

KS4 Digital Media-Stop motion

<p>Curriculum intent:</p>	<p>The purpose of Digital media is to develop the students creative, technical and communication skills using video and audio technology. The emphasis is on the processes the students go through in order to create a film and lessons must be structured in order to facilitate a practical and collaborative working environment.</p>		
<p>End of KS3 intent/outcome</p>	<p>End of KS4 intent/outcome</p>	<p>End of KS5 intent/outcome</p>	
<p>N/A</p>	<ul style="list-style-type: none"> • Understand how to create a simple stop motion movie • Understand how objects can be moved to create a film • Understand that different camera angles can be used to edit their film • Can use specialised software to create a stop motion film • Can put together a basic storyboard to make a short movie 	<p>N/A</p>	
<p>Intent for topic:</p>	<p>In this module students will focus on stop motion animation. They will develop an understanding of how objects can be moved and images captures to build up the illusion of movement over time. Pupils will understand how storyboards can be created to give their movies structure. Pupils will be able to use specialised software to create their stop motion films. They will be able to add effects including audio and edit their movie. Pupils will be able to work independently and in groups to create ar final project which follows their own story, or one they have chosen to use</p>		
<p>Key vocabulary for this topic:</p>	<p>Animation, Storyboard, ipad, move, object, create, story, small, change, set, design, genre</p>		
<p>RRSA: RRS Articles: This unit of work is linked Article 13 of the UN Convention on the Rights of the Child. <i>"I have the right to find and share information"</i></p>			

Key Knowledge Concepts – Understanding film (creating, recording, editing)	O&U P 5-6	OU P7-8	O&U step 1	O&U step 2- 3
	<p>Understands the basic characteristics of a film (moving pictures, sound).</p> <p>Understands there are different types of films (genres).</p> <p>Is able to name 2 genres and state 1 characteristic for each genre.</p> <p>Knows there is a structure for a film to follow e.g. storyboards</p> <p>Understands there is a piece of software which can be used to create a movie</p> <p>Is able to identify 2 camera angles (close up and medium).</p> <p>Understands how to use the editing tools within book creator.</p> <p>Is able to recall the name of the technique.</p>	<p>Understands the basic characteristics of a film (moving pictures, sound).</p> <p>Understands there are different types of films (genres).</p> <p>Is able to name between 2-5 genres and state 1 characteristic for each genre.</p> <p>Understands that objects have to be moved by hand to develop a stop motion film</p> <p>Using an iPad stand is able to record a short piece of iPad video and take a photograph.</p> <p>Is able to identify 4 camera angles (close up and medium, high and low angle).</p> <p>Understands that a storyboard is a picture sequence of events.</p> <p>Understands the roles involved with making a documentary film (director, camera person and presenter).</p> <p>Understand the concept of editing and a video editor.</p> <p>Understands how to use basic editing tools within Windows moviemaker.</p>	<p>Understands the basic characteristics of a film (moving pictures, sound, information, how we watch films).</p> <p>Understands there are different types of films (genres).</p> <p>Is able to name between 5 genres and state 2+ characteristic for each genre.</p> <p>Understands that stop motion uses lots of different still images to create a moving picture.</p> <p>Is able to record a short piece of iPad video and take a photograph.</p> <p>Is able to identify 6 camera angles (close up and medium, high and low angle, reaction, extreme close up).</p> <p>Understands what a film brief is.</p> <p>Understands that a storyboard is a picture sequence of events. Is able to independently read and interpret a storyboard.</p> <p>Understands the roles involved with making a documentary film (director, camera person and presenter).</p> <p>Understand the concept of editing and a video editor.</p> <p>Understands how to use basic editing tools within Windows moviemaker.</p>	<p>Understands the characteristics of a film (moving pictures, sound, information, length of time, how we watch films). Is able to compare a film to another media and compare (i.e. film and photograph). Is able to discuss key words such as actors, characters, script, props, set and location.</p> <p>Understands there are different types of films (genres).</p> <p>Is able to name between 6-8 genres and state 2+ characteristic for each genre. Understands that an advert is a short film that tells you about an object/event etc.</p> <p>Knows that objects being filmed in stop motion must only be moved in small steps to ensure there is a fluid movement.</p> <p>Is able to record a short piece of iPad video and take a photograph.</p> <p>Is able to identify 8 camera angles (close up, medium, high and low angle, reaction, extreme close up, forward tracking and over the shoulder). Is able to state when to use each angle.</p> <p>Understands what a film brief is.</p> <p>Understands that a storyboard is a picture sequence of events. Is able to independently read and interpret a storyboard, identify errors and correct.</p> <p>Is able to independently list all the different elements that need planning (equipment, location, props, script, roles, scenes) and discuss the importance of each.</p> <p>Understands the roles involved with making a documentary film (director, camera person and presenter).</p> <p>Understand the concept of editing and a video editor.</p> <p>Understands how to use basic and advanced editing tools within Windows moviemaker.</p>
	O&U P 5-6	OU P7-8	O&U step 1	O&U step 2- 3

**Key Skill Concepts –
Understanding film
(creating, recording,
editing)**

Is able to watch a short video clip from a specific genre and (using symbols) identify 1 characteristic from each clip.

Is able to move an object to designed areas and take a picture each time using visual prompts

Is able to sequence a basic storyboard for a stop motion film

Is able to use software to take images of an object

Is able to identify 2 camera angles (close up and medium).

Is able to follow a set of audio and video instructions to create their own movie

Is able to edit a piece of video or photograph within her documentary in response to an audio or video instruction.

Is able to watch a short video clip from a specific genre and (using symbols) identify 1 characteristic from each clip.

Is able to answer verbal questions based upon film genres (i.e. If I wanted to laugh what type of film should I watch?).

Is able to use a pre made storyboard to create their own stop motion film using ipad software

Is able to move an object to specific parts of a scene and capture each step using animation software

Using an iPad stand is able to record a short piece of ipad video and take a photograph.

Is able to identify 4 camera angles (close up and medium, high and low angle).

Is able to listen to editing and planning instructions and if unsure ask for clarification.

With support (sentence strips / starters) is able to give clear instructions and suggest ideas throughout the planning and recording process.

Is able to follow a differentiated editing checklist to edit a short piece of video (insert and sequence clips, add title, credits, music, splits).

Is able to watch a short video clip from a specific genre and (using symbols) identify 2+ characteristics from each clip.

Is able to answer verbal questions based upon events within the film (i.e. how do we know the woman is sad?).

Is able to create their own story, and put it into a storyboard by breaking down the scenes

Is able to use iPad software and self made objects to create their own stop motion short film

Is able to record a short piece of ipad video and take a photograph.

Is able to identify 6 camera angles (close up and medium, high and low angle, reaction, extreme close up).

Understands what a film brief is.

Understands that a storyboard is a picture sequence of events. Is able to independently read and interpret a storyboard.

Understands the roles involved with making a documentary film (director, camera person and presenter).

Is able to present planning, justify decisions and answer questions.

Is able to listen to instructions and if unsure ask for clarification.

With support (sentence strips / starters) is able to give clear instructions and suggest ideas throughout the planning and recording process.

Is able to independently offer a creative or technical opinion on an issue.

Uses an appropriate voice volume.

Is able to listen and consider / evaluate other peoples ideas.

Is able to follow a differentiated editing checklist to edit a short piece of video (insert and sequence clips, add title, credits, music, splits, text overlays, transitions and filters).

Can independently identify and self-correct errors within work.

Is able to watch a short video clip from a specific genre and (using symbols) identify 2+ characteristics from each clip.

Can answer complex verbal and text based comprehension questions based upon film content (i.e. how else could the women have been made to appear sad?).

Is able to independently suggest ideas for a short piece of drama based upon a specific genre.

Is able to discuss the benefits of watching a film (relaxation, gain knowledge, entertainment).

Is able to discuss the wider purpose of an advert (i.e. sales, promotions etc).

Is able to record a short piece of ipad video and take a photograph.

Is able to identify 8 camera angles (close up, medium, high and low angle, reaction, extreme close up, forward tracking and over the shoulder). Is able to state when to use each angle.

Is able to independently list all the different elements that need planning (equipment, location, props, script, roles, scenes) and discuss the importance of each.

Is able to review planning and ensure it meets the criteria for the project, correct errors if required.

Is able to present planning, justify decisions and answer questions.

Is able to listen to instructions and if unsure ask for clarification.

Is able to share ideas / give out instructions using full sentences and appropriate volume.

Has the confidence to and is able to clearly raise an issue in regards to the creative and technical processes.

Is able to listen and consider / evaluate other people's ideas.

<p>Personal development</p>	<p>Problem solving- Linked to resolving technical and creative issues when planning, recording and editing.</p> <p>Communication skills- Using full sentences and appropriate to communicate instructions and ideas, listening and responding appropriately to other peoples ideas.</p> <p>Self-belief- Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions.</p> <p>Self-management- Linked to managing equipment and planning and executing a project.</p> <p>Team-work- Linked to working in small groups and realising a goal as a group.</p>
<p>Suggested activities</p> <ul style="list-style-type: none"> -Flip book activities to create physical stop motion books -Practice editing short pieces of pre-made video. -PowerPoint activates based upon knowledge and understanding (i.e. film genres and storyboarding). -Prop stories and game starters to encourage imagination and decision-making. -Reading and interpreting storyboards. -Recording pieces of video to match a given brief (object and camera angle). -Research projects based upon stop motion films -Presentations based upon research and planning. 	
<p>Online resources</p> <p>https://www.minitool.com/moviemaker/use-movie-maker.html</p> <p>https://www.desktop-documentaries.com/making-documentaries.html</p>	
<p>Evidencing Work</p> <p>All PowerPoint evidence needs to be printed off and marked, all video evidence needs to be saved in a student folder. All picture and teacher evidence needs to be formatted within the ASDAN booklet.</p>	