

Technology - Movie Making

Context for learning

In this unit students will plan and produce a movie/ video up to 3 minutes in duration about “Our Place.”

The videos will be shared with our school and whanau community

During the first stage of the unit students will watch a range of videos (Kaikohekohe film festival, Manaiakalani film festival) and explore the technical features of them – eg: text, music, voice, video, photos, etc. Students will also learn and practice movie-making techniques. Students will explore past films for their narrative elements (the story).

During the second stage of the unit students will work in co-operative groups to determine work on their storyboard, design, film and edit their movie/video.

At the end of the unit the movies/videos will be shared with our school and whanau community and 2 movies will be chosen to be shown at our Kaikohekohe Film Festival in Kerikeri.

Students will reflect on the success of their movie using feedback from their viewers as one way of determining their achievements.

Technological Practice		
Level 1-Achievement Objectives	Level 2-Achievement Objectives	Level 3-Achievement Objectives
Planning for practice - Outline a general plan to support the development of an outcome, identifying appropriate steps and resources. Brief development - Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available. Outcome development and evaluation - Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.	Planning for practice - Develop a plan that identifies the key stages and the resources required to complete an outcome. Brief development - Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available. Outcome development and evaluation - Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes, select, and develop an outcome. Evaluate the outcome in terms of the need or opportunity.	Planning for practice - Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making Brief development - Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome. Outcome development and evaluation - Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity
Level One-Learning Outcomes	Level 2-Learning Outcomes	Level 3 -Learning Outcomes
Planning for practice Students can: - identify what they will do next - identify the particular materials, components and/or software they might use. Brief development Students can: - communicate the outcome to be produced - identify attributes for an outcome Outcome development and evaluation Students can: - describe potential outcomes, through drawing, models and/or verbally. - identify potential outcomes that are in keeping with the attributes, and selects one to produce - produce an outcome in keeping with identified attributes	Planning for practice Students can: - identify key stages required to produce an outcome - identify the particular materials, components and/or software required for each key stage Brief development Students can: - explain the outcome to be produced - describe the attributes for an outcome that take account of the need or opportunity being addressed and the resources available. Outcome development and evaluation Students can: - describe potential outcomes, through drawing, models and/or verbally - evaluate potential outcomes in terms of identified attributes to select the outcome to produce - produce an outcome in keeping with the brief - evaluate the final outcome in terms of how successfully it addresses the brief.	Planning for practice Students can: - identify key stages, and resources required, and record when each stage will need to be completed to make sure an outcome is completed - explain progress to date in terms of meeting key stages and use of resources, and discuss implications for what they need to do next Brief development Students can: - describe the physical and functional nature of the outcome they are going to produce and explain how the outcome will have the ability to address the need or opportunity - describe attributes for the outcome and identify those which are key for the development and evaluation of an outcome. Outcome development and evaluation Students can: - describe design ideas for potential outcomes - evaluate design ideas in terms of key attributes - produce an outcome that addresses the brief - evaluate the final outcome against the key attributes to determine how well it met the need

Learning outcomes (Curriculum Assessment)

Students will be able to:

1. Learn the different processes in movie making and editing.
2. Storyboard their video ideas in detail including types of shots, the duration, sound, and text.
3. Work as a team to produce and edit a movie by having assigned roles that match student capabilities.

Key competencies

Thinking

- Generating and using creative ideas and processes.

Participating and contributing

- Working with others and in teams.
- Being fair and responsible

Relating to others

- Communicating and receiving ideas and information.
- Being fair and responsible.

Managing self

- Planning and organising.
- Matching personal goals and capabilities to an undertaking

Values

Community

- Considering personal contributions to community goals.

Teaching and learning sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

1. Students spend the first few sessions learning the basics about using the equipment – “Apprenticeship Time”. The teacher (or students if skilled) would run “workshops” focussing on different areas. i.e.
 - Setting up the Equipment – looking at the tripod, video camera, all the cords, tapes, recharging batteries etc.
 - Using the Camera Effectively – focussing on operating the camera, features of the camera etc.
 - Basic Editing – Looking at how to import footage from the camera onto the computer and looking at the editing software (use a data projector so the whole class can view it together if possible).
 - Finishing Touches – adding in music, voice-overs, text, etc.
2. Students get the chance to informally practice with the equipment and focus on the area that they are most passionate about. It is very important that the students have this opportunity before embarking on their actual project. Allow a good session for this stage.
3. Teacher explains brief - To create a movie for the film festival, about Our Place.

Success Criteria:

- Must be made and edited by students - not by teachers. (Teachers may support Year 1 - 3 students)
 - Have a message or tell a story
 - Must have high audience appeal.
 - be filmed in landscape mode, suitable for the widescreen. (from Manaiakalani Film Festival)
 - be created with a wide audience in mind (including children) - G rated. (from Manaiakalani Film Festival)
 - Is the dialogue clear and not hindered by any noise or music
 - Must relate to the theme- “Our Place” in some way.
 - Originality
4. Groups begin brainstorming ideas for their film keeping in mind the topic that they have chosen and the brief. The teacher might hold professional development sessions during these times with different ‘expert groups’ (Harley) to help with upskilling these students, i.e: work with the camera operators on techniques and tips and tricks. This will ensure smooth running of the filming process and an overall better quality.
 5. A timeline will need to be discussed and established as a class to ensure deadlines are met. At the start of each session encourage groups to look at the timeline to make sure that they are on track. Booking sheets for hire of equipment will help keep groups focussed.

6. Specific teaching of story boarding will need to occur (see attached resource). Once groups have planned how they imagine the film looking they will need to write it down in the form of a storyboard. Included will be the type of shot - i.e. a panning shot, a zooming out or zooming in shot, what music or voice overs will be playing in each shot, what words will be displayed on the screen, how big, where on screen, etc. This will ensure that the groups are very clear about what they will be filming. This is a very important step but it can take a long time to complete. Teams will need to work well together in order to get the task done. These storyboards will need to be signed off by the teacher before any filming can take place.
7. Specific teaching of [Cameras, shots, angles](#), [How to make a movie](#),
8. Students film, edit and complete video clip.

Sharing and evaluating

9. Invite an audience from the community (eg: local kindergarten, prospective parents, etc) to view the video. Provide a questionnaire to collect feedback from the audience. Use the success criteria as the basis for the questions. Review this feedback as a class.

Reflective questions

Exploring new knowledge and skills

- What different techniques do you need to consider when making a movie?
- How well did you carry out your role when producing the movie? What strengths did you bring to your team? Where would you like to make improvements?
- How do we feel about the finished movie? Was it suitable for the audience? Did it meet the requirements of the brief?
- Would we do anything differently next time?
- This unit links knowledge and skills from Mathematics, English and The Arts. How has each of these subjects contributed to your knowledge and how has that knowledge been used to plan?
- How did the combining of knowledge from a range of learning areas lead to your innovation?

Possible assessment ideas/activities

English: The teacher observes how well each group combines oral, written and visual sources of information in the video segment.

Technology: The teacher assesses the suitability of each group's video segment by re-visiting the information gained from the prospective audience

[Curriculum Assessment Sheet - Template](#)

Map shots from an existing film/story	Elevate the Positive	Original Songs/Music
The Test Hunt for the Manaiakalani People One Direction	Ruapotaka School 2017 Living in Aotearoa Film 2018 Super Heros of PBS Ruby Finds a Worry	Sugar Rap Our School Year 12's Respiration Song
Documentary	Special Effects	Humour
Waitangi Turtle tragedy Malaga Journey To Success Made to Measure	Slow Mo Glenbrae Time Travellers Doctor Who and the Case of the Temporal Phase Reversal. Draw My Life Wheely Whacky Part 2	The Time Machine Science Hunger Games Who Dunnit

PSA - Do the right thing	Retelling a Story	Camera Shots & Angles
• Message to the Adults • Disability Parking • Level 2 BBQ	• Watercress Tuna • Girls Don't Fart Okay • The Christmas Story	• Dodgeball • The Magic

Resources		
Open Slide Deck How to make a movie How to make an imovie Animation Creation Film Festival Resources Film shooting schedule Retelling stories using imovie Introduction to storyboarding and movie making Movie making in the Classroom-A teaching unit	<i>Junior Reading Lessons leading to Movie Making</i> Creating an animation using Explain Everything on iPads. The Best Animal in the Forest. Create a short storyboard Example of student animation- 3 little pigs Retelling a story-video Khismira&Charlotte Ipad lessons	Internet, videos and film. Video Equipment – Video Camera, Tripod, Computer with video editing software. Making Movies-Digital Video Techniques Storyboard Template 1 Storyboard Template 2 Story Board Template Cameras, shots, angles Cameras, shots, angles template

Journals

Mini movies	OLSEN, Keith	Article	4	04	3	2004
<i>This activity involves making short movies using just a pencil and paper</i>						

Movers and shakers	MCNAUGHTON, Iona	Article		School Journal Story Library	1	2006
<i>This factual recount focuses on young animator Cassandra Tse as she helps produce an animated film. This book also includes a procedure that teachers could use to help students to produce their own animated film.</i>						



Animation Creations



Ryan Kothe, an animator from Auckland, uses stop-motion animation to make short videos and advertisements. In this article, he explains how to create your own stop-motion animation movie.

Series: Connected 2018 Level 2 - Step By Step

Learning area: English, Mathematics and Statistics, Technology

Curriculum level: 2

Category: Non-fiction

Strand: Number and Algebra, Technological practice

In: Connected 2018 Level 2 - Step By Step

Publication date: November 2018

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The adventures of Gary the worm

Article

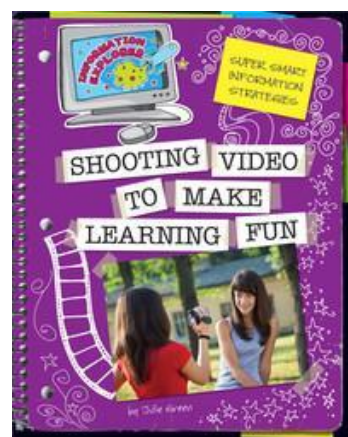
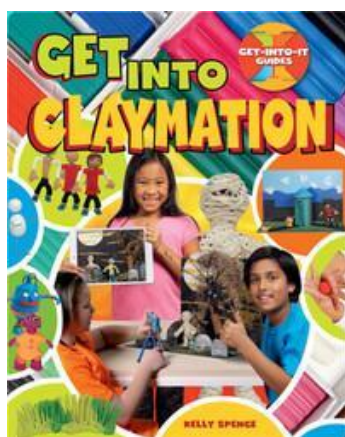
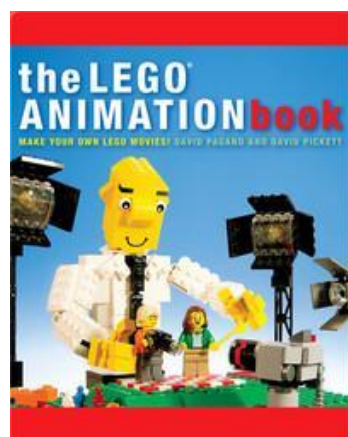
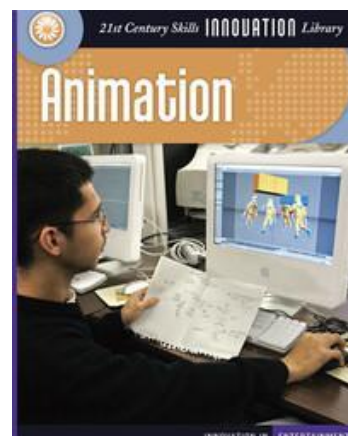
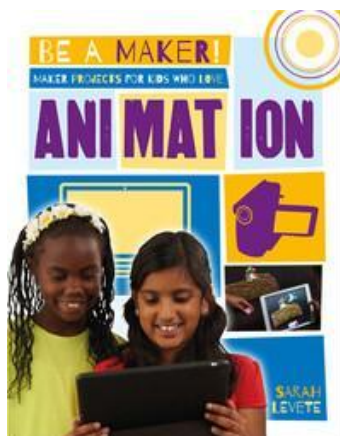
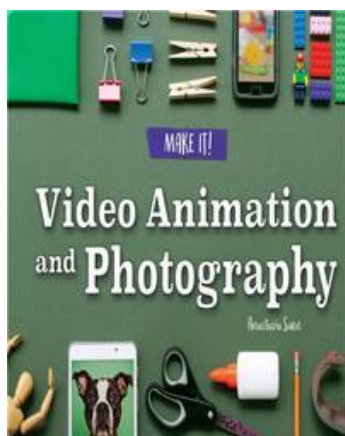
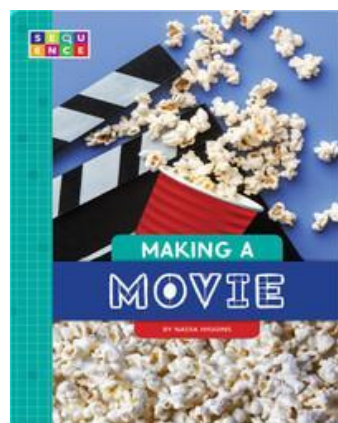


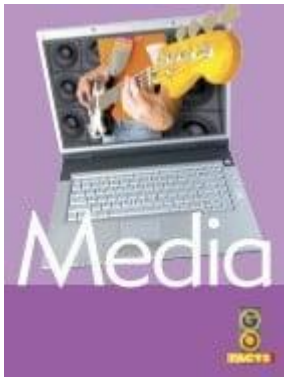
by HUBER, Raymond

This article links with ?What?s So Special about Sea Worms?? Raymond Huber and the writing group at George Street Normal School in Dunedin learn how to make an animated movie when they decide to develop an information resource for children on the amazing life of the sea worm.

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Epic





Reading Eggs