Film Adaptation

Things to keep in mind:

1. Length: choose the most memorable moments and think in episodes \*narrow focus of text
   1. Illustration (shows exactly what is going on in text i.e.: Harry Potter movies) vs. adaptation (changes/transforms)
   2. Bias- filters into screenwriters’ decisions on what to keep and what to cut

\*Students jot down first three scenes that come to mind from text—why do they choose these scenes? What resonates with them?? Discuss

\*What do these scenes say about what is most important to each student?

\* “popcorn” around room to say what is most important (i.e.: interaction, suspense, humour…)—teacher records on board

\*What does this say about adaptation? It can go many different ways… everything written on board is a concept

1. Avoid long-thinking (the stuff you can’t necessarily envision)

\*examples of long-thinking in text

\*hard to illustrate

1. Secret to adaptation: dialogue

\*most important—things characters say

\*include more in-depth discussion about what dialogue is

\*show movie clips of famous dialogue (movieclips.com mashups)

\*why are these lines so memorable? What makes them powerful? What makes good dialogue? Discuss

1. One more thing about crafting dialogue: plosives!

\*Pack a punch. (letters: b, c, k, p, q, t, x)

\*it can come down to a single word

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students create their own dialogue:

1. Students look at scenes they chose in beginning
2. Choose in groups and create one-two lines of dialogue to represent the scene as if you were adapting the text into film

\*\*This was hard for the juniors in the video, so we may want to do an example as a class first to get them started….