

Mister Moon (dir. Mitchell and Kenyon, 1901)

Lesson by Keegan Moran, Teach First

**Art or History,
Key Stage 1**

In this lesson, students will be introduced to a very early silent film. The beauty of the clip is its simplicity: its comprehension and reconstruction is therefore made possible to even the youngest students. In this lesson, the students will watch the clip to determine whether it is old or new film and why. After this, they will use a range of materials to create their own Mister (or Miss) Moon character. The lesson will conclude with students taking on the role of Mr Moon and adapting the end scene in the footage.

Lesson Objectives

- To know what very early silent films look like;
- To recreate the character and the end scene of Mister Moon.

Curriculum Links

- **KS1 Art:** To use a range of materials; to develop techniques of colour, shape, form and space.
- **KS1 History:** Changes in living memory.

You will need...

Trailer
Access to the film via Sci-Fi in the Classroom page

Main Attraction
Black and white card or paper
Drawing materials
Scissors

End Credits
(Optional) Camera phone, black material or dark background, face paints.

SCI-FI DAYS OF FEAR AND WONDER

Activities

TRAILER: Old or new film?

Teacher-led: Explain to the students that you are going to show them the start of a short film.

Show students the first 50 seconds of the film.

Ask them to guess whether they think it is old or new, and get them to tell you their reasoning. Try these leading questions to help with the less able:

- What colours do you see?
- Do you hear anything?
- Is there a lot happening?
- Do you think it was easy or hard to make?

Explain to the students that this is an old film. It was made at a time when film had only recently been invented and it was hard to use colours and sounds. Get them to think about how different it is to films that we watch today!

MAIN ATTRACTION: Let's become Mister Moon!

Teacher-led: Tell the students that they're now going to watch another part of the film. While watching, they have to clap when they see something new happening. Show the clip from 1:50-2:35 min.

Ask students to share what new things they saw in the clip. Explain to the students that they'll be using materials so that they can become Mister Moon.

Present materials and get students to think about what would be good for the background. Indicate the background on the film. Then ask how they could fit the face into their background – explaining that we need to cut a face shape in the centre of the paper.

SCI-FI DAYS OF FEAR AND WONDER

Student-led: Get a sheet of black paper or card and draw a circle shape in the middle of it. With the help of an adult, they should cut out the face shape. ‘Try on’ the Mister Moon background so that it fits them.

Teacher-led: Remind the children to think about what sorts of items Mr Moon was wearing. Explain to them that they are going to make/or draw on a hat and body using drawing materials. Model how to draw an outline and then colour in when ready.

Student-led: Students to either design their items on white paper and stick on the background, or draw straight onto the background. Take care to draw a faint outline in case of mistakes.

END CREDITS: Goodbye, Mister Moon!

Teacher-led: Show students the end of the clip (2:35-end) and get them to think about what is happening.

- How does Mister Moon leave us?
- Does he leave quickly or slowly?
- Does he look happy or sad to be leaving?

Get students to make comparisons between Mister Moon and what they know about the real moon. If you have time, you can recreate your own Mister Moon sequences using a camera phone and a black background. Go even further by using some face paint for moon-like faces. Keep the films to about 1 minute and set them to music if you like.

Extras

Read

Mr Men Trip to the Moon by Adam Hargreaves (2014)
The Man in the Moon by Simon Bartram (2004)
The Boy who Climbed into the Moon by David Almond (2014)

Watch

The Clangers (BBC, 1969-1974)
A Trip to the Moon (Georges Melies, 1902)
The ? Motorist (Walter R. Booth, 1906)