in a film production: such knowledge offers insight into the details that go into the construction of the media we all consumer. For a basic production, include the following roles:

**Scriptwriter:** The scriptwriter develops a script for the film. She or he determines the scope of the story, the details of the narrative, the characters and the dialogue and interactions between them.

**Director:** The director works from the script to visualize the story and creates a shot list to indicate the order in which the crew will shoot the film. Often working in conjunction with other creative members of the team, the director decides how she or he wants each shot to look and directs the cast and crew accordingly.

**Set Designer:** The set designer helps to create the spaces in which films are shot, from modifying everyday locations to dressing completely blank studios. Think resourcefully and creatively. Look through the camera to see how the set looks through the lens.

**Cast:** Are there characters in your film? Not all films require them, but if your film does, cast members of your group to act out the story. If your film is a documentary, then consider whom you might interview to represent the perspective or experiences you wish to convey.

**Director of Photography:** The director of photography works with director to plan the best angles and techniques through which to capture each shot, and operates the camera during filming.

### **STEP 2: Choose a topic.**

To help the students to focus quickly on the assignment, choose one theme or concept with which each group must work. This also provides the opportunity to discuss how different groups interpret and produce different works given the same topic. Alternatively, you could assign questions to consider, such as:



- What will Canada be recognized for internationally in the future?
- What does home mean to you?
- What makes your community great?

### **STEP 3: Shoot the films.**

Every school will have different equipment resources. A simple camera phone can work well to capture shot and create a film where no more advanced equipment is available. Alternatively, schools could look into accessing equipment from local resources such as libraries, television stations or colleges.

### **STEP 4: Edit the films.**

There are a few options to edit the production. One is to carefully plan the shoot ahead of time and shoot the entire film in sequence. This can be challenging to execute and limits the production to one take for each shot. If possible, direct students to a simple editing app or software such as iMovie.

### **STEP 5: Screen the films as a class.**

Screening the films can be a tremendous source of pride for students as it presents an opportunity to share their story and hard work. Consider hosting a special red-carpet film screening and invite local media, town council and parents to view all of the films.

*Note to teachers: SESQUI would love to share your students' films to represent the diverse perspectives Canadians have about their nation to our broader audience. Teachers can share their class's work: by messaging us on Facebook via [facebook.com/sesqui2017](https://www.facebook.com/sesqui2017), tweeting us [@sesqui2017](https://twitter.com/sesqui2017) (#SESQUIlearning) or emailing [info@sesqui.ca](mailto:info@sesqui.ca).*

## **VIDEO RESOURCES:**

### **Behind the scenes of *HORIZON* – Crew Interview**

<https://www.youtube.com/watch?v=XWTsBraFKow&t=97s>

### **Behind the scenes of *HORIZON* – Choir**

<https://www.youtube.com/watch?v=1SUXY7SUJa8>

### **Behind the scenes of *HORIZON* – Synchro Swimmers**

<https://youtu.be/fzQiNCiUbxA>

### **Behind the scenes of *HORIZON* – Silk Dancers**

[https://youtu.be/JzTH\\_4eijTw](https://youtu.be/JzTH_4eijTw)



### **Behind the scenes of *HORIZON* – Beluga Whales**

<https://youtu.be/FzpWphTaFsg>

### **Behind the scenes of *HORIZON* – 360° Filming**

<https://youtu.be/TNoWDraZDeM>

### **Behind the scenes of *HORIZON* – Vancouver Film Orchestra**

<https://youtu.be/nkkXcQosPLw>

## **ADDITIONAL RESOURCES:**

### **Making360**

<http://making360.com/>

This filmmaking collective offers an open source book for shooting in 360° format.

### **The National Film Board – Canada 150 Project and Film resources**

[https://www.nfb.ca/canada150/?hp\\_en=feature\\_7&feature\\_type=film&banner\\_id=75981](https://www.nfb.ca/canada150/?hp_en=feature_7&feature_type=film&banner_id=75981)

This year, to commemorate Canada 150, the NFB developed three projects marking our collective journey. Explore the content on the NFB's site to see where we've been, consider how far we've come and reflect on where we go from here.

## **DIGITAL/SOCIAL MEDIA:**

**SESQUI** @sesqui2017

[SESQUI.ca](http://SESQUI.ca)

<http://facebook.com/sesqui2017>

<https://twitter.com/sesqui2017>

<https://www.instagram.com/sesqui2017/>

[https://www.youtube.com/channel/UCkNXT0\\_e-cxewVerclgpw1A](https://www.youtube.com/channel/UCkNXT0_e-cxewVerclgpw1A)