



CHALLENGE FOR FILM-MAKERS

Film the various locations of Middle-earth (e.g. large towns, tall towers, deep mines, and dwellings) under these conditions:

- limited space, time, money, labour, and materials
- the need for building approval from authorities
- the need to protect the environment (e.g. constructions sometimes need to be temporary).

RELATED ACTIVITIES

[Special Effects](#)

[Tens to Thousands](#)

CHALLENGE FOR STUDENTS

BEFORE

Brainstorm:

- Do you know where a movie has been shot in your country?
- Why do you think that location was chosen?
- How might film-making have affected the location?
- What issues might there be around using outdoor locations for movies?

TEACHING POINTS

As guidelines, use the points above in Challenge for Film-makers. You could also invite an expert to discuss issues with the class (e.g. a film "location scout", a member of the local council, an environmentalist, a tourism operator).

DURING

See and read about the use of real landscapes for creating:

- Hobbiton (zone 1)
- Edoras, the capital of Rohan (zone 9)
- the Lothlorien waters (zone 4).

See and read about the use of miniatures in the movie:

- Orthanc (zone 17)
- Hobbiton Mill (zone 14).

Detailed miniature sets were digitally combined with live action and real landscapes to create a powerful illusion of reality.

Before building a set on a real landscape, the film-makers created a miniature working model. They then built it in real size, within all the limitations imposed. After filming, they had to take apart and

remove all the structures so that the environment could return to its original condition.

Focus questions:

- Which scenes in the movie involve real landscapes? Which involve miniatures? Which involve a combination?
- How did the film-makers combine real actors with miniature sets?
- How much detail is in the miniatures (e.g. bricks, timber)?
- What materials do you think the miniatures are made of?



Choose one or both of these follow-up activities:

- Making a Miniature
- Using Real Landscapes



LOCATION, LOCATION! FOLLOW-UP ACTIVITY

RELATED ACTIVITIES

[Scaling](#)

CHALLENGE FOR STUDENTS



- Choose a building to recreate in miniature (e.g. a house, shed, school building, shop). Draw a plan for the miniature, showing one or more views. With your plan, includes notes that explain:
 - what the scale of the miniature will be
 - what materials you will use
 - who will build it (what roles the group members will have)
 - how long it will take to complete
 - how much it will cost
 - how the miniature will overcome the limitations of a full-sized set that the class listed before
 - what problems you expect, if any.
- Carry out your plan.
- Present and assess your work.

Extension:

- Find out how real actors are filmed against miniature sets.
- Think about how to use your finished miniatures to make an effective visual display. Make a storyboard of shots that combine the miniature with real actors. If possible, film the shots.

TEACHING POINTS

You might want to limit the type or cost of materials that can be used and/or the time for construction.

Possible materials: balsa wood, cardboard, shoeboxes, papier mache, clay, polystyrene, acrylic paint. (Note that spray paint cannot be used on polystyrene.)



LOCATION, LOCATION! FOLLOW-UP ACTIVITY

AFTER

CHALLENGE FOR STUDENTS

- Choose a short dramatic sequence to present outdoors.
- Form teams and give roles for the presentation (e.g. directing, props, make-up, set design, acting).
- Write plans for (and possibly storyboard) the presentation, showing your choices about:
 - the type of presentation (e.g. live performance, video shoot)
 - a suitable location (remembering the limitations that the class listed before)
 - how the location will need to be altered
 - any sets needed and how and when they will be made
 - expected problems (e.g. traffic, weather, light conditions) and how to deal with them.
- Carry out the plans.

TEACHING POINTS

You might want to limit the locations, materials, or building processes that can be used and/or the time for making the presentation.

Possible locations: school field, playground, park, bush or forest area, hillside, car park.

Possible materials: timber, heavy card, plywood, canvas, polystyrene.

STORYBOARD TEMPLATE



Shot 1:	Shot 2:	Shot 3:
Shot description:	Shot description:	Shot description:
Sound:	Sound:	Sound:
Other notes (e.g. lighting, effects):	Other notes (e.g. lighting, effects):	Other notes (e.g. lighting, effects):
Shot 4:	Shot 5:	Shot 6:
Shot description:	Shot description:	Shot description:
Sound:	Sound:	Sound:
Other notes (e.g. lighting, effects):	Other notes (e.g. lighting, effects):	Other notes (e.g. lighting, effects):