

Project idea: „Learning with moving pictures“

Competencies: Creative activity | joy of experimentation

Age group: 9-14 years

Project duration: 90 minutes

Link to learning module: www.teachtoday.de/en/movingpictures

Project objectives

The children and young people learn how a topic can be presented in a simple and comprehensible way with the help of the lay-out film technique. From the storyline to the film set to the recording of the film, they learn the most important steps in the creation of a layman's film and what needs to be taken into account in the technical and content-related implementation.

The children and young people

- become familiar with the technical requirements for the production of a laying film.
- learn about the structure of a film set.
- learn to summarize their researched contents and to prepare them in a way that is understandable for their target group.

Technical and methodological skills

The children and young people

- brainstorm ideas and determine the topic of their film.
- define the core message and the goal of their lay-out film.
- discuss the sequence of the lay-out film.
- prepare the materials (images, drawings, etc.) and the narration for the film.
- install the film set.
- produce and finalize the film.

Activity and action competence

The children and young people

- agree on a theme, the core message and the goal of their film.
- determine the roles within the film team on the basis of their abilities or inclinations.
- are in constant exchange during the preparation or realization of the film in order to adhere to the defined content and time frame.

Social-communicative competence



The children and young people

- learn how to convey a topic to third parties in a simple and clear manner using images and sound.
- recognize their individual abilities or inclinations in relation to making films and in social interaction.
- learn to coordinate well with one another when making a film under time pressure.

Personal competence

Introduction

Create your own learning videos

Learning videos or apps are becoming more and more popular when it comes to acquiring or repeating learning material. Not without reason!

It is not always easy to understand math formulas, the change of tide or historical contexts. Learning videos can be supportive here. By the integration of picture and sound above all the audio-visual learning type is addressed. Different topics are presented clearly, complicated contexts are explained step by step. And a big plus: You can watch them as often as you like.

Project procedure

With an initial discussion on the topic of searching backwards for images on the Internet and a corresponding sample film, the children and young people learn how a complex topic can be conveyed in a comprehensible way through an animated film. The children and young people then work in small groups to produce their own layouts: First, they familiarize themselves with the technical and content-related preparations for producing a layouts film.

Together, they decide on a theme, the sequence and the goal of their film. In preparation for this, they make the necessary materials, work out the voiceover, build the film set and assign the roles for the filming team. After the preparation phase, the children go into the implementation phase and finalize the film. At the end of the project, all films are shown. The group discusses how and whether the topic was presented in a clear and understandable way.



Phase description | Social form

Phase 1 | Plenary

Preparation:

As an introduction to the project idea, the children research and discuss the topic of Internet research. Based on the information they find, they reflect on how and with which tools a topic can be explained in a clear and understandable way.

Clarification of terms

Phase 2 | Group work

At the beginning of the phase, the class is first divided into small groups (max. 6 children). Each group brainstorms ideas for the topic and content of the video. Alternatively, the topic can be given.

Brainstorming with film idea, storyboard

The following questions can be helpful:

1. What should be explained or expressed?
2. What message should the film convey?
3. Should or can the topic be explained more in the form of a story or as a step-by-step guide?

The brainstorming process quickly leads to the creation of a storyboard (see Storyboard for more information). In it, the groups record scene by scene and also list which visual materials (real objects, pictures, photos, graphics) are to be used. The storyboard is used to develop the narration.

Phase 3 | Group work

Depending on skills and inclinations, each group decides who will do the creative preparation (crafting visuals, writing text) and who will do the technical preparation of the film (building film set, familiarizing with video app). Then all the visuals recorded in the storyboard are collected, tinkered with or drawn. The editors work on the voiceover, the "technicians" start building the film set and test the video app (see further information).

Film materials, voiceover, Film set

Phase 4 | Group work

Before the actual filming, it is advisable to do several rehearsal runs so that the groups can familiarize themselves with the flow of the scenes. Finally, the films are presented to the class and discussed together.

Finished lay-out film





