



TROLLEY (2009)

DIRECTOR: Anna Louise Shelton

SYNOPSIS:

Trolley is a short film which follows a day in the life of Lenny, a trolley collector in a local supermarket. The film explores Lenny's internal world through a vivid assortment of computer-generated imagery which starkly contrasts to his mundane everyday life.

From the outset Lenny is depicted as a loner - he lives at home with his mother and does not appear to have any friends. As the film unfolds this sense of social isolation is off-set by Lenny's vivid imagination which literally brings his surroundings to life and enables him to escape from the banality and difficulties of the present. A run-in with some local bullies and a chance meeting with an attractive girl offer Lenny an escape from his fantasy world into a more joyful reality.

SCENE DESCRIPTIONS:

EXTRACT 1:

While walking to work Lenny watches a bus shelter transform into a living room where he sees a man threaten his mother. The action then cuts back to the present moment where the bus shelter is just a bus shelter again and an unknown man and woman are waiting for a bus.

3D computer animation techniques are used in this scene to achieve its special effects such as when the living room furniture appears unexpectedly in the bus shelter. Look out for the shots in the rushes which differ from the final cut such as a girl smoking.

EXTRACT 2:

Lenny is pushing trolleys at the supermarket. A car pulls up and parks, a woman gets out while the girl she is with decides to stay in the back of the car.



This scene is heavily edited, with different shots of Lenny at work cut together. The filmmaker uses special effects to achieve the illusion that Lenny is motionless in front of the supermarket. Look out for the stand-in for Lenny in the rushes.

EXTRACT 3:

Here the imaginary seems to permeate reality as the trolleys turn into a flying Chinese dragon which enables Lenny to defend himself against the bullies. With the girl's help, he manages to escape into the back of her car. As they smile and hug each other Lenny gives the girl his red binoculars, then gets out of the car and runs away. Out of sight of the supermarket he stops, takes his work coat off and throws it over a bridge with a satisfied smile. The film ends.

Look out for some shots in the rushes taken from different angles that don't make it into the final scene.



Useful Links

The producer, Rachel Carter's blog:

<http://recarter.wordpress.com/2009/03/12/hello-world/>

EESB who created the 3D Animation and Visual Effects:

<http://www.eesb.tv/460/trolley-animation-visual-effects/>

Curriculum Links:

- Key Stage 3: English, Citizenship, Art and Design, Music, ICT
- Key Stage 4: English, Citizenship, ICT
- 14-19 subject areas: Film and Media Studies, English, Performing Arts, Art and Design

Key Stage 3

English

Key concepts:

- Competence: Reading and understanding a range of texts, and responding appropriately.
- Creativity: Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.
- Creativity: Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects.
- Creativity: Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters.
- Critical understanding: Engaging with ideas and texts, understanding and responding to the main issues.
- Critical understanding: Exploring others' ideas and developing their own.

Key processes:

- Speaking and Listening: understand explicit and implicit meanings.



- Speaking and Listening: explore the ways that words, actions, sound and staging combine to create dramatic moments.
- Reading: understand how meaning is created through the combination of words, images and sounds in multimodal texts.
- Reading: how texts are crafted to shape meaning and produce particular effects.

Citizenship

Key concepts:

- Identities and diversity: living together in the UK

Key processes:

- Critical thinking and enquiries
- Advocacy and representation

Art and Design

Key processes:

- Explore and create: develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources.
- Explore and create: investigate how to express and realise ideas using formal elements and the qualities of a range of media.
- Explore and create: make purposeful images and artefacts, selecting from a range of materials, techniques and processes.
- Understand and evaluate: appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts.

ICT

Key concepts:

- Capability
- Communication and collaboration



- Exploring ideas and manipulating information
- Critical evaluation

Key processes:

- Developing ideas: bring together, draft and refine information, including through the combination of text, sound and image.
- Evaluating: review, modify and evaluate work as it progresses, reflecting critically and using feedback.

Key Stage 4

English

Key concepts:

- Competence: Demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation.
- Creativity: Using imagination to create effects to surprise and engage the audience.
- Creativity: Using creative approaches to answering questions, solving problems and developing ideas.
- Critical understanding: Engaging with the details of ideas and texts.
Connecting ideas, themes and issues, drawing on a range of texts.

Key processes:

- Speaking and Listening: work purposefully in groups, negotiating and building on the contributions of others to complete tasks or reach consensus.
- Speaking and Listening: use a range of dramatic approaches to explore complex ideas, texts and issues in scripted and improvised work.
- Speaking and Listening: select different dramatic techniques to convey action, character, atmosphere and tension, and justify choices.
- Speaking and Listening: evaluate drama performances that they have watched or taken part in.



- Reading: analyse and evaluate the impact of combining words, images and sounds in media, moving-image and multimodal texts.
- Reading: analyse and evaluate how form, layout and presentation contribute to effect.
- Reading: compare texts, looking at style, theme and language and exploring connections and contrasts.

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ICT

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Key processes:

- Communicating information: create quality solutions that show they have considered how the information should be interpreted and presented in forms that suit audience, purpose and content.