



A Study Guide for the film
Luna, Luna, Luna

Grades 4-9



National
Film Board
of Canada

Office
national du film
du Canada

THINGS THAT GO BUMP IN THE NIGHT
 SHOULD NOT REALLY GIVE ONE A FRIGHT.
 IT'S THE HOLE IN EACH EAR
 THAT LETS IN THE FEAR
 THAT, AND THE ABSENCE OF LIGHT.
 SPIKE MILLIGAN



SOME CURRICULUM IDEAS BY LYNDA POGUE AND AL DOWNS AFTER VIEWING THE
 FILM "LUNA, LUNA, LUNA" BY VIVIANE ELNÉCAVÉ

A. APPROACHES SUGGESTIONS FOR "WHEN" AND "HOW" TO USE THE FILM

SUGGESTED GRADE LEVELS	GRADE 4 THROUGH HIGH SCHOOL.	CHILDREN IN THE JUNIOR GRADES WILL LOVE THE MYSTERIOUS AND "SCAREY" ATMOSPHERE OF THE FILM. THE SOUNDTRACK WILL BE PARTICULARLY APPEALING.
USING THE FILM IN ISOLATION	THIS HIGHLY PROVOCATIVE FILM COULD BE USED STRICTLY BY ITSELF. IT SHOULDN'T BE VIEWED "AS IS" BUT SHOULD BE PRECEDED BY SOME KIND OF PRE-FILM ACTIVITIES THAT WILL PREPARE THE VIEWERS FOR THE MOOD AND THE FEELING OF THE FILM. TO GET THE MOST FROM THE FILM A GOOD SEQUENCE TO FOLLOW MIGHT INCLUDE: A. PRE-FILM EXPERIENCES (ACTIVITIES, DISCUSSION, STORIES, ETC.) B. VIEW THE FILM C. POST-FILM EXPERIENCES (USING THE FILM AS A SPRING-BOARD INTO A VARIETY OF ACTIVITIES THAT COULD INCLUDE WRITING, READING, DRAMA, SCREEN ARTS, VISUAL ARTS, ETC.)	
AS PART OF A "FILM FESTIVAL"	THE FILM COULD BE USED AS PART OF A "MINI FILM FESTIVAL" ("NOCTURNAL WANDERINGS", "THINGS THAT GO BUMP IN THE NIGHT", ETC., ETC.) TO COMPARE STYLES OF FILMMAKING, TECHNIQUES OF THE FILMMAKER, SOUNDTRACKS, HOW MOODS ARE CREATED, ETC., ETC..	

AS PART OF A THEME	<p>THE FILM COULD BE USED IN CONJUNCTION WITH A THEME OR AS A SPRING-BOARD INTO A THEME. THEMES OR TOPICS COULD INCLUDE</p> <p>"MOON" (OR, "LUNA, LUNA, LUNA") "HALLOWEEN" "WITCHES AND WIZARDS"</p> <p>. . . . "WHERE THE WILD THINGS ARE" "WONDERLANDS "THE WORLD OF DARKNESS" ETC., ETC..</p>
AT AN OUTDOOR EDUCATION SITE OR SCHOOL	<p>STUDENTS OFTEN SPEND SHORT PERIODS OF TIME (2 OR 3 DAYS) AT AN OUTDOOR EDUCATION FACILITY OR SCIENCE SCHOOL. THIS FILM WOULD BE A NATURAL TO USE AS A MEANS OF HEIGHTENING NIGHT PERCEPTIONS, ETC.. PRE AND POST-FILM VIEWING ACTIVITIES COULD INCLUDE NIGHT WALKS COLLECTING NIGHT SOUNDS ON TAPE POND SOUNDS AT NIGHT NIGHT PHOTOGRAPHY ETC., ETC.. THESE ACTIVITIES PLUS THE VIEWING OF THE FILM COULD PROVIDE THE FOUNDATION FOR A VARIETY OF PERSONAL RESPONSES SUCH AS STORY/POETRY WRITING, DRAWING/PAINTING, THE CREATION OF SOUND COLLAGES, FILM ANIMATION, COLLECTIVE DRAMA, ETC..</p>
IN CONJUNCTION WITH A NOVEL OR STORY	<p>THE FILM FITS IN BEAUTIFULLY WITH A WHOLE RANGE OF CHILDREN'S LITERATURE (SEE BIBLIOGRAPHY AT END) AND COULD BE USED TO BRING ALIVE NOVELS AND STORIES..</p>

B. SOME SUGGESTED PRE AND POST-FILM ACTIVITIES

PRE-FILM
POST-FILM

LANGUAGE

WORD SEARCH COLLECT "LUNA/MOON" WORDS FROM A VARIETY OF SOURCES (BOOKS, DICTIONARY, ENCYCLOPEDIA, ETC.). CREATE

- WORD COLLAGES
- WORD-MOBILES (WRITE MOON WORDS ON CARDBOARD MOONSHAPES; ATTACH WITH THREAD TO COATHANGER SUSPEND)
- USE THE MOONWORDS TO CREATE WORD POEMS COLLECTIVE CHANTS ETC.
- A "MOONDICTIONARY" REAL MOONWORDS PLUS MOONWORDS THAT YOU INVENT

LUNATE LUNA NOTH SEMILUNAR BONE MOON DOG MOONEYE MOON MADNESS
 MOONBLINDNESS MOONINNESS MOONIE LUNATION MOONTANNED MOONLIGHTER
 LUNACY MOONITE MOONSTRUCK LUNAR YEAR MOON-FALED
 MOONSEED MOONSTONE MOONMAN MOONSICK MOONFLOWER HONEYMOON

POST-FILM

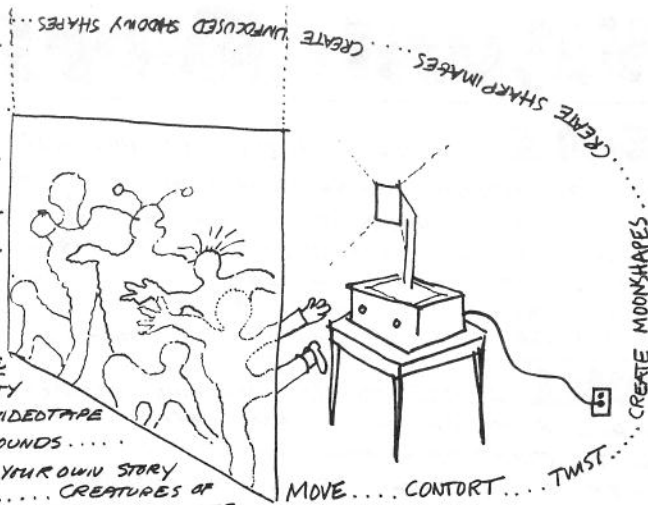
MOVEMENT
DRAMA

EXPLORING SHAPES THAT

MOVE..... DISOLVE..... FOCUS..... UNFOCUS..... ETC. SUSPEND A SHEET IN FRONT OF A LIGHT SOURCE THAT WILL SUGGEST MOONLIGHT (AN OVERHEAD PROJECTOR WORKS WELL. WORK IN GROUPS OF 5 OR 6 TO CREATE THE FEELING OF SHADOWNY, OMINOUS SHAPES MOVING..... COMING INTO SHARP FOCUS..... DISSOLVING INTO VAGUE, UNFOCUSED SHADOWS... ETC.. USE THE SOUND - TRACK OF THE FILM "LUNA, LUNA, LUNA" TO SUGGEST SHAPES AND MOVEMENT. PLACE ACETATE SHEETS ON THE OVERHEAD TO CHANGE THE INTENSITY OR THE COLOUR OF THE LIGHT. HAVE SOMEONE VIDEOTAPE YOUR GROUP AS IT PERFORMS. TAPE 'NIGHT SOUNDS'.....

DARK SOUNDS..... DARK SOUNDS..... CREATE YOUR OWN STORY WITHOUT WORDS (MOONMADNESS?..... MOONMANTICS?..... CREATURES OF THE NIGHT?.....) USE PROPS..... MBS..... MASKS..... ETC. TO CREATE SCAREY SHADOWS.....

*SEE ATTACHED SAMPLE OF ACETATE OVERHEAD USED TO CREATE SHADOW EFFECTS, ETC.



POST-FILM

LANGUAGE

MOMENTS OF MADNESS ARE FOUND IN MANY

FAMOUS PIECES OF LITERATURE.... eg THE MAD HATTER IN 'ALICE IN WONDERLAND'.... OPHELIA... ETC. FIND A WONDERFUL MOMENT WHERE MADNESS OCCURS.... THEN.... TAPE RECORD DIFFERENT PEOPLE GIVING THEIR IMPRESSION OF MAD LAUGHTER.... NOW.... USING THIS TAPE AS BACKGROUND, PREPARE TO READ THE PIECE [MADLY] TO THE CLASS.

HEE...HEEEHEEEHEEEEEE... HAHAHAHAA HAA AAAAAA... HO HO OOOOOOOOOO... OHEEEEEEEEE

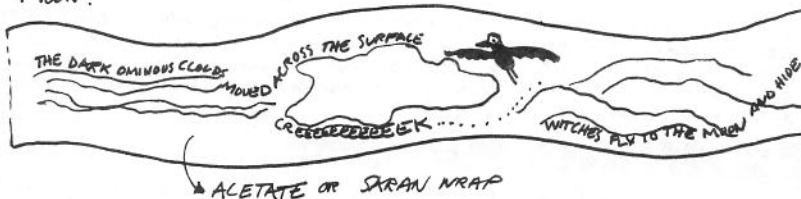
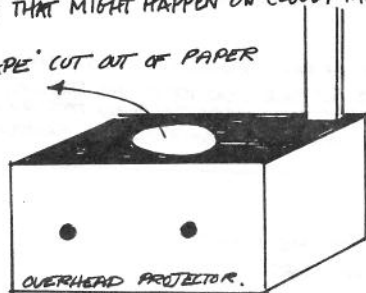
POST-FILM

LANGUAGE
SCREEN ARTS
VISUAL ARTS

THE NIGHT SKIES CHANGE WHEN THE MOON IS FULL. USE AN OVERHEAD

PROJECTOR AS A LIGHT SOURCE. CUT A CIRCLE FROM THE MIDDLE OF A SHEET OF BLACK PAPER OR CARDBOARD. PLACE THE SHEET OF PAPER ON THE OVERHEAD PROJECTOR SO THAT WHEN PROJECTED THE CIRCLE BECOMES THE MOON. DRAW DARK CLOUDS ON A SHEET OF ACETATE (OR SARAN WRAP). AROUND EACH CLOUD WRITE WORDS, PHRASES OR SENTENCES THAT DESCRIBE THE FEELINGS OF THE CLOUDS..... THINGS THAT MIGHT HAPPEN ON CLOUDY NIGHTS..... SOUNDS (CREEEEEEEEEEEEK) THAT YOU MIGHT HEAR ON A NIGHT OF A FULL MOON.... THINGS THAT MIGHT FLY INTO THE MOON!

'MOONSHAPE' CUT OUT OF PAPER



PULL THIS LONG ACETATE SHEET SLOWLY ACROSS THE MOONSHAPE ON THE OVERHEAD PROJECTOR. YOUR CLOUDS WILL BE REFLECTED ON THE MOON..... WHAT ELSE COULD YOU DO TO CREATE A FULL MOON MOOD?.....

SOME VISUAL ARTS SUGGESTIONS.....

POST-FILM

DRAW
PAINT
CONSTRUCT
SOUND EXPLORATION

CREATE A "LUNA, LUNA, LUNA" ENVIRONMENT IN THE CORNER OF YOUR CLASSROOM. USE EMPTY CARDBOARD BOXES, PAPER (COLOURED, CREPE, ETC.), FABRIC, PAINT (TEMPERA), STRING, ETC. TO CREATE A MYSTERIOUS ENVIRONMENT THAT YOU MIGHT ENCOUNTER DEEP IN THE FOREST ON THE NIGHT OF A FULL MOON. DRAW, PAINT, CONSTRUCT CREATURES (REAL OR IMAGINED) THAT MIGHT INHABIT YOUR ENVIRONMENT. CREATE MOONLIGHT (FLASHLIGHTS, ETC.)..... TAPE BACKGROUND SOUNDS..... TURN OUT THE LIGHTS AND SHOW YOUR ENVIRONMENT TO ANOTHER CLASS..... READ THEM YOUR MOONPOEMS AND MONSTORIES AS THEY SIT IN THE DARK..... SHOW THEM THE FILM "LUNA, LUNA, LUNA".

POST-FILM

DRAW
PAINT

MAKE LIFESIZE "MONSTERS", "WILD THINGS" OR "CREATURES OF THE NIGHT". WORK WITH A PARTNER. USE A LONG PIECE OF BROWN MURAL OR KRAFT PAPER.... PUT IT ON THE FLOOR.... ONE OF YOU LIE ON IT WHILE THE OTHER TRACES AROUND YOUR BODY. CUT OUT THE SHAPE. PAINT IT WITH TEMPERA PAINT.... ADD PAPER OR WOOL SCRAPS FOR FEATURES AND HAIR. MAKE THE MONSTERS SCARY. HANG THEM IN A DARKENED ROOM. WALK THROUGH THE DARK ROOM WITH JUST A FLASHLIGHT. SHINE IT ON THE CREATURES THAT YOU AND YOUR CLASSMATES HAVE CREATED. HOW DID YOU FEEL? TIP: USE REFLECTIVE MATERIALS WHERE POSSIBLE (FOIL, CELLULOSE, ETC.)

POST-FILM

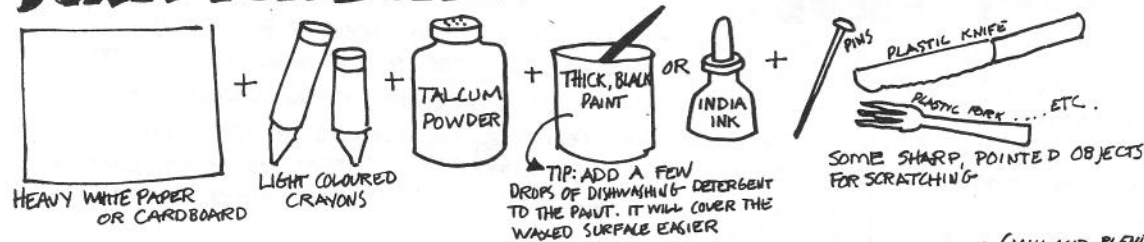
DRAW
PAINT

CRAYON RESIST THINK ABOUT SOME OF THE IMAGES YOU SAW IN THE FILM "LUNA, LUNA, LUNA"... THE SHAPES.... THE CREATURES.... ETC.. ON A PIECE OF HEAVY WHITE PAPER USING WHITE AND YELLOW WAX CRAYONS OR OIL PASTELS DRAW YOUR IDEA FOR AN ENCHANTED FOREST BATHED IN MOONLIGHT. THINK ABOUT.... THE SHAPES OF TREES AND BUSHES..... CREATURES OF THE FOREST THAT WALK, CRAWL, SWIM AND FLY. WHEN YOU HAVE COMPLETED YOUR DRAWING USE A WIDE PAINTBRUSH TO BRUSH A LAYER OF THINNED BLACK PAINT OVER THE SURFACE OF THE DRAWING. IF YOU PRESSED HEAVILY WITH THE CRAYONS OR OIL PASTELS THEY WILL RESIST THE PAINT AND YOUR SHAPES WILL "GLOW" IN THE DARK.

POST-FILM

DRAW

SCRATCHBOARD FOR THIS TECHNIQUE YOU WILL NEED:



COVER THE WHOLE SURFACE OF THE PAPER OR CARDBOARD WITH A HEAVY LAYER OF WAX CRAYON (MIX AND BLEND THE COLOURS (LEAVE NO WHITE SHOWING)). RUB A COAT OF TALCUM POWDER OVER THE SURFACE. ON TOP OF THE TALCUM, APPLY A LAYER OF BLACK PAINT OR INDIA INK. ALLOW TO DRY. USE POINTED OBJECTS TO SCRATCH AWAY THE BLACK SURFACE TO EXPOSE THE CRAYON COLOURS UNDERNEATH. THINK ABOUT... STARRY NIGHTS.... MOON BEAMS... FANTASTIC FISH IN THE BLACK WATERS OF A RIND.....

POST-FILM

DRAW
PAINT

DRAW AND PAINT A WHOLE LOT OF THINGS....

- DREAMS AND NIGHTMARES
- MOONSCAPES
- MOONFLOWERS (FLOWERS AND PLANTS THAT BLOOM UNDER THE MOON)
- CREATURES OF THE NIGHT
- THE EYES OF THE NIGHT

POST-FILM
CONSTRUCT

CONSTRUCT...

- PAPER MACHE "MOONANIMALS"
- CERAMIC "MOONSHAPES"..... "MOONSCAPES".....
- CARDBOARD OR PAPER MASKS..... "PEOPLE OF THE MOONWOOD"

PRE-FILM

USE ONLY THE **SOUNDTRACK** OF THE FILM AS A PRE-FILM INVESTIGATION.

LANGUAGE
MOVEMENT
DRAMA

- LISTEN TO THE SOUNDTRACK AND WRITE DOWN WORDS AND IDEAS THAT COME INTO YOUR MIND. WHAT DO YOU THINK THE FILM WILL BE ABOUT? WHAT CLUES DOES THE SOUNDTRACK GIVE YOU? ETC. ETC. WHAT IS THE MOOD OF THE FILM? THIS IS A PRIVATE ACTIVITY..... DO NOT DISCUSS UNTIL YOU HAVE VIEWED THE FILM.
- LISTEN TO THE SOUNDTRACK IN A LARGE, OPEN, SEMI-DARK SPACE (GYMNASIUM, DRAMA ROOM, ETC.) DISCUSS HOW THE SOUND MAKES YOU FEEL... WHAT BODY SHAPES DOES IT SUGGEST?... HOW YOU WOULD MOVE TO THE SOUND?... ETC. DO SOME MOVEMENT IMPROVIS TO THE SOUND... REFINE..... DO A COLLECTIVE MOVEMENT/DRAMA BASED ON THE SOUNDTRACK.
- LISTEN TO THE SOUNDTRACK. DISCUSS THE MOOD AND FEELING OF THE SOUND. PROVIDE 5 OR 6 FLASHLIGHTS. DARKEN THE ROOM. FIVE OR SIX CHILDREN WILL ILLUMINATE THEIR FACES FROM UNDERNEATH BY PLACING THE FLASHLIGHT(S) UNDER THEIR CHINS AND BEAMING THE LIGHT UPWARDS. PLAY THE SOUNDTRACK AGAIN. CHILDREN FLICK FLASHLIGHTS ON AND OFF AS SOUND SUGGESTS A VARIETY OF IMAGES. ENCOURAGE CHILDREN TO CONTRAST THEIR EXPRESSIONS SO IMAGES WILL CHANGE.

POST-FILM

LANGUAGE

"FRIGHTS IN NIGHTS" IMAGINE THAT YOU ARE A NEWSPAPER REPORTER. INTERVIEW PEOPLE (YOUR CLASSMATES, PARENTS, NEIGHBORS, THE CROSSING-GUARD, ETC.) ABOUT WHAT FRIGHTENS THEM AT NIGHT. MAKE LISTS OF REAL AND IMAGINARY THINGS THAT FRIGHTEN PEOPLE. WRITE A STORY FOR YOUR NEWSPAPER ABOUT "FRIGHTS IN THE NIGHTS".

POST-FILM

LANGUAGE
DRAMA
VISUAL ARTS

READERS' THEATRE AFTER VIEWING THE FILM 2 OR 3 TIMES DISCUSS THE SEQUENCE OF THIS STORY WITHOUT WORDS. THE VISUAL STORY LINE DEVELOPS SOMETHING LIKE THIS: ① WONDER/ENCHANTMENT → ② FEAR/TERROR → ③ FASCINATION. WORKING IN GROUPS OF 4 OR 5, AND USING THE ABOVE SEQUENCE, DEVELOP A COLLECTIVE STORY BASED ON THE IDEA OF "MOONSTRUCK" OR "MOONJOURNEY"

- TAPE THE COMPLETED STORY (WITH SOUND EFFECTS, ETC.)
- ON LARGE SHEETS OF BLACK CONSTRUCTION PAPER, USING WHITE CHALK OR OIL PASTELS, DRAW IMAGES ILLUSTRATING PARTS OF THE STORY
- REHEARSE IN A DARKENED ROOM USING A LIGHT SOURCE TO ILLUMINATE THE IMAGES WHILE THE TAPE IS PLAYING.
- PRESENT THE STORY TO THE REST OF YOUR CLASSMATES.

... **MOONSTRUCK** **MOONJOURNEY** ...

POST-FILM

DRAMA IMPROVS....

AFTER VIEWING THE FILM AT LEAST TWICE, DISCUSS HOW IT WOULD FEEL TO WALK THROUGH AN ALIEN, UNFAMILIAR SPACE IN THE DARK. HOW WOULD YOU MOVE? HOW WOULD YOU EXPLORE THE SPACE AROUND YOU? HOW WOULD YOU FEEL INSIDE AS YOU MOVED THROUGH THIS SPACE?

LANGUAGE
DRAMA
VISUAL ARTS
MOVEMENT

- WORK WITH A PARTNER GO ON A "TRUST" OR "BLIND" WALK. ONE OF YOU WILL BE BLINDFOLDED AND WILL BE LED THROUGH SPACE. THE LEADER MUST BE VERY SENSITIVE TO THEIR BLINDFOLDED PARTNER EXPLAIN WHERE YOU ARE GOING AND WHAT OBSTACLES ARE IN THE SPACE. AFTERWARDS CHANGE ROLES AND THEN DISCUSS HOW IT FELT TO BE "WALKING IN THE DARK"
- HAVE YOU EVER WALKED IN YOUR SLEEP? THINK ABOUT TIMES WHEN YOU HAVE BEEN HALF AWAKE AND HALF ASLEEP. HOW DID YOU FEEL? HOW DID THINGS AROUND YOU APPEAR? PRACTICE WALKING IN THIS HALF AWAKE/HALF ASLEEP STATE. IMAGINE THAT YOU ARE SLEEPWALKING HOW DO YOU FEEL? HOW DO YOU MOVE? PLAY SOME "SLEEPWALKING" MUSIC. MOVE THROUGH SPACE.

THINK ABOUT "SAFE SPOTS" WHERE DO YOU FEEL MOST SAFE? IN BED? CURLED UP ON YOUR LIVING-ROOM COUCH? SUGGLED IN THE BACK SEAT OF THE FAMILY CAR? WHAT MAKES A "SAFE SPOT" SAFE? WORK WITH A PARTNER TO PLAN AN IMAGINARY JOURNEY. THE JOURNEY SHOULD START AT A "SAFE SPOT", THEN MOVE THROUGH A SPACE THAT IS UNFAMILIAR AND MAYBE A LITTLE BIT FRIGHTENING AND FINALLY END AT ANOTHER "SAFE SPOT". PLAN YOUR STORY SO THAT YOU CAN SHARE IT WITH OTHER PEOPLE A STORYBOARD MAKE A "PHOTOSTRIP" ON STRIPS OF ACETATE AND SHOW IT ON THE OVERHEAD PROJECTOR OR TAPE YOUR STORY AND THEN MIMIC THE ACTION WITH YOUR PARTNER AS YOUR CLASSMATES WATCH. DISCUSS HOW IT FELT TO LEAVE A "SAFE SPOT" AND VENTURE INTO THE UNKNOWN.

PRE-FILM
POST-FILM
ENVIRONMENTAL
STUDIES
LANGUAGE

RESEARCH "NOCTURNAL ANIMALS AND INSECTS"

FIND OUT ABOUT ANIMALS AND INSECTS THAT LIVE BY NIGHT. WHAT ARE THEIR HABITS? WHERE ARE THEY FOUND? WHAT KIND OF SOUNDS DO THEY MAKE? WHICH OF THESE NOCTURNAL ANIMALS OR INSECTS WOULD YOU LIKE TO MEET AT NIGHT? WHICH ONES WOULD FRIGHTEN YOU? WHY? FIND SOME POEMS OR STORIES ABOUT "NOCTURNAL" ANIMALS OR INSECTS. KEEP A RECORD OF YOUR RESEARCH INFORMATION IN A JOURNAL OR BOOKLET. SHARE YOUR FINDINGS WITH YOUR CLASSMATES.

POST-FILM

"PHANTOMS OF THE NIGHT"

USE THIS THEME AS AN IDEA FOR A PUPPET PLAY. DEVELOP A STORYLINE MAKE IT A STORY WITHOUT WORDS. THINK ABOUT THE FILM "LUNA, LUNA, LUNA" AND HOW THE IMAGES SEEMED TO APPEAR AND DISAPPEAR. USE THE SOUNDTRACK OF THE FILM OR TAPE YOUR OWN SOUNDTRACK USING FOUND AND RECORDED SOUNDS. DECIDE ON THE "PHANTOMS OF THE NIGHT" THAT WILL APPEAR IN YOUR SOUND/ MOVEMENT PLAY. MAKE SIMPLE HAND PUPPETS OR ROD PUPPETS. IMPROVISE A STAGE (TABLETOP, LARGE CARDBOARD BOX, A SHEET HUNG IN FRONT OF A LIGHT SOURCE FOR SHADOW PUPPETS, ETC.) INVENT SOME SPECIAL LIGHTING EFFECTS. REHEARSE AND THEN PRESENT YOUR "PLAY WITHOUT WORDS".

LANGUAGE
VISUAL ARTS
SOUND EXPLORATIONS



PINHOLE PICTURES, STORIES, WORDS...

POST-FILM

LANGUAGE

SCREEN ARTS



PRINT OR DRAW MOON WORDS, IDEAS OR IMAGES ON PIECES OF PAPER (BLACK CONSTRUCTION, ETC.) USE A PIN (OR FIR LARGER HOLE... A PAPER PUNCH) TO PRICK OUT OUTLINES, ETC. TAPE THE IMAGES TOGETHER. PULL OVER THE SURFACE OF AN OVERHEAD PROJECTOR.

PROBLEM: TO HAVE THE CHILD INVENT A TECHNIQUE THAT WILL MAKE THEIR PINHOLE IMAGES MOVE AND DISOLVE (AS IN THE FILM). ALLOW TIME FOR A LOT OF EXPERIMENTING AND MANIPULATING.

MOONBOOK

CREATE A "MOONBOOK" ... MAKE IT AN UNUSUAL SHAPE ...
 FILE YOUR "MOONBOOK" WITH ... MOONWORDS ... MOONFEELINGS ... MOONFEARS ...
 MOONPOEMS ... MOONSCAPES ... MOONSONGS ... MOONANYTHINGS! ILLUSTRATE YOUR BOOK.

PRE-FILM

POST-FILM

LANGUAGE
 VISUAL ARTS

MOON MYTHS AND LEGENDS

RESEARCH MYTHS AND LEGENDS THAT ARE BASED ON THE MOON (CANADIAN NATIVE PEOPLES, OTHER CULTURES, ETC.) FIND OUT HOW OTHER PEOPLE AND CULTURES THEY ATTRIBUTED TO IT ... ETC. WRITE YOUR IT'S POWERS ... WHAT MYSTICAL POWERS THEY ATTRIBUTED TO IT ... ETC. WRITE YOUR OWN MOON MYTHS AND MOON LEGENDS (HOW THE MOON WAS CREATED ... "WHAT GIVES THE MOON ITS LIGHT" ... "MAN-IN-THE-MOON", ETC.).

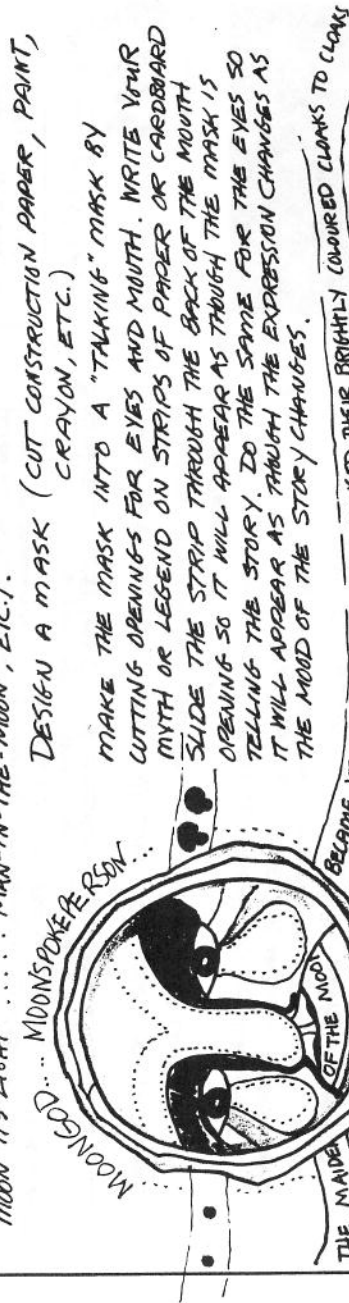
PRE-FILM

POST-FILM

LANGUAGE
 ENVIRONMENTAL
 STUDIES

VISUAL ARTS

DRAMA



DESIGN A MASK (CUT CONSTRUCTION PAPER, PAINT, CRAYON, ETC.)
 MAKE THE MASK INTO A "TALKING" MASK BY CUTTING OPENINGS FOR EYES AND MOUTH. WRITE YOUR MYTH OR LEGEND ON STRIPS OF PAPER OR CARDBOARD. SLIDE THE STRIP THROUGH THE BACK OF THE MASK'S OPENING SO IT WILL APPEAR AS THOUGH THE MASK IS TELLING THE STORY. DO THE SAME FOR THE EYES SO IT WILL APPEAR AS THOUGH THE EXPRESSION CHANGES AS THE MOOD OF THE STORY CHANGES.

BECAME VERY FRIGHTENED AND CHANGED THEIR BRIGHTLY COLOURED CLOAKS TO CLOAKS
 CREATE A SOUND TAPE THAT CAN BE PLAYED AS BACKGROUND FOR YOUR STORY. SET YOUR MASK UP IN A DARKENED ROOM. HAVE A PARTNER ACT AS A LIGHT TECHNICIAN AND SHINE LIGHT (FLASHLIGHTS, ETC.) ON THE MASK TO CREATE A MOOD WHILE YOU MANIPULATE THE STORY AND EYE TAPES.

BACKVIEW SUPPORTS FOR PAPER STRIPS.

PRE-FILM
POST-FILM

COLLECT SOUNDS ON A TAPE RECORDER

SOUND EXPLORATION
ENVIRONMENTAL STUDIES
LANGUAGE
VISUAL ARTS
DRAMA

NIGHT SOUNDS (CITY NIGHT SOUNDS; COUNTRY NIGHT SOUNDS; NIGHT SOUNDS BESIDE A LAKE OR RIVER; NIGHT WIND IN THE TREES; RAIN-ON-THE-ROOF-SOUNDS)
CREEEEEEEEK KKKK HAAAAA

DARK SOUNDS (CREAKING DOORS; RATTLING WINDOWS; HOLLOW SOUNDS RUSTLING SOUNDS THUNDER SOUNDS ETC.)
UUUUUUUGGGHHHH
CCCCRRRRRROOOOOOKKKK

BLACK SOUNDS (WITCHES LAUGHTER ETC.)

AFTER TAPING THE SOUNDS (EITHER FOUND SOUNDS OR SOUNDS YOU CREATE) LISTEN TO THE TAPE(S) IN A DARKENED ROOM. DISCUSS HOW THE SOUNDS MAKE YOU FEEL? HOW NIGHT SOUNDS DIFFER FROM DAY SOUNDS? WHAT IDEAS OR IMAGES COME TO MIND AS YOU LISTEN TO THE TAPES? USE THE NIGHT/DARK/BLACK SOUNDS AS BACKGROUND FOR

- COLLECTIVE DRAMA
- PUPPET PLAYS
- READINGS OF STORIES OR POEMS YOU HAVE WRITTEN

POST-FILM

LUN-ANTICS OR, HOW WE ARE AFFECTED BY THE MOON. CREATE A SERIES OF IMPROV. CARDS THAT OUTLINE "MOON SITUATIONS"

DRAMA
MOVEMENT
LANGUAGE

THERE IS A FULL MOON. YOU ARE WALKING DOWN A STREET. SUDDENLY YOU FEEL A STRANGE TINGLING IN YOUR HANDS. YOU LOOK DOWN YOUR HANDS ARE TURNING CRUSTY AND HAIRY

YOU AND YOUR GROUP ARE MOONSEEDS THAT ONLY GROW AND FLOWER UNDER A FULL MOON. WHAT SHAPES WILL YOU TAKE? ARE YOU FRIENDLY OR ALIEN PLANTS? CAN YOU MOVE OR ARE YOU STATIONARY?

USE THE CARDS AS MOTIVATION FOR INDIVIDUAL OR GROUP IMPROV. PLAY OUT THE SITUATIONS TO A BACKGROUND OF MOON MUSIC OR MOONSOUNDS. LINK THE IMPROV TOGETHER TO CREATE A COLLECTIVE PRESENTATION "THE NIGHT

SAMPLE "LUN-ANTICS" CARDS
"MOONATIC", "WEREWOLF", "WNAFIEND", "MOONAPHILE", ETC.

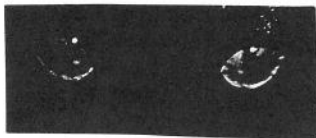
EYES

ARE AN IMPORTANT ASPECT OF THE FILM "LUNA, LUNA, LUNA" (THE CHILD'S EYES, CAT'S EYES, ANIMAL EYES, ETC.) DISCUSS HOW EYES MIRROR OUR FEELINGS CAN PROVIDE CLUES

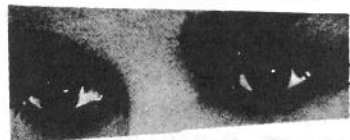
POST-FILM

LANGUAGE
SCREEN ARTS
SENSORY AWARENESS

INDICATE A REACTION ETC.



serene
mysterious



sad
pensive



loving
thoughtful

- A. MAKE A COLLECTION OF EYES FROM MAGAZINES OR NEWSPAPERS
- CREATE AN "EYE-MOBILE" (PASTE EYE PICTURES ON CARDBOARD, CUT OUT, ATTACH WITH THREAD TO COATHANGER).
 - MAKE A COLLAGE OF EYES AND WRITE IN WORDS DESCRIBING THEM OR THE EMOTIONS THEY ARE SHOWING.


B. SET UP AN "EYE CENTRE": USE A MIRROR AND A CARDBOARD PIE PLATE WITH JUST AN EYE-SLIT CUT INTO IT TO EXPLORE YOUR EYES (COLOUR, SHAPE, ETC.) AND TO EXPLORE "EYE-EMOTIONS" (LOOK FRIGHTENED, LOOK SAD, LOOK AS THOUGH YOU'VE JUST AWAKENED FROM A NIGHTMARE, ETC.).



C. FOR YOUR EYES ONLY A FLIP BOOK SHOWING MOVING EYES

A.

SOME SCREEN ARTS EXPLORATIONS

POST-FILM SCREEN ARTS	AFTER VIEWING THE FILM "LUNA, LUNA, LUNA".... DESIGN AND MAKE FLIP BOOKS SOME THEMES (BASED ON IMAGES FROM THE FILM) MIGHT INCLUDE.... "EYES"..... "FACES" (THAT DISOLVE... APPEAR... ETC.)..... "MOON AND CLOUDS".... "NIGHT SHAPES".... "DOWN THE RABBIT HOLE".... ETC.
POST-FILM LANGUAGE SCREEN ARTS VISUAL ARTS	 <p>PLAN AND DESIGN A STORYBOARD. DEVELOP A STORY ABOUT A "NIGHT JOURNEY" (DREAM, NIGHTMARE... A MAGICAL HAPPENING) WRITE DOWN YOUR IDEAS (WORDS, PHRASES, SENTENCES). DRAW YOUR IDEAS IN SEQUENCE (A STORY WITHOUT WORDS)..... SHOW YOUR STORYBOARD TO A CLASSMATE.... CAN THEY "READ" YOUR STORY WITHOUT WORDS?</p>
PRE-FILM POST-FILM SCREEN ARTS VISUAL ARTS SOUND EXPLOR.	WORK WITH OLD EXPOSED FILM. USE PINS, THE POINT OF A COMPASS, X-ACTO KNIVES, ETC TO SCRATCH SHAPES, IMAGES, ETC ON THE FILM. USE A THEME SUCH AS "MOONGLOW"..... "MOONARAMA"..... "NIGHT-THINGS"... ETC. MAKE A TAPE OF FOUND OR RECORDED SOUNDS..... SHOW THE FILM TO YOUR CLASSMATES (NOTE: EXPLORE OTHER POSSIBILITIES: APPLY BLEACH WITH Q-TIPS.... USE A PAPER PUNCH TO OPEN UP LARGE HOLES, ETC.)
POST-FILM SCREEN ARTS	USE TIME-LAPSE PHOTOGRAPHY TO COLLECT A SERIES OF PHOTOGRAPHS (THEMES.... "MOONSHINE".... "SHADOWS"... ETC.). PUT THE PHOTOGRAPHS IN SEQUENCE..... (CREATE A PICTORIAL STORYBOARD.
POST-FILM SCREEN ARTS	MAKE A SHORT FILM (16M.M. OR VIDEOTAPE) ABOUT SHAPES AND SHADOWS FILM EVERYDAY OBJECTS THAT ARE IN HALF-LIGHT OR SHADOWS. DO CLOSE-UP SHOTS OF FAMILIAR OBJECTS THAT HAVE LIGHT SOURCES MOVING OVER THE SURFACE. CREATE A MOOD OF FANTASY AND ENCHANTMENT. EXPERIMENT WITH DIFFERENT TYPES OF LIGHT SOURCES (CHRISTMAS TREE LIGHTS, PULSATING DISCO LIGHTS,.... STRONG-BEAMED FLASHLIGHTS.... ETC.) PLAN YOUR SHOTS IN ADVANCE.

B. BIBLIOGRAPHY

SOME BOOKS THAT COULD BE USED PRE-AND POST-FILM

(TEACHER REFERENCE) ■ THE USES OF ENCHANTMENT

BRUND BETTELHEIM (VINTAGE BOOKS, 1977)

■ THE STAR HUSBAND

JANE MOBLEY (DOUBLEDAY, 1979)

■ THE SEEING STICK

JANE YOLEN (THOMAS Y. CROWELL, 1977)

■ MAMA SAYS THERE AREN'T ANY ZOMBIES,
GHOSTS, VAMPIRES . . .

JUDITH VIORST (ATHENEUM, 1973)

■ MICHAEL BIRD-BOY

TOMIE DE PAOLA (PRENTICE-HALL, 1975)

■ ALICE IN WONDERLAND

LEWIS CARROLL

■ WHERE THE WILD THINGS ARE

MAURICE SENDAK (HARPER & ROW, 1963)

■ WHITE WAVE

DIANE WOLKSTEIN (THOMAS Y. CROWELL, 1979)

■ JOHN BROWN, ROSE, THE MIDNIGHT CAT

JENNY WAGNER (KESTREL BOOKS, 1977)

■ IN THE NIGHT KITCHEN

MAURICE SENDAK (HARPER & ROW, 1970)

(PART OF A READING
SERIES).

■ SOUNDS AFTER DARK

BILL MARTIN JR. (HOLT, RINEHART, WINSTON, 1970)