

Black Dog; Rhythm of Survival

Lesson 1

Disability Equality Learning Objectives

- To know that the film medium can be used as a metaphor for mental illness;
- To develop a critical view of such filmic attempts to simulate states of mind;
- To know that depression can be all-encompassing and not easy to live with;
- To understand that people who are mental health survivors can be creative and lead positive lives;
- To understand that there is greater stigma attached to mental health survivors than to other disabled people.

Film Learning Objectives

- Identifying synchronisation of sound and image;
- Identifying iconography and symbolism.

Curriculum Objectives

- Citizenship
- PSHE

Further Curriculum Links

- Music composition
- English
- Media/Film Studies

Activity 1

Teaching and Learning activity	Essential notes
<p>Watch the opening sequence of Black Dog and deconstruct the title. List connotations of mood and style of film.</p> <p>Listen to the sound alone and ask students to sketch images that are conjured in their minds.</p> <p>Watch the film and appreciate the symbols/iconography within the film that represent an unstable feeling.</p>	

Learning Outcomes

- Analysis of title.
- Deconstruct use of sound as a communication of mood.
- Appreciate iconography and representations.

Activity 2

Teaching and Learning activity	Essential notes
<p>What meanings can be made from watching the film?</p> <p>Decide on the audience and suggest how it might read the film?</p> <p>Watch the film with sound, then without, and decide whether it is the sound or the images that define the mood, or both together.</p>	

Learning Outcomes

- Know that film can be interpreted by the audience as a metaphor for various different meanings.
- Discuss how the use of sound and image are interpreted by different members of the audience.

Activity 3

Teaching and Learning activity	Essential notes
List all the words from the film and create an acrostic poem, choosing words to portray the mood and 'feel' of the film.	

Learning Outcomes

- Apply poetic devices to the issue of depression from the students' perspective.

Activity 4

Teaching and Learning activity	Essential notes
<p>Watch <i>Rhythm of Survival</i> and list the positive aspects promoted in it.</p> <p>Discuss the effects it has on the audience and how the representations of different people within the film differ.</p> <p>Note the differences between this film and <i>Black Dog</i>.</p> <p>Ask the class to conclude which film promotes mental illness in the most interesting way, and to justify their choice?</p> <p>Discuss the social stigma attached to mental health survivors and why it occurs.</p> <p>Write a letter to the local newspaper reviewing both films and saying how they raise awareness of a stigmatised disability.</p>	<p>You may find it useful to visit Core Arts's website to find out more about it:</p> <p>www.corearts.co.uk</p> <p>Students could use the Film review sheet in <u>Student handouts</u> on the bfi website: www.bfi.org.uk/disablingimagery?</p>

Learning Outcomes

- Understanding that people who are mental health survivors can be creative and lead positive lives.
- Comparing both styles of film and the issues within them.
- Understanding that there is a greater stigma attached to mental health survivors than to other disabled people.