

FRANKENWEENIE



Teachers' notes: Film Education's *Frankenweenie* resource

Subjects: science, art & design, literacy.

Activities suitable for 9-11 year olds.

Time allocation: 3 hours per week.



©2012 Film Education

www.filmeducation.org/frankenweenie

FRANKENWEENIE

Learning Intention	Skills & Concepts	Activity	Resources	Assessment activities / Criteria
<p style="text-align: center;">THE POWER OF SCIENCE</p> <p>The following areas of study are covered through the downloadable resources.</p> <ul style="list-style-type: none"> • Reversible and Irreversible Changes • Kitchen Science • The Conditions Needed for Life • Balanced and Unbalanced Forces • Life Forms • Circuit Storyboards – electrical conductors and insulators 	<p>Children make generalisations about physical phenomena [for example, motion is affected by forces, including gravitational attraction, magnetic attraction and friction].</p> <p>Pupils use their knowledge and understanding of basic life processes when they describe differences between living and non-living things.</p>	<p>The Power of Science: sort different scenarios into reversible or irreversible changes.</p> <p>Kitchen Science: learn about irreversible changes and make a natural hair gel using flax seeds, water and lavender oil.</p> <p>The Conditions Needed for Life: what do animals and humans need to be healthy and happy?</p> <p>Balanced and Unbalanced Forces: describe the forces in action when Sparky shocks Persephone, the neighbour’s dog.</p> <p>Life Forms: explore the potential habitats, movements, nutrition and growth of the monster pets of Frankenweenie.</p> <p>Circuit Storyboards: cut and paste the electrical conductors into the circuit to keep Edgar’s pet rat alive!</p>	<p>Link: filmeducation.org/frankenweenie</p> <p>Downloaded worksheets (‘The Power of Science’)</p> <p>Flax seeds, water, lavender oil, pan, hob, sealable container</p>	<p>Questioning.</p> <p>Assess for thinking skills – how do the children approach the problem?</p>

FRANKENWEENIE

Learning Intention	Skills & Concepts	Activity	Resources	Assessment activities / Criteria
<p>GREY MATTERS</p> <p>Use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.</p> <p>Use a range of materials and processes, including ICT.</p>	<p>Pupils explore ideas and collect visual and other information to help them develop their work.</p> <p>They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.</p> <p>They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.</p>	<p>Use dark, light, texture and tone to create character and mood.</p> <p>Digitally 'paint' (using only black, white and grey) and add texture to the key characters of Frankenweenie, and then email your results to a friend. The images could be printed off for display purposes.</p>	<p>Link: filmeducation.org/frankenweenie/greymatters.html</p>	<p>Can children discuss the merits and drawbacks of only using shades of grey when creating characters on film?</p>

FRANKENWEENIE

Learning Intention	Skills & Concepts	Activity	Resources	Assessment Activities/Criteria
<p>FRANKENWEENIE FOCUS ON WRITING</p> <p>Creative writing project for Upper Primary – to develop ideas about genre and story creation.</p>	<p>Children will write in a range of forms. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader.</p>	<p>Children to write sentences using third person and past tense, describing the actions of the main character, Victor.</p> <p>Explore the details that have gone into the stop-motion animation – describe them using adjectives, similes and metaphors to create 'patterns' and texture in their own descriptions of the action.</p> <p>Focus on the dialogue of the film's trailer and use speech marks to relay what was said.</p> <p>Express an opinion and explain their point of view about the film's unique style using evidence from the trailer (screen-grabs or still images).</p> <p>Write in a range of styles for a 'Big Writing' day.</p>	<p>Link: filmeducation.org/frankenweenie/pdf/Frankenweenie-FocusonWriting.pdf</p>	<p>Are children able to write appropriately for the audience?</p>