

Introduction

This aim of this unit is to allow children to explore various aspects of film-making. In doing so, they must choose and use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing. As well as using digital devices for recording (video camera or tablet), children work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the process with use of video editing software such as Windows Movie Maker. You may like to complete the unit with a special screening or awards ceremony for the budding young film-makers!

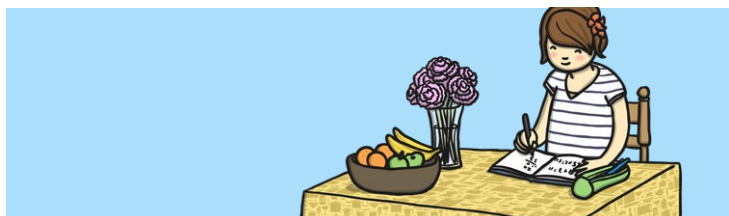


Health & Safety

Be clear about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.

Encourage good posture when sitting at the computer.

Ensure safe and responsible use of portable digital devices.



Home Learning

Interview Practice: Children are given the task of practising some interviewing at home, based on some suggested ideas, and recording or capturing in some way. This could involve video recording, audio recording, photographing or just planning written questions and making notes of answers. Even without any digital devices at home, children can list their top tips for interviewing or camera operating.

Film Crew Roles: A research task to pay attention to the End Credits of a film or TV programme. Children are asked to list some of the roles and think about what responsibilities they may have and which role they would be best at. This encourages them to understand and appreciate the wide number and variety of roles required in making film.

Assessment Statements

By the end of this unit...

...all children should be able to:

- plan and write a script using appropriate software;
- search for relevant information using appropriate websites;
- use a digital video camera (or similar device) to record;
- plan suitable questions to ask an interviewee;
- import video files into video editing software.

...most children will be able to:

- plan additional elements for film-making such as locations and props;
- evaluate whether information is reliable or not;
- speak clearly into the camera when being recorded;
- frame an appropriate filming shot when interviewing;
- arrange video files to form a complete film.

...some children will be able to:

- structure the timing of sections to meet a given running time;
- cross-check information using different sources;
- use a variety of camera angles and shots to record;
- improvise and react to responses by an interviewee;
- preview a movie project using software and refine, based on the preview;

To look at all the resources in the Film-Making unit [click here](#).

To find out more about PlanIt download our [free guide here](#).

Lesson Breakdown

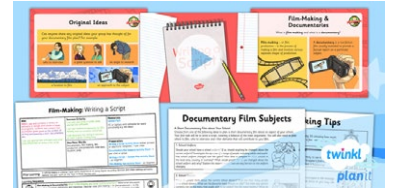
Resources

1. Writing a Script

Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals in the context of writing and planning a short documentary film.

- I can use appropriate software and other tools effectively to write a film script.

- PC or laptops with software for word processing, e.g. MS Word



2. Research and Sources

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Understand computer networks including the internet and the opportunities they offer for communication and collaboration in the context of using the Internet to research their chosen documentary topic.

- I can locate and check appropriate digital content, and provide accurate crediting of sources.

- PC or laptops with software for word processing e.g. MS Word
- Access to Internet and search engine



3. Filming

Use a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information in the context of filming documentaries using digital devices and importing them into video editing software.

- I can use digital recording devices to film and import into video editing software.

- Digital video camera (or similar device, such as tablet)
- Microphone, if required
- Computer to copy video files afterwards



4. Interviewing

Use a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information in the context of planning and executing video interviews recorded using digital devices and importing them into video editing software.

- I can plan, conduct and import video interviews as part of a short film.

- Digital video camera (or similar device, such as tablet)
- Microphone, if required
- Computer to copy video files afterwards



5. Editing

Select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including presenting information in the context of using video editing software to combine and edit their videos into a finished film.

- I can use video editing software to create a short film.

- PC or laptop with Windows Movie Maker (or similar video editing software)
- Video files from filming sessions

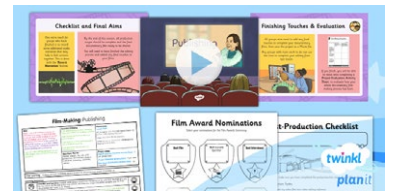


6. Publishing

Select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including presenting information in the content of adding final touches to turn their videos into a finished film, saving as a movie file and presenting with a screening.

- I can use video editing software to turn a film project into a finished movie and present it.

- PC or laptop with Windows Movie Maker (or similar video editing software)
- Video files from filming sessions
- Large screen or whiteboard for sharing finished films



To look at all the resources in the Film-Making unit [click here](#).

National Curriculum Aim Lesson Context Child Friendly