

“Shine.”

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Summary: This article shows some possible activities of this film to develop with Bachillerato and 4º ESO students

SHINE



The film is based on the true story of an Australian pianist called David Helfgott. The telling of the story in flashback we see David as he grows up and into a child prodigy while his father abuses him and his siblings with the memory of his childhood in Europe and the loss of his family in the concentration camps.

David finally breaks away from his father and goes away to study overseas; he later suffers a breakdown and returns to Australia and a life in an institution. Many years later he is released and he starts playing a piano in a bar before finally returning to the concert hall.

Shine is an emotionally transcendent drama about David's extraordinary victory over adversity. It introduces international audiences to the Australian filmmaker Scott Hicks and to his star, Geoffrey Rush, one of his country's leading stage actors in his first major screen role.

The Director: Scott Hicks

Hicks graduated from Flinders University of South Australia (BA Honors) in 1975 and was awarded an honorary doctorate in 1997.

ACTIVITIES

GROUP: Bachillerato, 4º ESO

SKILLS: Listening, Speaking and writing.

ACTIVITY 1

- Never show the whole film in the class.
- Choose an extract, normally the first 10 minutes of the film.
- Divide the class in small groups.
- They have to imagine and write about the plot of the film.
- Then, one of the members of the group read it aloud.

- Show them the plot summary.
- The group that gets nearer is the winner.

ACTIVITY 2

- Choose another extract of the film.
- Divide the class in small groups.
- Give them the sheet 1, then sheet 2 and 3.

SHEET1

Title of the Film:----- Analysed by:-----
- Date:-----

As you watch the extract for the first time, write on the left-hand side below a brief description of the setting (place) which you see in each scene. You can write, for example:

' city street (poor district?)'

'farmland, fields of wheat, sunshine'

'alien planet (Mars?)'

At the same time, try to decide on the time (period), place and social milieu in which the film is set. Write any ideas, and reasons (evidence) for your choice, on the right hand side below.

Scene by Scene	General
Sc. 1:	Time (Period) Place
Sc. 2:	
Sc. 3:	
Sc. 4:	

Sc. 5:	
Sc. 6:	Social Milieu
Sc. 7:	
Sc. 8:	
Sc. 9:	
Sc. 10:	

SHEET 2: CHARACTERS

Title of Film:----- **Analysed by:**-----

----- **Date:**-----

As you watch the extract for the second time, write notes on the main characters you see. Leave enough room for four lines of handwriting for each character.

Number	Name(if mentioned)	Appearances: face and body	Appearances: Clothes	Behaviour and Dialogue	Nationality, Class, Job etc...	Relationship to other Characters

SHEET 3: CINEMATIC TECHNIQUES

Title of the Film:-----**Analysed by:**-----
-----Date:-----

Make sure that you understand what the following terms mean. Then write down how often they are used in the extract. Your answer may be, for example, 'never', 'most of the time', 'once every 10 seconds or so'. Add details if you wish.

Cutting to a new scene:

Cutting to speaker:

Cutting to listener ('reaction shot'):

Cutting (other):

Close up:

Mid shot:

Long shot:

Zoom in:

Zoom out:

Panning shot:

Tracking shot:

Background music:

Other sound effects:

(Apparently) natural light:

Front lighting:

Back lightning:

Opening credits, subtitles, etc:

Special effects:

ACTIVITY 3

-Individually students have to choose at least 2 important sentences taken from the extract that they consider important. Then, they should write and explain the meaning from their point of view.

-Show them the sentences you (the teacher) have chosen. They have to guess who says them:

"The weak get crushed like insects."

"If you want to survive in America you have to be fit and strong."

"A tragedy, a ridiculous tragedy!"

"It's a monster, tame it or it'll swallow you."

"You want to destroy your family."

ACTIVITY 4

SYMBOLS

- Once students have watched extracts or even the film, they should be able to catch or guess the most important symbolic aspects of this film. Ask them and help them to understand the possible meaning:

WATER

MOZART-RACHMANINOV

THE PIANO

HIS FATHER' S DEATH

THE FAMILY HOUSE

ACTIVITY 5

VOCABULARY: SOUNDS

MATCH THEM:

-Metal	-muttering
-Girl	-knocking
-thunder	-squeaking
-piano seat/swing	-rumbling
-bell	-creaking
-door	-dinging/tolling
-cat	-beating
-crickets	-meowing
-crowd	-cooing
-pigeons	-cheering
-heart	-chirping

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