

SCHOOL of ROCK

Mrs. Shannon

Montage

Setting

PLOT

Key
Scenes

Themes

Genres

Comedy

Cast



Starring Jack Black

Directed by Richard Linklater, written by Mike White

Camera
Angles

Name: _____

Soundtrack

Climax

Suspense

Conflict

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Sequence 1: Chapters 1 - 4 (0-19-50 Minutes)

Sequence 2: Chapters 5 - 8 (19-50 - 43-25 Minutes)

Sequence 3: Chapters 9 - 12 (43-25 - 1:03 Minutes)

Sequence 4: Chapters 13 - 15 (1:03 - 1:21 Minutes)

Sequence 5: Chapters 16 - End (1:21 - End)

My Learning Intentions:

- ✓ *I will study one film in detail*
- ✓ *I will examine the themes and characters in this film.*
- ✓ *I will analyse camera angles and key aspects of this film.*
- ✓ *I will write a film review based on School of Rock.*

Triangle of Learning

One thing I already knew about *School of Rock*.

Two questions I would still like answered.

Three things I have learnt by the sequence one of the film.

	Match the correct terms
1. Director	Selects the actors who appear in the film
2. Producer	Writes the script for the film
3. Screenwriter	Directs or takes control of how the film is to be made
4. Musical Director	Prepares and supervises the making of a film
5. Casting Director	Selects the music that will provide the soundtrack for the film

How many film genres can you name?

- Genres:**
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.

Blank lined area for writing answers.



Key Skills:
Being Creative
Managing Information and thinking

My Research

Managing Information and Thinking




Students:
Write down everything you have researched about School of Rock.

Communicating/
Working with others

When you have this task completed, swap with a partner and examine their work. How did yours compare?

Character Profiles

a) Write a profile for each character in the table below; include what we learn about each one over the course of the novel.

Picture	Character Name	Who are they?
 A photograph of Dewey, a character from the novel 'The Sandlot'. He is a young man with long brown hair, wearing a brown jacket over a grey shirt and dark pants. He is captured in a dynamic pose, leaning forward and playing a red electric guitar.	Dewey	
 A close-up photograph of Ned Flanders, a character from the animated series 'The Simpsons'. He is a middle-aged man with short, light-colored hair, wearing a dark suit jacket over a white shirt and a dark tie. He has a neutral, somewhat serious expression.	Ned	
 A close-up photograph of Patty Stone, a character from the animated series 'The Simpsons'. She is a young woman with long, dark hair, smiling warmly at the camera. She is wearing a dark, patterned top.	Patty	



Lawrence







Summer



Zack



Tomika

 A woman with short brown hair and glasses, wearing a dark suit jacket, white shirt, and patterned tie.	<p>Ms. Mullins</p>	
 A young boy with spiky hair, wearing a white shirt, a striped tie, and red and black gloves, standing in front of a door.	<p>Freddy</p>	
 A young girl with dark hair, wearing a black top, playing a yellow electric guitar.	<p>Katie</p>	
 A young girl with blonde braids, wearing a dark jacket, sitting at a table.	<p>Marta</p>	

Which is your favourite character and why?

Managing
Information
and Thinking

Sequence Questions

Managing
Myself

Sequence 1: Chapters 1 - 4 (0-19.50 Minutes)

- Q1 Why are Patty and Ned angry at Dewey?
- Q2 What is Ned's job?
- Q3 What big event is coming up soon for the band?
- Q4 Why does the band fire Dewey?
- Q5 Describe one thing Dewey does with his class on his first day as a substitute teacher?
- Q6 What prop does Dewey use to try to convince Ned to join his band?
- Q7 Dewey's costume changes when he goes to school. Describe how his costume has changed?
- Q8 Dewey is in conflict with the men in his band. Think of one scene where we see this conflict. Explain what happens in this scene.
- Q9 Dewey is friends with Ned. Give one example of how they show their friendship.
- Q10 Choose one word which, in your opinion, best describes Dewey:
- Lazy
 - Funny Explain your choice

Conflict

Conflict is a very important part of drama. Conflict happens when characters disagree about something. In the opening scene of this film, we see conflict between the main character Dewey, and many other characters. Conflict creates tension between the characters and helps to keep the audience interested.

Sequence 2: Chapters 5 - 8 (19.50 - 43.25 Minutes)

1. Write down one lie Dewey tells the children about the 'class project'.
2. Why does Lawrence think he should not be in the band?
3. What new job does Summer get when she talks to Dewey in the car park?
4. Write down one of the new subjects on the children's schedule?
5. What does Dewey ask Ms. Mullins at lunch break?
6. What role does Tomika want in the band?
7. What do we overhear Zack's father telling him about playing guitar?
8. Which of the children is your favourite character? Give a reason for your choice.
9. If you were in this class, what role in the band would you like Dewey to give you? Give a reason for your choice.

Characters

My
Impression

Good dramas allow us to get to know the characters and we learn about what a character says/does/wears etc. We already know a lot about the main characters Dewey. He is a dreamer. He wants to be a famous rock star. We know this because he refuses to get a job, even though he cannot pay his rent. What is your impression of Dewey to date?

Sequence 3: Chapters 9 - 12 (43.25 - 1:03 Minutes)

1. What does Dewey say rock music is all about?
2. What is the class going to write a song about?
3. What would Zack say to a bully?
4. List two things you are seeing in the montage?
5. What does Ms. Mullins give out to Freddy about?
6. Why is Tomika worried that people will laugh at her?
7. To get the band into the competition what lie does Dewey tell the organisers of Battle of the Bands?
8. Do you think School of Rock is a good name for the band? Why/Why not?
9. The montage shows the children are changing and developing, for example, Freddy's hairstyle and costume changes. What does this tell us about how Freddy is developing?
10. In your opinion, is Dewey a good/bad influence on the children? Explain your answer.



Montage

A montage is used in a film to show time passing. Lots of different scenes are shown. There is usually music playing. The montage in this section shows the children doing many different things to learn to be in a band. This lets us know that weeks have passed. A montage is also useful to show how characters are changing.

**Written
Task**

Imagine that you are an interviewer on a music radio show. Write out seven questions that you would like to ask a particular musician or singer.

Unlocking The Meaning Behind Facial Expressions

Look at the pictures of Jack Black and label what emotion his expression is revealing to you.



Empty rounded rectangular box for labeling the emotion.



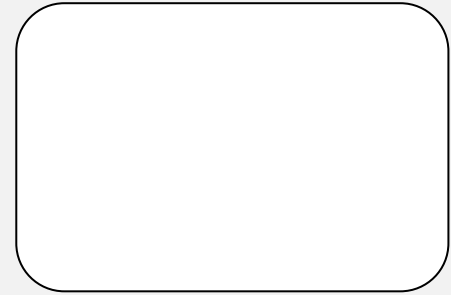
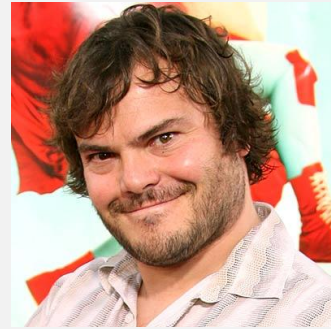
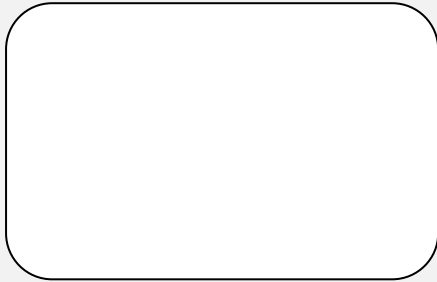
Empty rounded rectangular box for labeling the emotion.



Empty rounded rectangular box for labeling the emotion.



Empty rounded rectangular box for labeling the emotion.



- Did you find this task easy or difficult?
- What factors did you have to consider when you were working out the emotion of this character?

Sequence 4: Chapters 13 - 15 (1:03 - 1:21 Minutes)

1. What does Ms. Mullins ask Dewey to 'stick to'?
2. What invitation does Dewey give Ms. Mullins after school?
3. How does Dewey get Ms. Mullins to relax?
4. Why does Ms. Mullins say she cannot be fun anymore?
5. What does Ned receive in the post?
6. What big event is happening at school that night?
7. Who do you think phoned the police?
8. Patty and Dewey are enemies. Give one example of how they are enemies.
9. The scene at parents' night is an exciting scene. Describe what happens. Explain what makes it an exciting scene?
10. Suspense is created because we do not know if the band will make it to Battle of the Bands. Describe what you think will happen next.

Suspense

Suspense is created when we do not know what is going to happen. Often something goes and the characters must solve the problem.

Functional
Writing

Writing Activity

*Imagine you are Zack's father. Write a letter to Ms. Mullin's complaining about the situation.
Explain why you are writing
Describe what you want Ms. Mullins to do.
Describe what you will do next if Ms. Mullins does not sort the problem.*

Sequence 5: Chapters 16 - End (1:21 - End)

1. While the parents are arguing with Ms. Mullins, what do the children do?
2. What does Freddy say to convince Dewey to get out of bed?
3. What song does the band decide to play?
4. What is Gordon's role in the band?
5. What does Billy give Dewey?
6. Name two characters in the audience.
7. Who wins the competition?
8. Describe how the crowd react to the band's performance?
9. Do you think this is an exciting climax? Why/why not?

Personal Response on the ending

Write about the ending of the film "School of Rock". You should mention the following points:

1. What happens in the end?
2. Were you surprised by the ending? Why/Why not?
3. How have characters changed from the beginning to the end of the novel?
4. If you were writing a sequel to this film, what would happen next?
5. Is there a hero in this film? If so what makes him/her a hero?
7. Does the director send us a message in this film? What is that message?
8. Did you like the ending? Explain your point of view.

Exam Style (Sample Answer Below)

- ✓ Choose a film that you have studied
- ✓ Title of film:
- ✓ Name of film director:
- ✓ Introduce the film
- ✓ Explain what the film is about
- ✓ Talk about the most interesting character in the film
- ✓ What did you like/dislike about the film?
- ✓ How would you rate the film?

Film Review: *School of Rock*

Title of film: 'School of Rock'

Name of film director: Richard Linklater

Introduce the film: School of Rock directed by Richard Linklater and released in October 2003 involves a substitute teacher who puts a spin on the 3 R's (Rock, Roll and Rebellion)

This comedy imagines that deep in the soul of every child lies a suppressed rock 'n' roll maniac. According to the lead character, Dewey Finn, rock 'n' roll is about ''sticking it to the man.''

Explain what the film is about: Dewey has just been kicked out of the band for being an obnoxious jerk. In a desperate scheme to come up with the rent money, he passes himself off as a substitute teacher at Horace Green prep, an academically snooty private school.

Facing a classroom of 10-year-olds whose achievements are measured in gold stars, Dewey immediately undertakes a drastic re-education program. His crash course involves doing as well as listening. In a matter of weeks, he transforms a class of pint-size nerds into a hard-driving band named *School of Rock*.

Dewey's problems begin the day he is fired by his band and threatened with eviction by Patty, the bossy shrew who has taken over the life of his nerdy roommate, Ned. When Ned, who has given up rock 'n' roll to work as a substitute teacher, receives an emergency cry for help from the Horace Green School, Dewey happens to take the call and impulsively impersonates his roommate to apply for the job.

Talk about the most interesting character in the film: Without doubt, Dewey's full-loving personality captures the very essence of the film. His master plan is to mould the students into a self-contained rock band, and to carry it off, he dreams up a role for every fifth grader. Those who are not musicians design lights, costumes and sound, or serve as roadies. There's nothing not to love about this rock 'n' roll man who actually plays in a band in real life. I also had a soft spot for the lead guitarist, Zack and even the geeky keyboardist, Lawrence who finds his groove and stops feeling like a hopeless outsider.

Likes/Dislikes & Film rating: There's nothing to dislike about this great movie. The rehearsals which take place during school hours while a lookout monitors a camera to spot approaching school officials captivate us and leave us wanting to

find out more. Will they get caught or will Dewey Fill continue his caricature of a rock 'n' roll wild man? This is a movie that promises entertainment, very funny for-kids-of-all-ages. Overall 9/10.

School of Rock is rated PG-13

Assessment for Learning Tweets

Have I learnt
something new?

Which key skills
have I improved?

How has my
work
progressed?

What was difficult
about this task?

What will I need to do next time?