Friday 19th March 2021
LO: to entertain



https://www.youtube.com/watch?v=Aw0uORumRts

Alma:

Analysing a Short Film



Question One: Beginnings

How is the use of the camera (i.e. the change of view) important?

The first shot is of the open city, above the buildings: it creates a sense of freedom. However, this quickly changes as the camera sweeps low into the narrow streets: it is restrictive and claustrophobic.



Question Two: Atmosphere

What type of atmosphere is created at the start of the film? (consider the music, weather, Alma's movement and colours)

Alma's clothes are brightly coloured and contrast against the dull buildings, suggesting she doesn't belong there. Her movement emphasises her young age and suggests excitement. The music is gentle and reassuring, creating a false sense of security.



Question Three: The Shop

What hints are there about the nature of the shop from the outside? (consider the graffiti, posters, shape of the window & lack of transparency).

The window is shaped liked a giant mouth which implies that the shop is evil and is personified to look like a monster. The graffiti suggests that children spend time in this part of town – yet Alma is alone. The posters could be for missing people and the lack of transparency makes the shop seem menacing and mysterious.



Question Four: A Turn for the Worst

How does the atmosphere change from the moment Alma tries to enter the toy shop? (consider the visuals, sound effects and music)



The atmosphere becomes creepy as the music becomes darker. The toys seem misshapen and almost tortured. One seems to try and escape. The inside of the shop is even darker than the narrow streets. The door creaks like a scream and seems to have a life of its own (opening and shutting at will).

Question Five: Stuck Inside

Why is the change of point of view important? How does it relate to the earlier change of viewpoint?

Alma becomes imprisoned inside the body of the doll (which is a copy of her). The eyes desperately dart around for help, but the shop has its next victim. This trapped viewpoint relates to the first shot as the viewer becomes trapped with Alma inside the narrow streets.



Question Six: The End & The Beginning

What repetition is there at the end of the film? Why is it used?

A new doll replaces Alma in the window which suggests that the next victim is on the way. The film ends with the names on the wall which indicates that the shop is full of lost children and that there is no hope of escape.



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Your task today is to write the story of Alma & the toy shop.

Watch the video again and make notes about what is happening.



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A shop of desire!

Laboriously, delicate twisters swirled down in great flurries over the silent town. Purposefully jilling imprints in the crisp, bitter snow a girl merrily pranced down a deserted street: Alma. A gullible, naglible, yet an extremely inquisitive girl...

A strenous howling wind wailed whilst a perishing cold passed through her spine, causing her to shudder "Brrrrr! I'm freezing!"

As the curious girl trudged to an enormous blackboard, she realized a chain of names, a chain of freinds - not only that but missing children... Swiftly she removed the thought of that ever happening to her, as she reached into the depts of her jacket pocket. Her fingers scampered skillfully and finally pulled out an overused peice of chalk covered in fluff and dust.
A... L... M... A...

Just then attentive Alma was drawn to the other side of the road by the sound of twisting cogs. Briskly she span around as if in sudden danger to face a window. All of a sudden, a reflection gazed back at her glaring with dead and unblinking eyes. Inching closer she wiped the mist engulfed on the window; then she saw it...

Not her reflection, not any reflection but a doll.
Sapphire blue hat - Check!
Candy floss pink coat - Check!
Murky brown gloves - Check!
Abruptly, she rubbed her eyes unable to believe it, opened them - GONE...!



Story Writing: EXAMPLES

MAGPIE!

Alma took in every inch of the identical doll's body and face; her eyes wide and her mouth forged open. She looked down at her own clothes once more, in disbelief, taking her eyes off the doll for just a split second, but when she looked back up towards the window once again, the doll was gone…

Frantically, Alma pressed her face up against the grubby window, desperately searching for another glance of the doll. *Where did it go?* she wondered, her heart pounding violently inside her chest. After just seconds of searching, Alma spotted the doll, stood on the table. *But how did it move?*

Without a second thought, Alma – anxious and confused – tugged at the bronze door handle, desperate to unlock it so that she could investigate this strange doll more closely. After many failed attempts, the door remained locked and with a large exhale, she let go. Just at that moment, the door creaked open with ease as though it had not been locked at all! *I am sure it had been locked!* thought Alma, bemused. Despite her bewilderment, Alma pushed the door fully open and began to amble cautiously into the shop.

All around her, in each and every corner of the tight room, high and low, were shelves lined with dolls – some large, some small, some smiling, some frowning, dolls of little boys, and dolls of little girls. And right there in the centre of the room, stood Alma's doll. Alma stretched her hand out to take the doll, but as she did, she suddenly tripped and knocked over a tiny figurine, dressed all in black, that must have been circling the floor on a tiny wind-up bicycle.

Story Writing: EXAMPLES

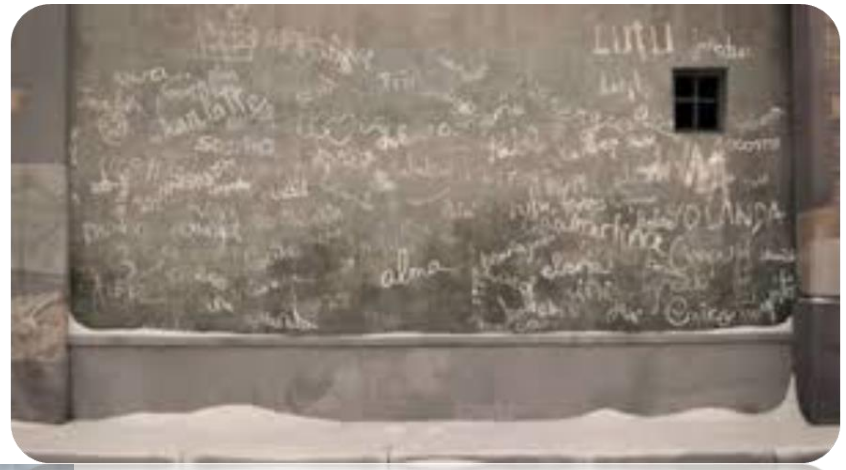


MAGPIE!

CREATE TENSION!!!

PLAN

	Notes	Tricks/Vocabulary
Arriving at the shop		
Seeing the doll		
Entering the shop		
Wind-Up toy		
Doll moved to shelf		
Trapped		







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Write the story of Alma & the toy shop.

Include:

- **A range of sentences (simple, compound and complex)**
- **Show, not tell (thoughts and feelings)**
- **Build tension – short sentences**
- **Varied sentence openers**
- **Coordinating and subordinating conjunctions**
- **Imagery (similes/metaphors/personification)**
- **Ambitious vocabulary**
- **Year 6 punctuation**

