

The Twilight Zone “Eye of the Beholder”

The project was extremely effective in giving students a complete understanding of all aspects of movie making from start to finish. They were fascinated by how it is done. The bonus was that they actually produced the entire movie themselves.

Curriculum/State Standard

Pennsylvania standards for science and technology- 3.6.10B and 3.6.12B

Overview

The project consisted of remaking a Twilight Zone episode in its entirety including: casting, set building, lighting, sound, make-up, videotaping, editing, titles, credits and a premiere.

Objectives

- The student will learn modular set building.
- The student will learn how lighting can alter mood.
- The student will understand the effectiveness of sound to create mood.
- The student will appreciate the roll of the make-up artist.
- The student will learn to use complex camera movements and techniques.
- The student will learn to edit using digital editing techniques.
- The student will learn to create effective, appropriate graphics.

Materials

Construction materials: 2x4s, 4x8 dry wall, paint, screws, duct tape, nails

Lighting: stage lighting, lamps, spot lights

Sound: omni-directional microphones, boom microphones, microphone cables, sound mixer

Props: chairs, end tables, bed, televisions, video projectors, pillow, blanket and sheet

Costumes: doctor outfits, nurse outfits, masks, stethoscopes, syringe, gauze, adhesive tape

Video equipment: VCR, camcorder, digital or analog editing equipment, cables and adapters, video projector

Readiness Activity

The students viewed the original episode several times, each time with emphasis on a facet of the movie.

Continued on the back...

10-12

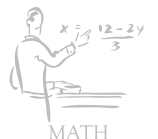
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



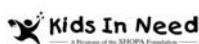
SOCIAL STUDIES

3

MONTHS

\$900

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Twilight Zone” project continued...

Strategies/Activities

After the readiness activity, materials and props were discussed. Students were assigned specific props to gather.

Set design was discussed and a materials were listed and ordered.

Auditions and casting began.

Set construction began.

All necessary equipment was located and brought on set.

Props were placed.

Sound and lighting requirements were met.

Shooting began.

Editing video, then audio.

Graphics - titles and credits were created.

Culminating Activity

We held a premiere for parents and family and then presented the movie in the auditorium to the entire student body, using a video projector and a huge screen. Parents, students and faculty were impressed. We received numerous accolades. The video was entered in a video festival and won.

Evaluation

I used a chart that kept track of each student's participation. Students rated themselves also. The quality of the completed final project was evaluated. The final project evaluation gave me a starting score. Then, each student's self-rating and my participation chart was used to arrive at a grade for each student.