Film Unit - Final Project   
English 9 - Mr. Purdy

**/10**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
  
PERIOD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Graphic Novel Adaptation**

**Overview:**

You have been framing scenes and working with a specific group (framing / lighting / camera movement / music and sound / editing) for the past two weeks. This has given you all a chance to look at film in a different way than what you have been used to.

This final project is an opportunity to collaborate with other groups and individually come up with a scene in which you find poignant and fitting to what you have learned. In this project you will learn how to maintain the same ideas as the director’s original work by interpreting it in your own creative and adapted way. This project will come in *two parts.*

**PART 1 – Online Graphic Novel**

Your task:

1. Find a scene from Edward Scissorhands that you like
2. Watch the scene and come up with a plan to frame that scene in 8 boxes.   
   *(Rough draft due Friday January 8th)*
   1. Use dialogue, captions and thought bubbles
   2. Be creative in your choices since this is a graphic novel adaptation of the film
   3. Don’t change the meaning or dialogue of the film. Keep the integrity of Burton’s work in tact.
3. Familiarize yourself with the toondoo.com website and create an account (it is free).

**PART 2 - Reflection Paragraph**

Follow this pattern in order to make a good reflection of your work. We have been working on statements for this unit. Now is your chance to tell me, the teacher, what you learned from the film and your adaptation of the film into a graphic novel setting.

(Your reflection should be an analytical statement with textual support/reflective commentary)

*Tim Burton, in Edward Scissorhands, used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_scene\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in*

*order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_acheive what purpose\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. For example, in my*

*own interpretation, I ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_changed / kept\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_cinematic choice\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*This adaptation from film to visual novel taught me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_interpretation / viewpoint / technical elements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .*

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| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| **Content** | There is no content that the student completed or was copied.  The storyboard gave minimal elements that were instructed on the guidelines.  The reflection does not follow the given structure and is very elementary with many errors. | Less than half of the content is in the students' own words and/or is accurate.  One or more required elements was missing from the storyboard.  The reflection has a few elements of structure, yet strays from the point and is merely adequate. | At least half of the content is in the students' own words and is accurate.  Storyboard included all required elements.  The reflection follows the structure provided but is not insightful. | Almost all content is in the students' own words and is accurate.  Storyboard included all required elements and one additional element.  The reflection is a good example of why the student translated a film into a graphic novel. | All content is in the students' own words and is accurate.  Storyboard included all required elements as well as a few additional elements.  The reflection has a solid understanding of the material and follows the structure well. |
|  | **1** | **2** | **3** | **4** | **5** |
| **Presentation** | Images are lacking in creativity. 6+ spelling or grammatical mistakes are present.   Images do not align with the film.  Graphic novel format is not used.       No frames are completed | Images have minimal creativity. 4-6 spelling or grammatical mistakes are present.   Images somewhat align with the film.   Graphic novel format is somewhat used but missing two of the following: speech bubbles, thought bubbles and captions.  Minimal frames are completed | Images display some creativity. 3-4 spelling or grammatical mistakes are present.   Images are mostly aligned with the film.   Graphic novel format is used but missing one of the following: speech bubbles, thought bubbles and captions.  Most frames are completed. | Images display great creativity. 1-2 spelling or grammatical mistakes are present.   Images are aligned with the film.   Graphic novel format is used properly: speech bubbles, thought bubbles and captions.    Frames are all completed. | Images display outstanding creativity. Spelling or grammatical mistakes are not present.   Images are perfectly aligned with the film.  Graphic novel format is successfully used: speech bubbles, thought bubbles and captions.  Frames are all successfully created. |

**Storyboard Prediction**

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| Materials | * TV/VCR/DVD * *Edward Scissorhands* |
| Purpose | * To analyze and make meaning from a printed screenplay * To predict how the director might capture a particular aspect of a screenplay * To create and present a storyboard that mimics a director’s style * To craft a reflection that rationalizes the predictions |

Steps

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| 1. Begin by discussing the purpose of a storyboard. Mention how it allows the director to visualize what his or her film will look like, prior to the actual filming. Many DVDs now include the director’s storyboards in the bonus materials; perhaps you might be able to show students one or more of those. |
| 1. Read aloud a short passage of a text that is particularly visual. The ending of “The Scarlet Ibis,” for instance, would work well. Ask students to visualize how this passage would look as a film. |
| 1. Ask students to draw at least three frames (a rectangular, movie-shaped box) of a film adaptation of the text you read. Instruct them to try to include particular framing, lighting, angles, and other elements that would effectively capture the text as a film. |
| 1. When you feel that your students understand the concept of a storyboard and its function, direct them to do a close reading of the excerpt from the screenplay of *Edward Scissorhands*. This is a scene that they have not yet seen in class. As they read, students should infer how Tim Burton would film this scene. |
| 1. Direct students to transform this screenplay into a storyboard by drawing up to six different shots that Burton might film to capture this scene. Tell them to use as many appropriate cinematic elements as possible and to describe the sound, lighting, and dialogue. This activity might be done best in pairs. |
| 1. When they are finished, students should answer some reflective questions about their reasons for using particular cinematic elements. After they have viewed this portion of the film, students should return to this reflection and consider the differences between their prediction and what Burton actually filmed. |

Screenplay Excerpt from *Edward Scissorhands*

KIM

You’re here. They didn’t hurt you, did they? Were you scared? I tried to make Jim go back, but you can’t make Jim do anything. Thank you for not telling them about me.

EDWARD

You are welcome.

KIM

It must have been awful when they told you whose house it was.

EDWARD

I knew it was Jim’s house.

KIM

You did?

EDWARD

Yes.

KIM

Well, then why did you do it?

EDWARD

Because you asked me to.

(Jim calls out for Kim, who runs outside to see him. Edward watches them together and then stalks off down the hallway, tearing the wallpaper with his hands.)

Imagine how the preceding scene might be filmed by Tim Burton. Next, predict how he might sequence the shots and craft a storyboard that will capture the essence of the sequence.

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| **SHOT #** | |
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| **Describe the Music/Sound:**  **Dialogue:** |
| **Framing\_\_\_\_\_\_\_\_\_\_\_\_** | **Lighting:** |
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| **SHOT #** | |
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| **Describe the Music/Sound:**  **Dialogue:** |
| **Framing\_\_\_\_\_\_\_\_\_\_\_\_** | **Lighting:** |

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| **Describe the Music/Sound:**  **Dialogue:** |
| **Framing\_\_\_\_\_\_\_\_\_\_\_\_** | **Lighting:** |
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| **Describe the Music/Sound:**  **Dialogue:** |
| **Framing\_\_\_\_\_\_\_\_\_\_\_\_** | **Lighting:** |

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| **Describe the Music/Sound:**  **Dialogue:** |
| **Framing\_\_\_\_\_\_\_\_\_\_\_\_** | **Lighting:** |
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| **Describe the Music/Sound:**  **Dialogue:** |
| **Framing\_\_\_\_\_\_\_\_\_\_\_\_** | **Lighting:** |

**Reflection Questions**: Look back through your shots and, on separate paper, answer the following questions. Why did you choose the framing, lighting, and music that you did? What words or phrases from the screenplay made you picture this? How did the scenes you have already seen in the movie help you make these choices? After you have seen your scene as it appears in the movie, how did it compare to the one that you envisioned? Explain.