

Lesson Topic : Literacy - Hut Movie Making	
Year Group : Year 3-4	
Learning Outcome	• Use known story writing structures to support movie making • Use iMovie to create a movie based around making a hut on our outdoor classroom day • Trim, edit, delete and add captions (or recordings) to enhance their movie.
Links with the New Zealand Curriculum 	English - Speaking, Writing, and Presenting Processes and strategies • Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. Purposes and audiences • Show some understanding of how to shape texts for different purposes and audiences. Ideas • Select, form, and express ideas on a range of topics. Language features • Use language features appropriately, showing some understanding of their effects. Structure • Organise texts, using a range of structures. Technology Technological systems • Understand that there are relationships between the inputs, controlled transformations, and outputs occurring within simple technological systems. CTDT: Progress Outcome 2 In authentic contexts and taking account of end-users, students give, follow, and debug simple algorithms in computerised and non-computerised contexts. They use these algorithms to create simple programs involving outputs and sequencing (putting instructions one after the other) in age-appropriate programming environments. DDDO: Progress Outcome 1 In authentic contexts and taking account of end-users, students participate in teacher-led activities to develop, manipulate, store, retrieve, and share digital content in order to meet technological challenges. In doing so, they identify digital devices and their purposes and understand that humans make them. They know how to use some applications, they can identify the inputs and outputs of a system, and they understand that digital devices store content, which can be retrieved later.
Key Competencies 	Thinking Students share the thinking about what parts of their movie recordings are important to share. Students have lots of footage and need to think through how to trim and piece together their movie snippets to tell their story effectively. Relating to others Students find ways to support each other in their learning. They have to learn to compromise and accept others' ideas of what is valuable and needs to be included. Using language, symbols, and texts Students are using the language, symbols and text related to the iMovie app, along with following a recount format to tell their story of the hut making. Students also needed to write scripts or subheadings to record or include as part of the movie they were creating. Managing self Students need to manage themselves and their learning. They also need to recognise when they need help and ask for help from each other, other groups and the teacher as required. This is a huge part of managing self. Participating and contributing

	Students participate and as a group to create their finished movie. All students need to participate and contribute to the movie so that the movie shows 'their story'.							
Prior knowledge 	This is a second session related to the hut movie making process. Students will build on their knowledge of both video shots and a movie format we are exploring. In the past these students have used iMovie to create a movie from a template (they were in my class), so the idea of moving this learning forward to constructing the movie from scratch is not so daunting. Students will be able to use the footage they have already taken to complete this session. So students will only need to focus on the sequencing and editing of the footage.							
Lesson Sequence 	Session Outline This session shares the process students went through for editing their hut making video clips and the how they pieced it together to 'tell their story' of building huts. It shows how learning in the outdoor environment, with the Technology curriculum and with literacy all link together to create a holistic and engaging context for students learning. It shows students engaging and supporting each other, along with their thinking and editing process, and how a teacher can engage with individual groups to enhance and question students as they learn to enhance thinking. This session shows how we can open the door to our classroom, step outside and still continue to learn in exactly the same ways as we do indoors but that it allows space between groups. <table><tr><th>Student Activity</th><th>Teacher Activity</th></tr><tr><td> Learn: Students to learn how to cut, trim, edit & delete sections of movie that are unimportant. Students to support each other to think about which sections are important to 'tell their story' - checklist to support this. Students to use a format to create their own iMovie from scratch. </td><td> Session starts with students discussing the clips they took on the outdoor classroom day showing them making their hut. Key point was that no-one wants to watch a 30 minute clip of 2 boys making a hut. Discuss the process of deciding what is important to tell the story and teaching the skills of how to cut, trim and edit and delete segments that 'are not needed' to tell the story. </td></tr><tr><td> Create: Create a movie to tell their story of making a hut. </td><td> Students practice using the cut, trim, edit, delete buttons and how to undo when they remove more than they want. </td></tr></table>		Student Activity	Teacher Activity	Learn: Students to learn how to cut, trim, edit & delete sections of movie that are unimportant. Students to support each other to think about which sections are important to 'tell their story' - checklist to support this. Students to use a format to create their own iMovie from scratch.	Session starts with students discussing the clips they took on the outdoor classroom day showing them making their hut. Key point was that no-one wants to watch a 30 minute clip of 2 boys making a hut. Discuss the process of deciding what is important to tell the story and teaching the skills of how to cut, trim and edit and delete segments that 'are not needed' to tell the story.	Create: Create a movie to tell their story of making a hut.	Students practice using the cut, trim, edit, delete buttons and how to undo when they remove more than they want.
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	Share: Share their movies to each other, to different groups and to the class. Share it to their blog so it can have a wider audience. Students then work with their groups to edit their movies. Teacher roams to support and question as needed. Teacher to offer encouragement. Come together to share finished work.
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Resources	• iPads with video footage and iMovie on. • Checklist of movie format
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Reflection and Analysis

	Students were eager to relook at their videos, some initially thought their movies were finished already but when asked how long they were and if they would want to watch someone else building a hut for that length they decided that maybe they did need to edit them. Students were responsive to learning strategies for editing in iMovie (some needed to be reassured that when they trimmed/cut/deleted something they could 'undo' and put it back. This teaching session went well and even though we had decided to work under the eaves of the classroom (due to needing a quiet space) this actually worked really well for us. Often when we get students to record in this space it comes back very distorted - The external Microphone was fantastic for capturing the sound! When students moved off to work in their little groups they spaced themselves out in quite a wide area but students were all visible to the teacher. At one point another class came out to use the field and some stragglers interacted with groups as they went past. Our students quickly told them to move on as they were working and I just came to support. Teacher floated between groups and asked lots of questions, discussed the length of clips and supported the editing process. Often the role was more about reassuring that actually deleting unnecessary content is OK. Students worked well with each other and even after school wanted to continue working on this task in order to finish it. They focused on telling the story and had a clear introduction, body and conclusion. <u>Future/post learning lesson</u> Students also looked at documentary clips following the session when they were adding titles, subtitles and voice overs to their text to get ideas. This was also to help them think about background music and how this added another dimension to their movie. Ideally I would have loved to have got students to create their own background music but due to time constraints this was not achieved. Two groups of movie makers had piano students in so this would have been ideal - but they needed to learn how to use
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	Garage band to make this work. Will plan to run workshops on our school's Matariki Day to teach students about garage bands.
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