



Unit 6F: Combining Still Images, Digital Video, Sound and/or Animation

About this Unit:

In this unit children learn to plan and create a story or narrative using; still digital cameras, digital video cameras or webcams combined with text, sounds, animation and music to create a multimedia presentation. They will be encouraged to use skills and knowledge already learned in other units to create presentations that are sensitive to the needs of their audience. Pupils will be expected to choose the most appropriate software for their intended purpose.

In this unit children work cooperatively and learn to use a variety of recording devices, both visual and audio in a planned, structured context to create a multimedia story or narrative. Children will apply what they have learnt in this unit when communicating and presenting information in music, art, history, design and technology, religious education, Cwricwlwm Cymreig, and English.

Where this Unit fits in:

Builds on work in all previous units linked to creating multimedia presentations and recording sounds.

This unit assumes that children:

- have created multimedia presentations that are sensitive to the needs of their audience
- understand how to record sounds and use digital cameras
- Are familiar with a range of presentation software

Vocabulary:

digital images | video clips | record | insert | capture | webcam | transitions

Resources:

digital still camera and/or digital video camera | software that allows the combination of images, video clips, text, sound and music | animation software | projector | large display screen or whiteboard | Internet | CD-ROMs | plasticine | webcam

Expectations: at the end of this unit,

Most pupils will be able to: create and present a narrative or story that contains still images, video clips, text, titles, sound and music and an animation using models and stop motion software.

Some pupils will only be able to: create and present a narrative or story that contains still images and a piece of music and an animation using models and stop motion software.

Some pupils will also be able to: select appropriate software for a given task, making the choice based on the type and style of presentation best suited to the topic and intended audience, giving reasons for their choice. Their presentations will show the use of still images, video clips, text, titles, sound and music but transitions and timings will also have been considered.

These units have been adapted from material available on the QCA Schemes of Work website



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Setting the Scene			
<ul style="list-style-type: none">• key point: there is a variety of presentation software with different styles and effects that can be used to develop narrative.• It is important to choose the most appropriate software for the task.	<ul style="list-style-type: none">• Show the pupils three short presentations using different software that use digital images to tell a short story or illustrate a poem e.g. a slideshow of still images with automatic motion, a video of movie clips edited for effect and an animation created using a webcam and stop motion technique. All should include text and sound and/ or music.• The advantages and disadvantages of the different types of software should be discussed and suggestions collated as to the most effective and appropriate use of each one.	<ul style="list-style-type: none">• Talk about the most effective features of the various presentations and understand that software can have limitations.• Understand that a presentation conveys meaning and is intended for a specific audience.	<ul style="list-style-type: none">• Use of the Internet to find appropriate images.• Special care must be exercised while obtaining images from the Internet. The school's Appropriate Use Policy must always be adhered to.
Short Focused Task			
<ul style="list-style-type: none">• key point: That images combined with appropriate music can convey a powerful message.• technique: to create a presentation with title, images, and sound that creates an appropriate mood and conveys meaning.	<ul style="list-style-type: none">• Working in small groups, pupils collect images from a variety of sources such as, CD-ROMs, Internet, scanned images or images already stored on the computer, and create a Photo Story on topics like, Swansea in the Blitz, Evacuees, Life as a soldier in World War II, etc. and save them in a Folder on the computer.• The pupils plan the order of the images and select an appropriate piece of music to accompany the images.• They import their images, add a title and the chosen music. They edit and refine their work, save as a video and present to the class.	<ul style="list-style-type: none">• Work collaboratively to plan, organise and gather appropriate images to make a presentation.• Import their images into the software, add title and selected music.• Edit and refine their work to give maximum impact.• Save as a video and present to the class.	<ul style="list-style-type: none">• Other topics could be a local artist and his work, images of pollution, graffiti or local areas of outstanding natural beauty, images of an important sporting event or school visit etc.

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short focused Tasks (cont)			
<ul style="list-style-type: none">• key point: digital video cameras can be used to record video clips. Using software they can be edited and combined with text, sound and music to create a story.• technique: to work as part of a group to plan and capture on video a series of scenes that can be edited to create a story.• to add titles, text, recorded sound or music to the video.• to select transitions and timings, edit, refine and save work.	<ul style="list-style-type: none">• Demonstrate the digital video camera to the children. Show techniques such as using different camera angles to create different effects.• Explain that they are going to be working collaboratively in groups to plan and create a video on either the topic of friendship or bullying. Each group will plan their story using a storyboard, emphasising camera angles or key points in their story. They will have to decide what each member of the group is going to do, then act out the different scenes and record them.• Once all the scenes have been shot, they will have to import them into appropriate software and edit the clips to create their movie story.• They will add titles, sounds and music if appropriate, or record their own voices, select transitions and effects.• Working as a group, they will edit, refine and save the work in progress as a project, then save the final movie before showing it to the class or in an assembly to the whole school.• There should be a class discussion on the content of the movies and the pupils should be encouraged to look for any effective techniques used.	<ul style="list-style-type: none">• Work collaboratively to plan a storyboard and use a digital video camera to record scenes.• Import the video clips into the software and edit them appropriately.• Add speech, sounds or music, titles and text.• Edit, refine and save work.• Present their movie to the intended audience.• Evaluate and discuss effective styles and features of the movie.	<ul style="list-style-type: none">• Class discussion on the chosen topics would be a good start to this activity, where a flow diagram could be made of the points raised in the discussion to help focus key points for development.• Less able pupils could be given a series of questions to help them begin their group discussion and planning.

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (cont)			
<ul style="list-style-type: none">• key point: that models and inanimate objects can be used with stop motion software and a webcam to create a story.• technique: to create models and backgrounds to tell a story.	<ul style="list-style-type: none">• Use some examples from story books to stimulate a discussion on settings and characters.• Show the children some examples of short animations using clay models. Explain the rules for creating effective models for animation.• Split the children into groups of three and let them choose a setting from the discussion e.g., jungle, seaside, park, the arctic, desert, night scene etc. then ask them to create a simple background and props using paper, paint, card etc. and some plasticine models as the characters in their story.	<ul style="list-style-type: none">• Recognise different settings and characters and develop their own ideas for creating a simple animation.• Make backgrounds and models to use in their animation.• Work collaboratively to plan their animation using a story board.	<ul style="list-style-type: none">• Using appropriate oil based plasticine to prevent the models drying out.
Short Focused Tasks (cont)			
<ul style="list-style-type: none">• technique: to use a webcam and suitable software to record an animation.• to add sound effects to enhance the animation.	<ul style="list-style-type: none">• Demonstrate to the pupils how to use the webcam and software and add sound effects to create an animation.• The pupils work in their groups and record the action of the animation.• Then they add the sound effects.• They edit, refine and save their work in progress.• Save their finished work and show it to the intended audience.	<ul style="list-style-type: none">• Work collaboratively to move the models and record their animation.• Add sound effects appropriately to enhance the actions.• Edit, refine and save work in progress	<ul style="list-style-type: none">• Mixed ability groups might be considered for this activity, as the software is relatively easy to use and model making can give an opportunity for all pupils to achieve.

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Assessment Task			
<ul style="list-style-type: none">• key point: that pupils can work in groups, make choices on appropriate software, styles and techniques and work independently to produce a presentation in the form of a narrative or story.	<ul style="list-style-type: none">• Prepare some cards with some simple story outlines, poems, settings, characters or topics. Divide the children into small groups and let them select a card.• Tell the children that whichever card they choose will be their subject or starting point for their presentation.• Remind them about all the different software they have been using, its limitations, effects etc. and to think about the most appropriate software to use for the task they have chosen.• The children, in their groups, will make a presentation using the card as a stimulus, but will make their own choices as to which software, hardware and techniques they will need to make their presentation.	<ul style="list-style-type: none">• Discuss the options when selecting their task.• Identify the most appropriate software to use for their chosen project, giving the reasons why.• Work independently to plan their presentation and use the equipment and software chosen.• Save and present their work to the intended audience.• Evaluate their work and that of others.	<ul style="list-style-type: none">• Some pupils may wish to compose and record their own music to use in their presentation.

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