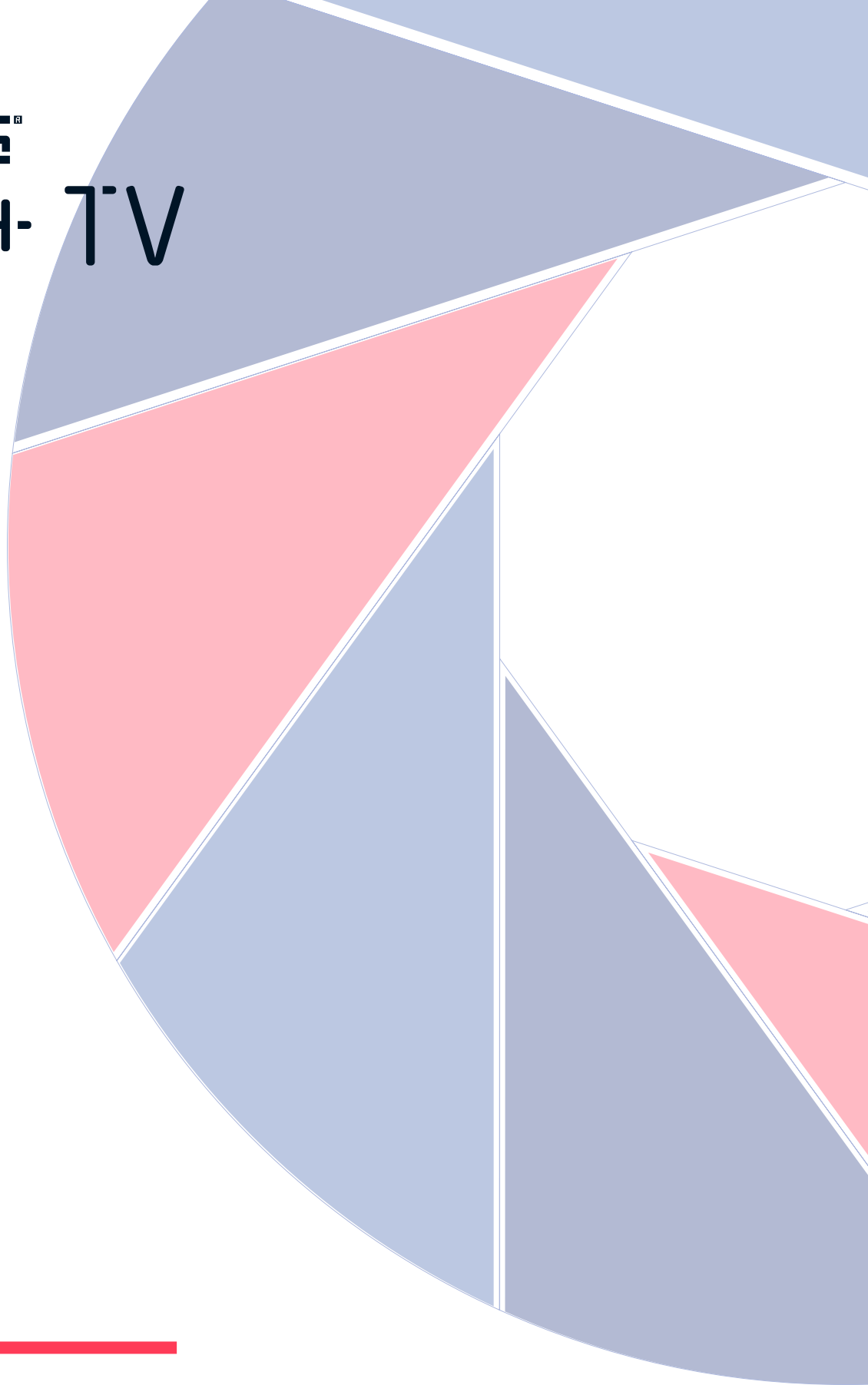


STATWARS[®]
FILM + TV



Home Learning Handbook

STATWARS® FILM + TV

This handbook provides you with information and ways to support delivery of the **STATWARS® Film and TV Project**. The **STATWARS®** vision is to create a project that delivers meaningful and engaging mathematics, numeracy and data literacy to pupils, by bringing the enchantment of the entertainment industry to their doorstep.

STATWARS®

All Rights Reserved ©Primary Engineer 2020. PLEASE Check all website content before sharing with young people. All sites where appropriate for young viewers at time of publishing.

All URL's correct at time of writing; however, they will need to be checked ahead of use with pupils.

The project asks young people to “**develop a concept for a successful film or TV show, based on data analysis.**”

The competition requires pupils to produce two posters (each, no larger than A2):

- An **infographic** poster, which will communicate through graphs, charts and other visual data, the reasons behind the choices they made.
- An **advertising** poster for their the film or TV show idea, clearly designed to appeal to its demographic audience.

Pupils will also be required to produce a 60 second ‘elevator style pitch’ for the judging panel. This should showcase their two posters and gives them an opportunity to explain their decisions.

You can see some examples below of what outputs might look like:

Brilliant Billboards Example Video

<https://vimeo.com/420592669>



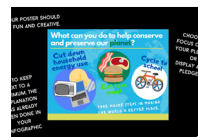
Comedy Action Kids Example Video

<https://vimeo.com/420592790>



Cool Cast Example Video

<https://vimeo.com/420592731>



Stat Squad Example Video

<https://vimeo.com/420593145>



The project is split into 7 tasks that should each take between 1-2 hours to complete. Once the project is complete, entries can be submitted on our website.

Shortlisted entries will be invited to an awards and exhibition day to talk through their project with the judges.

For more information and how to enter, please visit

<https://www.statwarscompetition.com/>

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All tasks have been awarded a difficulty rating of 3, 4, or 5 stars!

★★★ Lowest difficulty and must be completed by everyone

★★★★ Medium difficulty

★★★★★ Highest difficulty

 **Important notes for parents**

Interview an Industry Professional

To support you and the young people completing this project, we will be running a series of online interviews with professionals from the data and entertainment industry!


Please access the Eventbrite links at <https://www.eventbrite.co.uk/o/statwars-competition-30258493092> and book yourself on as many of those as you like!

 **STATWARRIORS only print when they really need to!**

THE AWARDS

Each entry will be judged against the 4 award criteria for the **STATWARS®** competition:

- **Best Data Analysis**
- **Best Communication**
- **Most Creative Presentation**
- **Overall Best Project** (based on the 3 requested outcomes of the project: infographic poster, advertising poster, manifesto pitch)

 **Additionally, everyone who enters will receive a named STATWARRIOR Certificate.**

TASK 1

Defining the problem

This task is all about understanding what the project is all about. Pupils are asked, **“Can you design a concept for a film or TV show based on available data?”**

⚠ Please note, pupils in Primary Schools are asked to consider films only, whereas those in secondary schools can consider a TV Show also.

Film and TV companies now use data to help them create the best shows and films. STATWARS® are holding a competition to find the next successful film based on statistical analysis of available data. Pupils will be provided with a dataset of hundreds of films to analyse, to help them understand what makes a film successful. The use of this data, alongside what they already know, can help pupils make an educated decision.

What will pupils be asked for Task 1

I. How do we measure success and what data might we gather to show that? ★★★

FOR EXAMPLE

What is successful – is it rating, money, awards, originality? why is Avengers Endgame the highest grossing film of all time? Why was ET such a hit in the 80's? Would it be a hit now? What made the Harry Potter films so successful? Are animations more exciting than films? Why do certain films win Oscars? Are cult films still measured as successful even if they didn't make much money?

To help you understand how the likes of Amazon and Netflix use data to make their decisions, please watch the following video, which highlights the importance of data but also your "gut instinct" in the TV/film industry - https://www.ted.com/talks/sebastian_wernicke_how_to_use_data_to_make_a_hit_tv_show#t-732291

STATWARS® wants to know, which option(s) should be taken for the actor/actress, genre, plot line etc? In other words, what do you think could be a successful film or TV show and why?

To make that decision, pupils can begin to consider:

- a) What do they like about films and TV and make a list?
- b) What do we currently know about the best films that other people like?
- c) How does data help us decide what is good and bad? (Out of 10, percentages, thumbs up, comments etc.)
- d) What might a solution look like, based on the above questions?

Further important questions for them to consider here are:

- Where would we get that information from? (Internet, friends, family etc.)
- How will we store all the data we collect safely and easily? (covered in Task 2)

II. What questions would you want to ask a Data Professional to help you understand more? ★★★

In order to help you complete the project, pupils will be able to interview data professionals and other industry professionals online, who will share their thoughts and ideas. Please access the Eventbrite links at <https://www.eventbrite.co.uk/o/statwars-competition-30258493092> and book yourself on as many of those as you like. Ideally you would complete Task 1 prior to these interviews and then move on to Task 2, after at least 1 interview.

In preparation for this interview you should discuss with your child potential questions they might want to ask and let them come up with their own ideas. If they need help, some examples are:

- What can data tell us about things like how successful something is?
- How would you use data to solve this problem?
- **Add in some of your own here**

TASK 2

Planning

What will pupils be asked for Task 2



I. Engage in an Interview ★★★

If you have not already, sign up to an interview opportunity with one of our professionals by visiting <https://www.eventbrite.co.uk/o/statwars-competition-30258493092>

Once they have taken part in the interview, they should take some time to write down some information from the interview that will help them complete the project, in the workbook provided.

II. Considering potential solutions ★★★

At this point - in order to create an element of diversity in the outcomes, pupils should be encouraged to consider a range of solutions, for which they will recommend a solution for just one.

FOR EXAMPLE:

- a) How can I design a high grossing blockbuster with a big budget, which also has a high rating?
- b) How can I design a highly rated but low budget film/TV show?
- c) How can I design a film/TV show that will be a success for a specific genre, e.g. a Sci-Fi film?
- d) How can I design a film/TV show that will win an award?
- e) How can I design a film/TV show that only has a small budget, but makes lots of money?
- f) How can I design a film/TV show starring "INSERT ACTOR/ACTRESS" that would be their highest grossing movie?
- g) How can I design a film/TV show that will make headlines or have a strong message (political/challenging the norm etc.)?

This link may help pupils develop some ideas

<https://www.wikihow.com/Come-Up-with-a-Movie-Idea>

Ask pupils to consider the data and information they would need to find out in order to understand what helps a Film or TV Show “successful”. If we are focusing on making the most money, we want to look at costs, revenue, profits etc. If we are focusing on ratings then we will want to collect data on public votes, critic opinions etc. These are different foci with different data requirements, so you need to clarify this step, before moving onto Task 3.

III. What do we mean by different data types ★★★★★

The next thing they can do is develop their understanding of what we mean by data types:

This optional task helps consider what type of data they can collect to understand their own carbon footprint using the Data Types doc.

- **Quantitative** (*numerical, measurements, values*) expressing a certain quantity, amount or range.
- **Qualitative** (*not numerical, opinion, feelings*), which are descriptive and categorical

Pupils will have to consider what type of data they can collect for this task and move it to the correct box. This does not mean that some qualitative data cannot be coded as a number in future, so be careful!

Here are the answers to the task they can complete:



= Quantitative



= Qualitative

 <p>34,000 votes (number can be ranked on a measurable scale)</p>	 <p>High (has no scale to measure)</p>	 <p>£89,000,000 (Measurable on a scale 0-100 where ratio applies, 50% is twice as much as 25%)</p>	 <p>The actor is tall (no scale)</p>
 <p>2 Star (Watching two 2-star movies isn't the same as watching one 4-star movie, (Provides an order, but can't get a precise mathematical difference between levels, the math not relevant here so be careful) You could argue this is quantitative though...)</p>	 <p>98% of people liked it (Measurable on a scale 0-100 where ratio applies, 50% is twice as much as 25%)</p>	 <p>The film made 50 million pounds (can be counted and compared as we know the scale as it is the same no matter what)</p>	 <p>5/10 (Measured intervals on a clear scale of 0-10)</p>
 <p>The sound was too loud (Opinion, we cannot quantify loud here)</p>	 <p>The actress is 5'4" (We have a scale to measure height and this can be ranked)</p>	 <p>It made me laugh (Emotion and feeling, cannot be measured like this)</p>	 <p>PG (Is a suggested rating based on content, not comparable and no scale, PG is no higher or lower than 12a)</p>

IV. Protecting the Data ★★★★★

In this optional task, pupils are asked to consider where and how the data is stored, and what are the risks (for example their data, film poster or idea being stolen or lost) and the importance of data security here (such as the use of passwords and how to back up work). Pupils should be asked to consider the pros and cons for storing their data (you have some examples answers below):

LOCATION	PROS	CONS
Laptop/local drive	No personal access issues Easy to limit external access	Could be lost or stolen Hard to share across the team Unlikely to be backed up Limited disk-space
Centralised drive e.g. school fileserver	Easy to share across the team	Limited disk-space Hard to limit access Backup process may not exist
Cloud-based drive e.g. Dropbox, Google drive, AWS	Automatic backups Easy to share and limit access Limitless disk-space, although maybe at a cost	Internet connection required
Removable media	No personal access issues Could share across team, though multiple copies may exist	Easy to corrupt/fail and then data lost Easy to lose Fixed disk-space

TASK 3

Collecting

What will pupils be asked for Task 3

Pupils should now have chosen a focus for their idea – i.e. a highly rated film/show, one that makes lots of money, one that might get an award etc.

This project relies on what we call metadata (data about data). So just like on the music player on a mobile phone, which can show the track name, artist, artwork, song length and album, this project requires pupils to be able to understand metadata about films/shows, such as main actors involved, money grossed, critic ratings, release dates, genre. They will then analyse it to understand why this may be and argue/present it accordingly. They may also need to collect data about what is not successful, to support their decision.

I. Collecting Data from the Dataset

★★★, ★★★★★ or ★★★★★★

Pupils will collect the relevant data from the dataset provided choosing either the ★★★, ★★★★★ or ★★★★★★ level, and unless they wish to do so, no further data searching is required. The datasets can be used on Excel or other offline spreadsheet software. If you do not have access to these, we have provided you with a help guide on how to use Google Sheets to collect and analyse your data using the datasets.

You should support them in understanding the type of data and information they need to collect around their initial idea from Task 2. There are videos to guide pupils through using the datasets included below.

FTV Collecting data for Highly Rated Action Films

<https://vimeo.com/420592098>

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FTV Collecting data on Low Budget but Highly Rated Films

<https://vimeo.com/420592448>

STATWARS
FILM + TV

It is important at this stage to identify what you want to collect and why. So, for example, if I am only interested in a certain genre then that is all I would look at, and so on. You can add multiple filters, as explained in the video.

In order to support pupils in understanding the above, and how we can collect data from multiple sources, they can create a set of criteria to collect data at home from their friends (via phone calls, video chat, Instant Messaging, email etc) and family for films and TV shows they have watched that week and what they thought:

FOR EXAMPLE:

- Tell me about a TV show/film you have watched recently - what did you like about it?
- What score would you give it (do not specify out of what, let pupils decide so you can see what they choose and question why - e.g. 5 stars, out of 10, 100%)

! Any data collected here should be stored in a way that will make it easy to analyse in Task 4.

Keeping the Data Clean

Pupils should be encouraged to log and store their data in a way that will make it easy to analyse. So, if they have data from multiple sources for example, they need to ensure that it can be combined or compared in Task 4.

Below is an example of what a **clean set of data** might look like:

The normal data that could be taken from the dataset provided is in **black** (not real data) but additional information has been added in **red**, based on questions asked to parents.

FILM TITLE	IMDB RATING	DURATION (MINS)	GENRE	WHAT MY PARENTS SCORED	WHAT I SCORED
Strongman Adventures 1	7	97	Sci-Fi	5	8
Superhero's Save the World	8	102	Sci-Fi	6	9
The Robot Spy	7	120	Sci-Fi	7	8

This approach should be taken for any additional information collected, for example from the internet (see below).

FILM TITLE	IMDB RATING	DURATION (MINS)	GENRE	WHAT MY PARENTS SCORED	WHAT I SCORED	ROTTEN TOMATOES WEBSITE	CRITICS COMMENTS
Strongman Adventures 1	7	97	Sci-Fi	5	8	43%	Film that will be loved by a younger audience
Superhero's Save the World	8	102	Sci-Fi	6	9	56%	Exciting for young children
The Robot Spy	7	120	Sci-Fi	7	8	70%	A thrill ride to be enjoyed by all

Here you can see that the data collected, will allow a more holistic view of these films, which is very useful for Task 4. The idea will be to have as much data on many films or TV Shows (not just 3), so they can identify patterns and trends in the data.

II. Using the Additional Links Provided ★★★★★

External links are provided below if they want to do some internet searching. It would be expected at this point, that pupils start to develop an idea of the data they need to look for in their data set. i.e. what will be valuable data to support their analysis/idea from task 2.

⚠ NB. Although the datasets provided are age appropriate, you may wish to filter the dataset further before you present it to pupils.

The following criteria are suggestions for the data you might search for (and mostly included in the dataset):

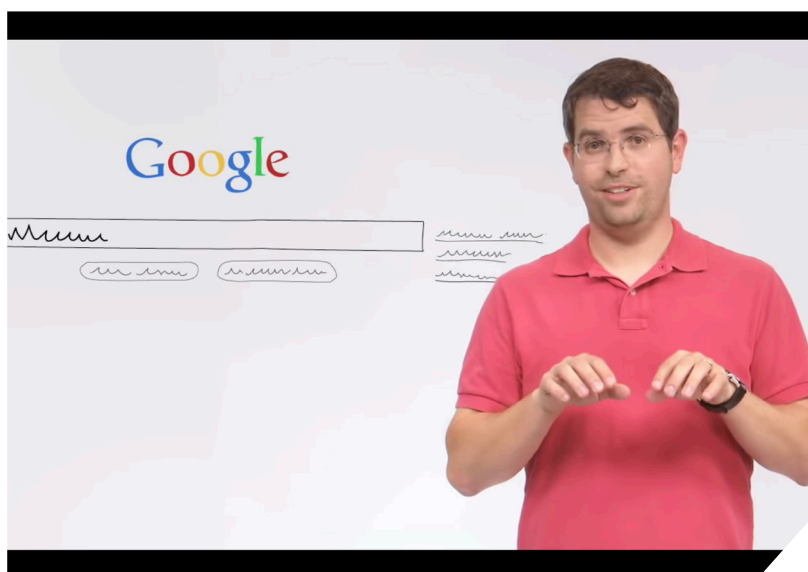
- **Name**
- **Release date**
- **Genre Rating**
- **Runtime**
- **Actors**
- **Budget v Gross**
- **Director**
- **Language**
- **Plot keywords**
- **Country made**
- **Based on video game, book, toy, play**
- **Original or sequel**

Here are some sources of information where pupils can access the above key data:

NAME	INFORMATION	LINK
IMDb	Probably the most well-known site, which provides lots of data on TV shows, films, actors along with ratings and other useful data.	https://www.imdb.com/
The Open Movie Database	Is an open source website that allows you to search for a film title, year or plot and it will bring you back lots of data from various websites such as rating, director, Oscar nominations even the studio who made it	http://www.omdbapi.com/
Rotten Tomatoes	A well-known ratings site, which provides lots of data on TV shows, films, actors along with ratings and other useful data.	https://www.rottentomatoes.com/
Statista	Huge database of statistics about the film industry	https://www.statista.com/topics/964/film/
Guardian	Mixture of articles provided discussion and statistics	https://www.theguardian.com/news/datablog+film/film
Creative Industries	Overview of the creative industries, such as films, providing facts and figures	http://www.thecreativeindustries.co.uk/industries/tv-film/tv-film-facts-and-figures#
British Film Industry	Statistics about the British Film Industry	https://www.bfi.org.uk/education-research/film-industry-statistics-research
British film Industry yearbook	Includes almost everything you would want to know, such as gross by genre, age rating or studio.	https://www.bfi.org.uk/education-research/film-industry-statistics-research/statistical-yearbook
Unesco	Provides excellent coverage of global and cultural information such as amount of international films produced by country	http://uis.unesco.org/en/topic/feature-films-and-cinema-data

III. Searching the Internet for Data ★★★★★

In addition to this, or alternatively, pupils can do some independent searching for relevant data. Searching the world wide web for data and information can be difficult. This video on Google will help pupils to understand how web searches work and what search terms should be used to help find data on successful films or TV shows.



<https://www.youtube.com/watch?v=BNHR6IQJGZs>

(Other search engines are available)

Pupils should write down some key words and phrases they will use to help them in their searches.

Pupils should be encouraged to keep track of any sources they use in a simple table, like this one:

SOURCE	DATA COLLECTED	DATE COLLECTED	USED FOR
e.g. www.IMDb.com	Highest grossing films of all time	10/05/2020	To see what the critics say about the films I have other data on

IV. Reliability of Data ★★★★★

It will also be important to help pupils understand that they will only be gathering a selection of data in some instances, which leaves the data subject to bias & reliability. The following can also lead to poor quality results:

Pupils may wish to read this information and do some further research, which will support their analysis and discussion in Tasks 4 onward.

ACCURACY/VALIDITY	The data measures what it is intended to measure and does so with a known level of uncertainty where the measurements are numerical in nature – Do numbers tell the whole story?
TIMELINESS	The data is measured and collected consistently (with the same instrument or question) over time, is it up to date? – Can we rely on data that is only based on a short period of time? E.g. do film ratings change from week 1 of release to week 10?
COMPLETENESS	The data contains the maximum amount of information that could be available Does everyone who watches a film log on to IMDb and rate the film? No...
INTEGRITY	The data does not contain bias or has been manipulated in any way – Using a dataset provided this should not be an issue, but what if the pupils search for data on the World Wide Web?

TASK 4

Analyse the data and **produce visual representations**

What will pupils be asked for Task 4

Once pupils have collected relevant data, they can then analyse it to see if there are any patterns or trends. This will help them decide on “what could be successful”

I. Carrying Out the Analysis ★★★

The analysis can be split into two parts.

- What they found – **Descriptive**
- Based on the available data, what will be the best course of action (i.e. their idea) – **Prescriptive**

There is no prescribed amount of analysis needed, and pupils should complete as much or as little as they feel comfortable with, based on their age, ability level, skills, knowledge and understanding.

As explained in Task 3, Microsoft Excel or Google Sheets are common tools used in schools for data collection and analysis and will work in conjunction with the format of the dataset. However, mental arithmetic and paper-based analysis could work just as well, depending on resources available and software expertise.

We have provided some videos to support data analysis in task 4.

FTV Basic skills for analysing data and creating graphs

<https://vimeo.com/420592313>

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FTV Advanced skills for analysing data and creating pivot tables

<https://vimeo.com/420591989>

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FTV Creating Word Clouds to Help you Analyse Data

<https://vimeo.com/420592563>

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**⚠ Don't forget, an element of gut instinct is encouraged!
This makes the decision more personal and creative!**

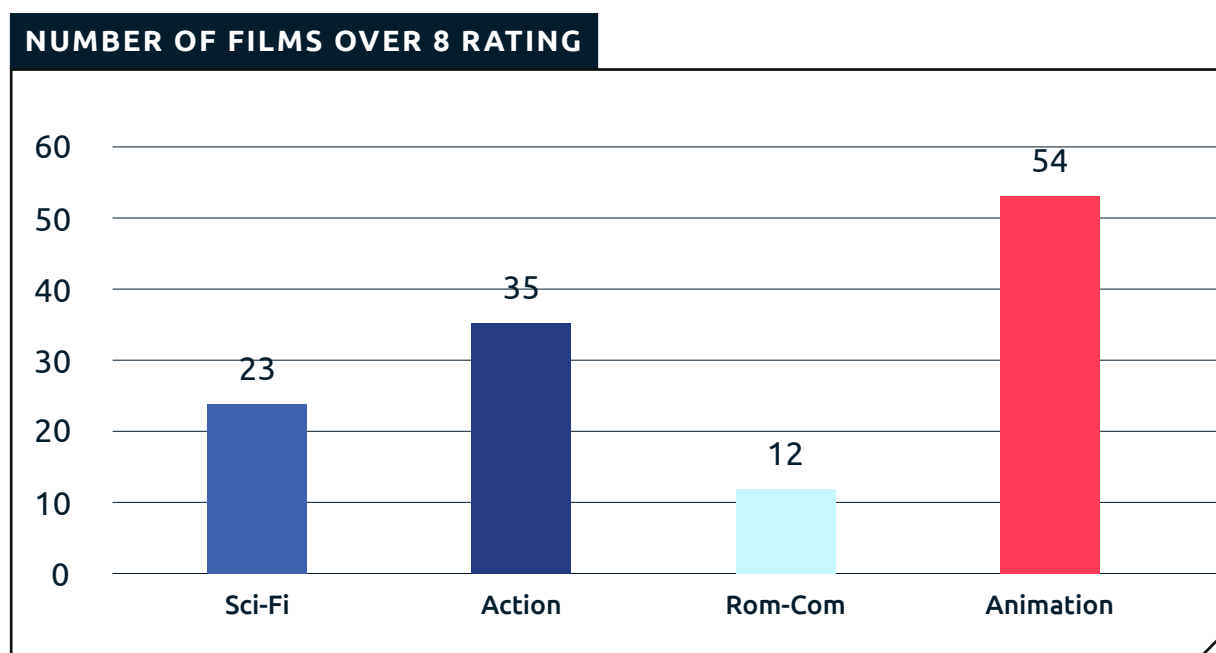
Descriptive Analysis

To describe the patterns and trends in the data pupils may create “visuals” such as charts, graphs and word clouds.

Charts/Graphs ★★★

These can be used to explain many things, such as:

What films tend to have the highest ratings:



Here we can see (with this example data) animations seem to be rated most highly, so I might decide that animations are the best idea... You could use the same technique to find out the most popular actors or genre's, or average running times or revenues.

Basic mathematical techniques should be encouraged here, for example:

- mean/average/arithmetic mean - the sum of all values divided by the total number of values summed
- mode - the most commonly occurring value
- median - the middle value
- range - the difference between the largest and smallest value

Word Clouds ★★★★★

Pupils may also have gathered text from web searches on films they are investigating, for example critics comments. Text data can also be summarised using a word cloud, where the most common words are larger.

These can be created using <https://wordart.com/create> (others are available)



Cross-tabulation ★★★★★

This is when two variables are compared against each other, allowing insights into patterns in the data. This is where pupils can do some really in-depth analysis.

The example below compares pet ownership and gender for a hundred respondents. A pattern can be seen that more males own dogs and more females own cats and in total, more males own pets. However, the sample would need to be checked for bias and statistical significance before this insight could be firmly established.

	Dog	Cat	Total
Male	42	10	52
Female	9	39	48
Total	51	49	100

Pupils could look for successful films or shows that contain certain actors, or genres that scored over 8 on IMDb against when they were released. They will be looking to see what the successful patterns in the data are, and whether they plot in a table or not, this is an important part of the data analysis that informs their decisions. Using this approach may allow pupils to gauge some thoughts from their family members and friends on combinations of actors, genres and plots etc.

! Any visuals pupils create here should be stored ready to use on their Infographic Poster in Task 5

Predictive Analysis

I. Make a Choice ★★★

This part focuses on **forecasting and hypothesising** what might happen, to allow decisions and changes to be made which would then affect future behaviour and actions. Pupils should be utilising data from their descriptive analysis here and the links should be clear.

At this point it may be useful for pupils to create a quick survey to gather some data on their potential choices to see what friends and family think of their film or TV show. Using this approach – even with a simple “thumbs up” survey can help determine whether initial ideas might work or not, rather than spend lots of time on uninteresting ideas.

This offers some basic validation of the choices made, as it considers the real-life view on the film, rather than just relying on data and potentially unwanted bias, for example:

IDEA	NUMBER OF THUMBS UP
Idea 1 – an action rom com set in New York starring both a male and female lead	4
Idea 2 – an action film set in space, with a female lead, and a male cyborg as the bad guy	6
Idea 3 – an animation about garden gnomes, who can only come alive when no one is looking at them	8

Pupils may choose to illustrate this data as a graph/chart or simply keep it in a table. Either way, this should be saved ready to be presented in their infographic in Task 5.

They should now make a final decision on the film or TV show they feel will be successful, considering the relevant data they have to support their choice.

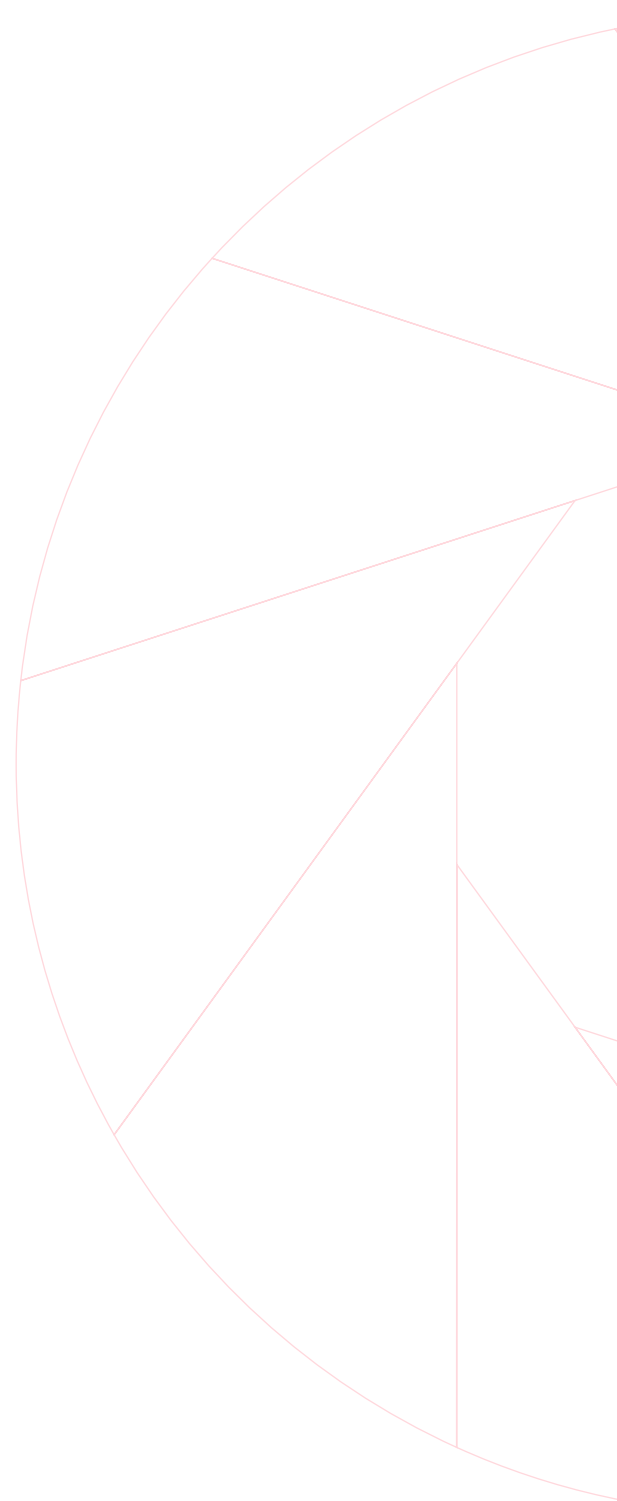
THEY MAY WISH TO CONSIDER:

- Description of their aim – To create a....
- Name
- Plot
- Genre
- Lead Actor(s)/Actress(es)
- Length of the film
- Budget

TASK 5

Create an Infographic

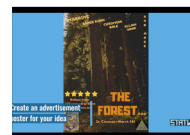
What will pupils be asked for Task 5



There are examples of what the work completed in Tasks 5, 6 and 7 might look like provided in the resources:

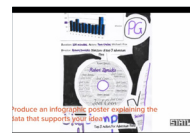
Brilliant Billboards Example Video

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Cool Cast Example Video

<https://vimeo.com/420592731>



Stat Squad Example Video

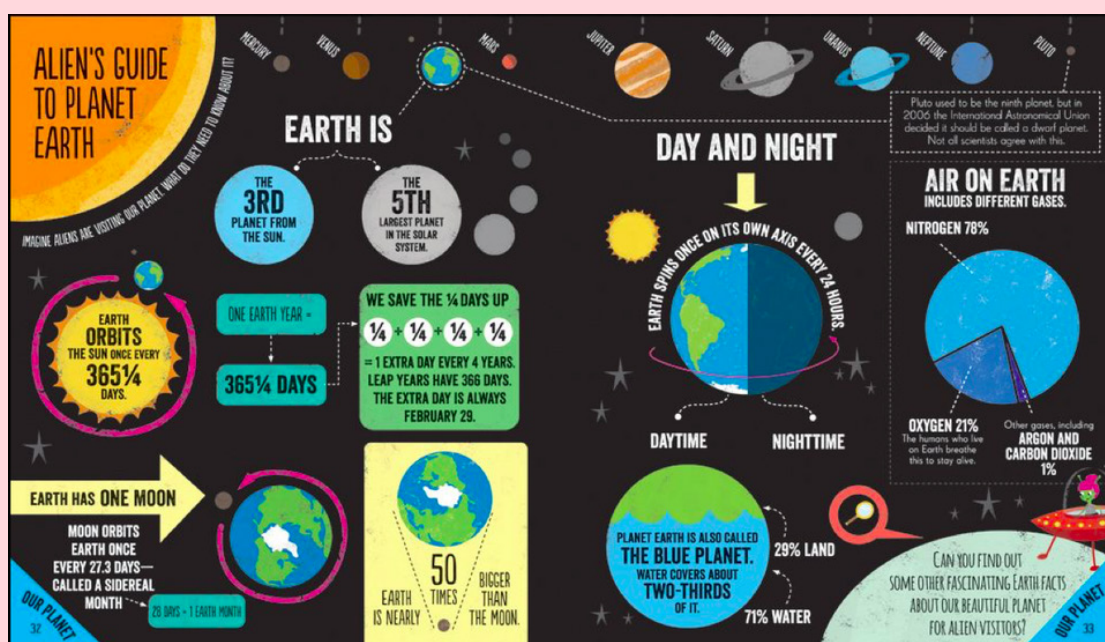
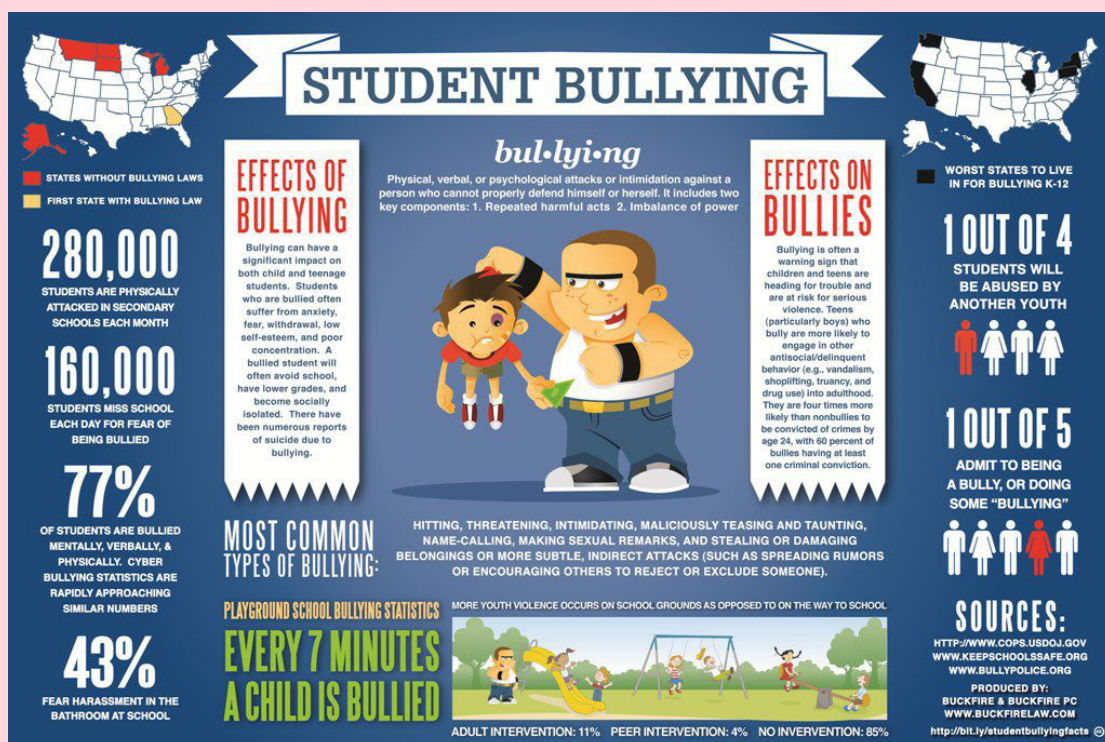
<https://vimeo.com/420593145>



Pupils need to now produce an infographic poster, which will celebrate the data they have collected and analysed, which supports their decision in Task 4.

Infographics are simply another way of visually representing the data, instead of just using a regular chart/graph. Pupils can add some text and graphics to support their data and bring it to life!

Using infographics allows us to simplify complex information, for example:



I. Creating the Infographic ★★★

There are many ways of creating an infographic

- **Canva** (free online software)
- **PowerPoint** (if you have Microsoft Office)
- **Hand Drawn**

Canva

Canva is a free online tool to create posters and infographics

There are other creative options available online, such as Piktochart, Visme and Venngage:

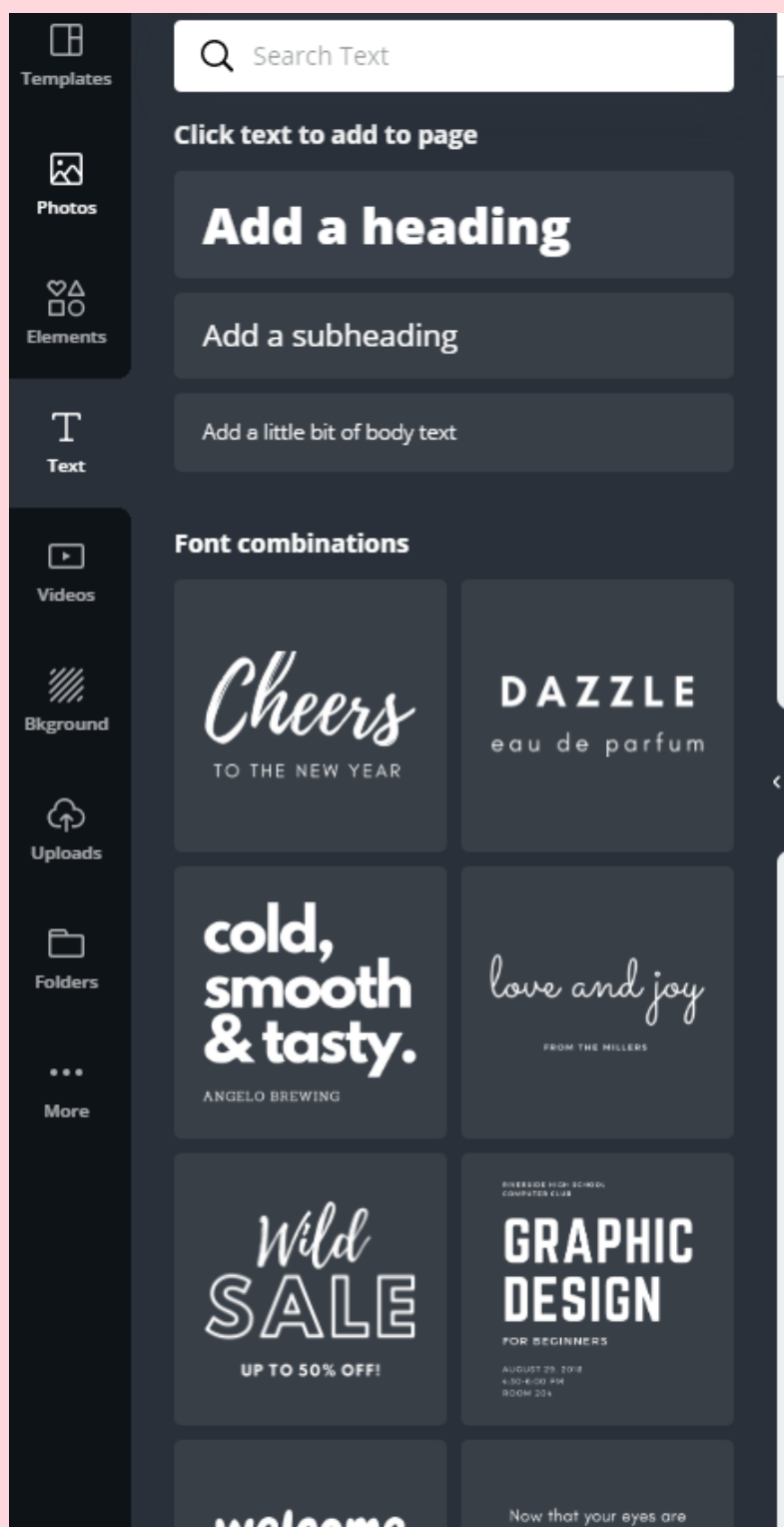
- **Canva** – is simple to use, allows you to use interesting templates, as well as add in your own charts and graphs. It is free to download your finished poster

Click on www.canva.com - pick an infographic template (no need to start from scratch) then once you have started you can edit everything including the existing graphs by double clicking on them **OR** click on **elements**, then **charts** (pick one that says “edit” on it) and enter your data, it is that simple.



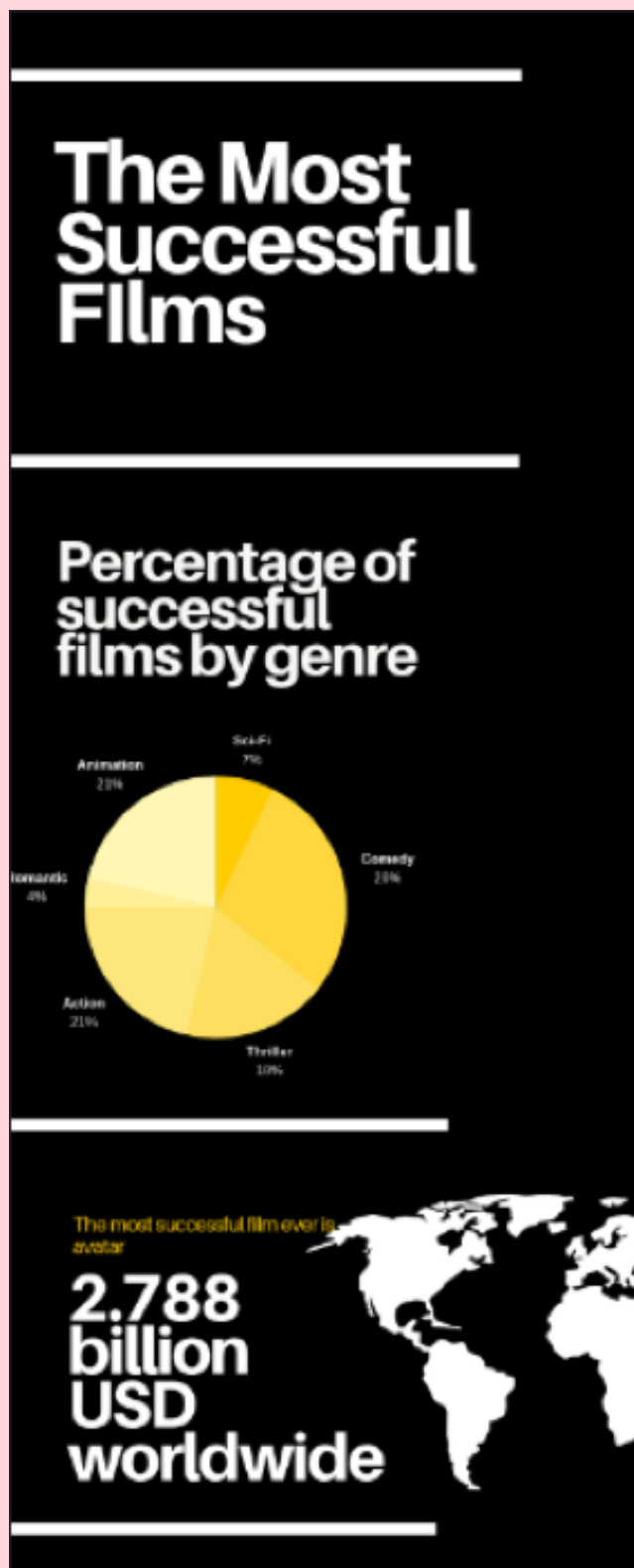
Other creative elements like images and text can be added, to make it more eye catching.

- There are Canva guides to support pupils - <https://www.canva.com/learn/tutorials/> What it could look like



What it could look like

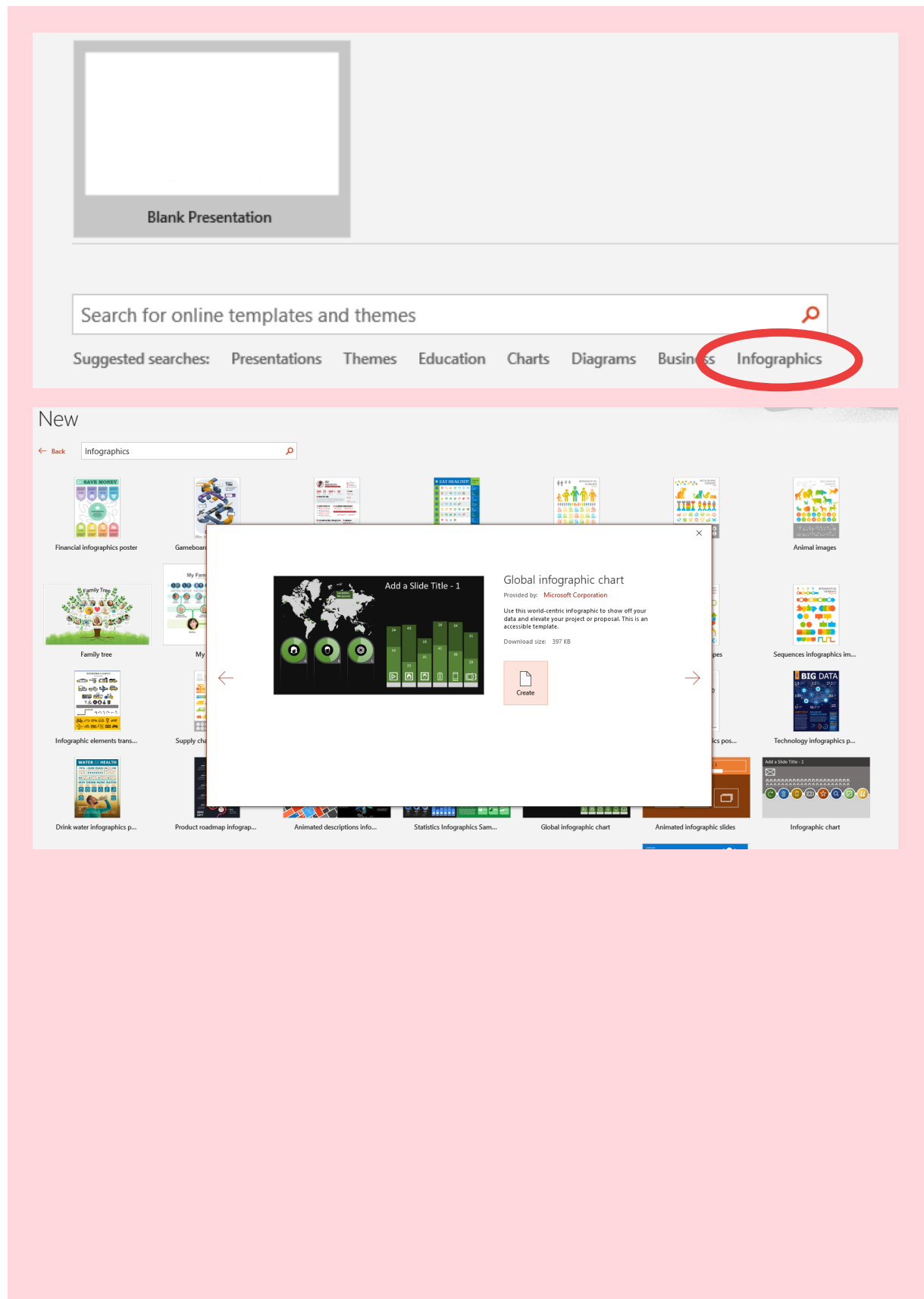
The aim to produce something like the one shown below (hopefully with more relevant data on). This is a standard template, which was edited to show the most successful films.



Microsoft PowerPoint

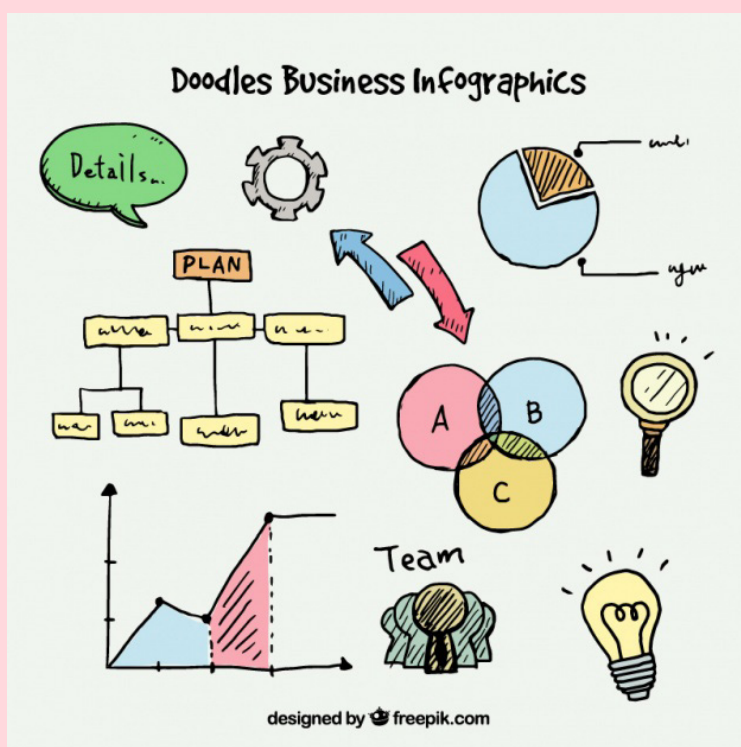
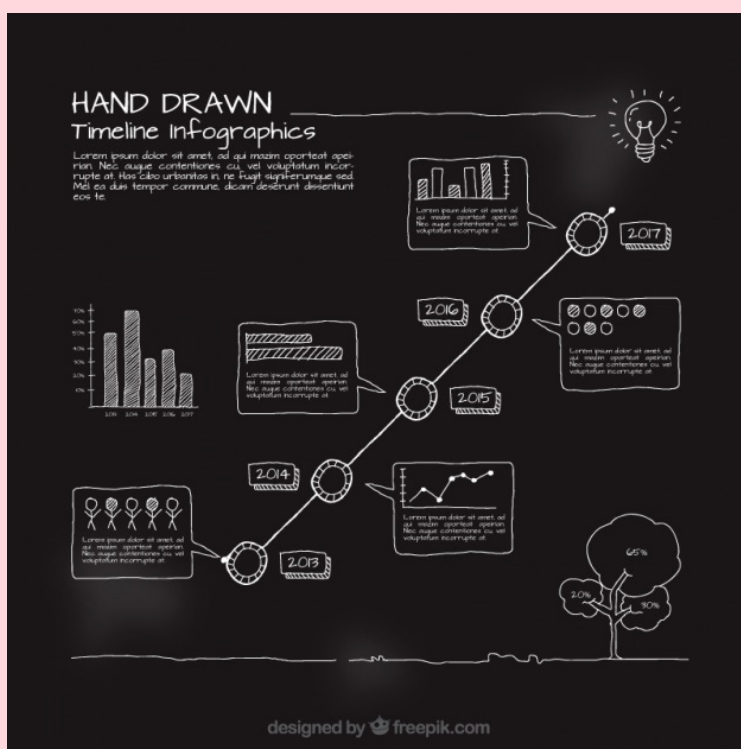
PowerPoint has template options for making Infographics.

TASK 5



Hand drawn display

Pupils may print off graphs produced on the computer or incorporate some hand drawn graphs and create a handmade data poster. They may make the whole thing by hand using graph paper. The choice is free to make! Some examples of what this might look like is shown below. **Remember that they should include relevant data that supports their idea.**



Examples of what pupils could produce for Tasks 5 and 6 can be seen on the STATWARS® website www.statwarscompetition.com

! Whichever way they choose to complete it, the finished poster should be saved, so it can be submitted as part of the competition along with what they produce in tasks 6 and 7

TASK 6

Create an Advertising Poster

What will pupils be asked for Task 6

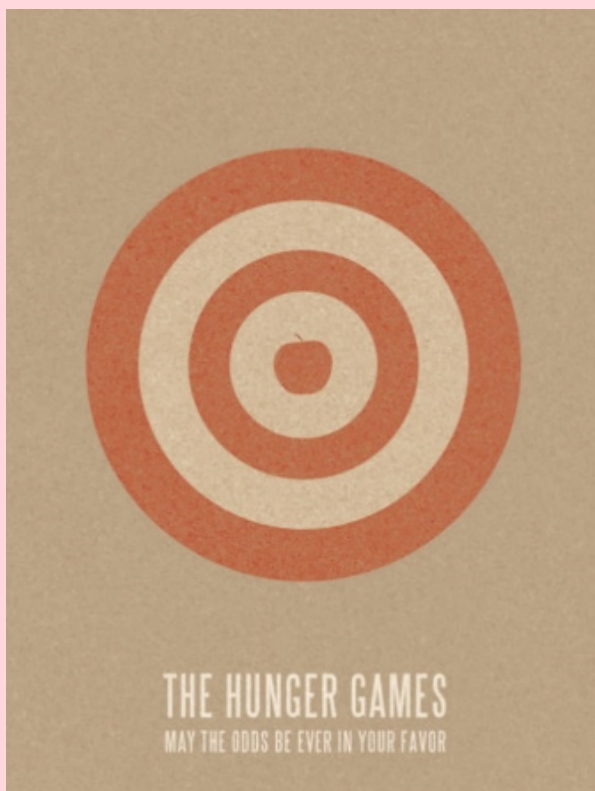
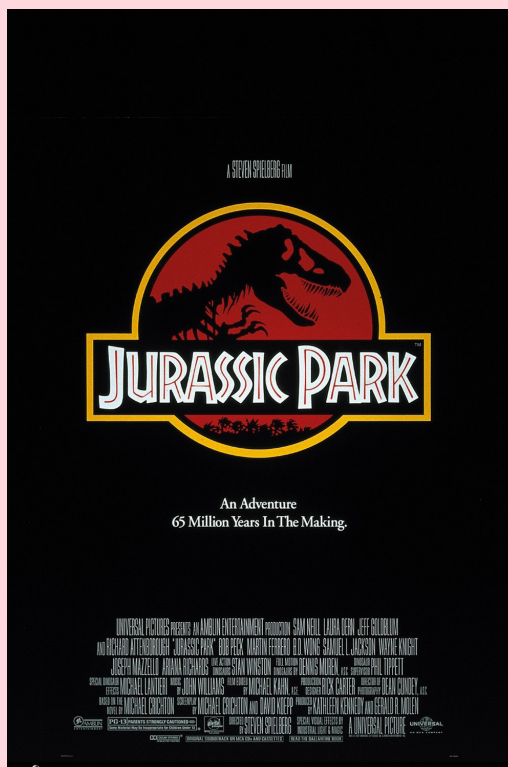
This will support the advertisement of the chosen idea.
What pupils include on their poster must support the choices they have made above.

I. What makes a good poster? ★★★**A good poster should:**

1. Grab your attention, evoke an emotional response, e.g. fear, love, laughter, suspense
2. Show you the film without telling you too much
3. Create interest and incentive to go see the film
4. Appeal to fans and non-fans alike
5. Styling that would be consistent with the films content/audience
6. Suit other formats - such as billboard, DVD, sides of public transport
7. Be recognisable if you were to make a sequel

They can still have very different designs:

TASK 6





Ask pupils to look at some of their favourite film and TV show posters.

The link below shows some examples of effective film posters in the modern era. Click and see how they have changed through the decades, what has changed? For example, hand drawn to computer generated. Many people still believe that the posters of films such as Metropolis (1927), Gone with the Wind (1968), Jaws (1975), Jurassic Park (1993) are more memorable than modern day efforts.

<https://www.shortlist.com/entertainment/films/the-40-coolest-movie-posters-ever/103777>

⚠ NB. Whilst posters are publicly viewable and therefore age appropriate, you may wish to be selective in the ones you show

II. Creating the Advertising Poster ★★★

There are many ways of creating an advertising poster:

- Digitally using - Canva (free online software), PowerPoint, Publisher, Word (if you have Microsoft Office), Photoshop and many more!
- Hand Drawn

Digital Poster

For example, using **Canva**

<https://www.canva.com/create/posters/>

Please refer to the Canva guides to support you

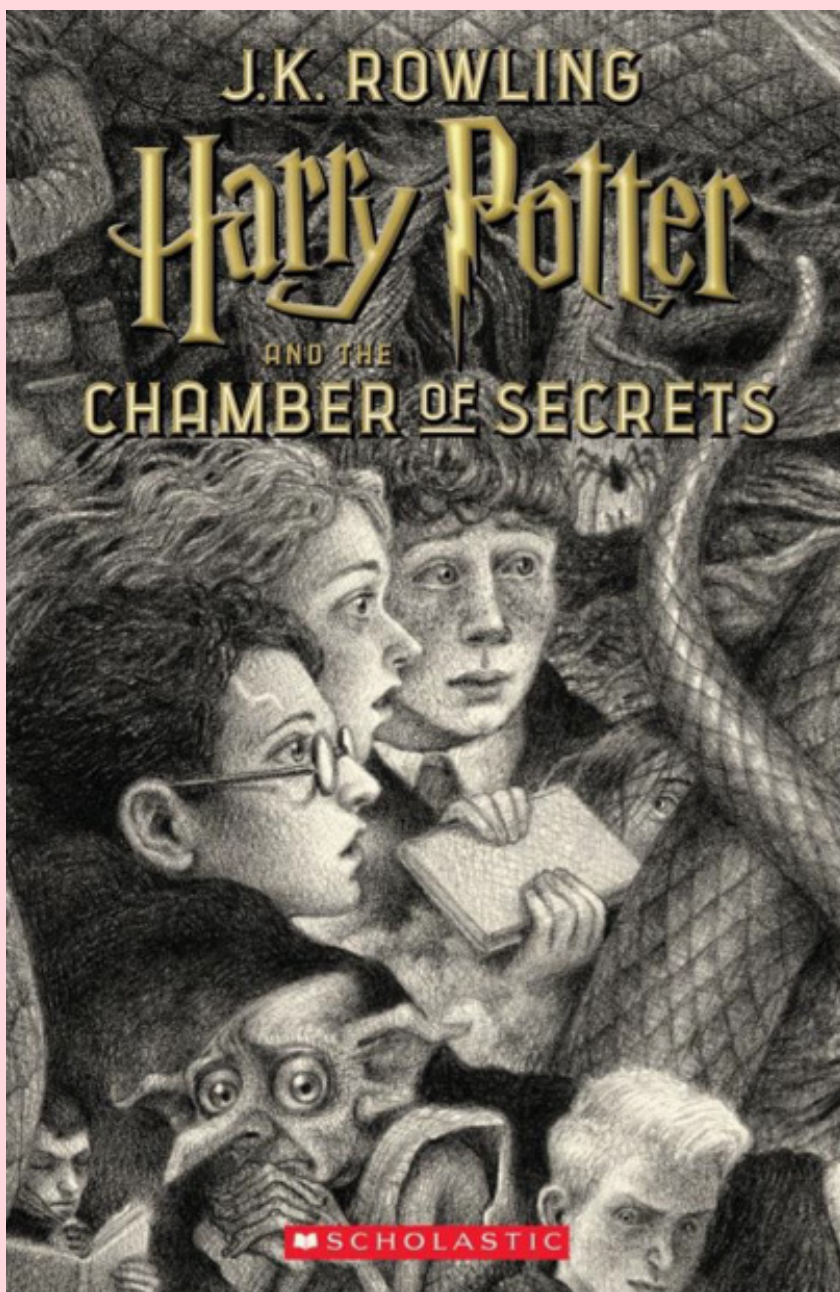
<https://www.canva.com/learn/tutorials/>

The example below was produced using Canva in less than 2 minutes, using one of the templates. So hopefully all pupils can produce something at least this simple with minimum fuss.



Hand Drawn

If pupils want to be more creative, they can consider different styles, for example:



Pop culture style

<http://www.popculturemonster.com/movies/alternative-movie-posters>

Many modern films are taking this approach so it as an acceptable approach for this project.



Saul Bass style

<http://www.saulbassposterarchive.com/>

This was popular in the 50's & 60's - again this could be hand drawn, done using coloured paper or on the computer.



Ask pupils to play around with combinations and be creative. Whichever way they choose to complete it, the finished poster should be saved, so it can be submitted as part of the competition along with what they produce in tasks 5 and 7

TASK 7

The Pitch

What will pupils be asked for Task 7



I. Selling your Concept ★★★

The final task is to allow pupils to develop a 60 second pitch or similar that will convince a film or TV company that their idea is a good one. They should aim to explain **WHY** they should make your movie/TV show, using the **2 posters they have created**, which highlight the supporting data and concept design.

THIS CAN BE PRODUCED AS:

- A piece to camera (smart phone/tablet)
- A still of their two posters with narration (recorded using a phone/microphone)
- News style report using green screen
- An animation

⚠ There is no correct way of doing this, as the aim is for pupils to deliver their message in whatever way they see fit in just 60 seconds!

There is plenty of help online on how to go about speaking to camera. Some simple tips for pupils are:

- Practice with a camera
- Pretend they are talking to a friend
- Write down their speech and learn it
- Enunciate properly (don't mumble)
- Speak slowly
- Use short, clear sentences
- Look at the camera and not the floor
- Use body language
- Use a suitable background – for example, your posters or a green screen to edit on the computer

There is much more to this than simply recording what they think. Ask pupils to take a look at the link below (or share parts of it with them, such as the example pitches) to help them pitch the best they can!

<https://www.scriptreaderpro.com/how-to-pitch-a-movie-idea/>

! Whichever way they choose to complete it, the finished pitch should be saved, so it can be submitted as part of the competition along with what they produce in tasks 5 and 6.

Submitting Entries:

Now all the work is complete, work completed should be uploaded via www.statwarscompetition.com using your dashboard page.

 **You will be required to upload:**

1 – Infographic Poster

1 – Advertising Poster

1 – 60 Second Showcase

Each entry will be judged against the 4 award criteria for the STATWARS® competition:

- Best Data Analysis
- Best Communication
- Most Creative Presentation
- Overall Best Project (based on the 3 requested outcomes of the project: infographic poster, advertising poster, manifesto pitch)

 **Additionally, everyone who enters will receive a named STATWARRIOR Certificate.**



We hope you enjoyed **STATWARS®:** Film and TV

Why not try **STATWARS: Climate Change Challenge** or to find out more about our other projects, visit our websites:

<https://www.statwarscompetition.com/>

<https://www.leadersaward.com/>

<https://www.primaryengineer.com/>

<https://www.secondaryengineer.com/>

<https://www.onedotall.com/>