Essential prior knowledge for topic

Year: 5 and 6

Term: summer 1

Task: to create a short film/trailer providing information about their Global Goal. It must include moving and still images, music, text and a range of camera angles and shots for effect.

KS1
Understand the difference between a moving and still image.
Use technology purposefully to create a film clip, which includes a moving and still image.
Organise information using editing software.
Store and retrieve digital content.
Manipulate digital content using images and text.

LKS2
Understand how to edit images digitally including adding text.
Use search technologies safely and successfully
Develop the images by adding narration and background music.
Understand how to zoom in and out.
Edit length of clips and transitions between them.

Key Knowledge (facts and skills) for unit

https://www.polarprofilters.com/blogs/polarpro/filmmaking-101-types-of-camera-shots-and-angles

Moving and still images.

Children understand the difference between a long shot, a close up and a medium shot.

Children can examine how many different shots may be used in one scene.

Children understand why different shots are used in film editing.

Children understand how the length (time) of a shot can affect the mood of the clip.

Children understand that there are different angles when filming: high, low, over the shoulder and Dutch angle.

Children understand how the angle of a shot can change the mood or narrative of the clip.

Pupils know how to record moving images and take still images to create a certain impression/mood.

Film making

Children can structure a film script and storyboard to include clear sections and a variety of filming techniques and media.

Children can explain their reasoning behind the range of different shots, angles and clip lengths they have used.

Children can use a range of different shots, angles and clip lengths. This includes recording the same scene more than once in order to use different shots/angles.

Children can edit still images using a variety of techniques which combine several still images in a cohesive way.

Children use video editing software to edit a narrative film, using a variety of techniques: trimming clips, splitting clips, adding images, transitions between shots, transitions between scenes and music.

Editing

Children can watch their own films and evaluate against agreed success criteria.

Enquiry outcomes

KQ1: Can you deepen the impact of images by shots and angles?

Y5: Children to explore different types of shots and angles and match these to the desired impact. Children will then have ago at taking still images to create an emotion selecting the shot and angle they require.

Y6: Create a given mood by selecting a certain shot or angle.

KQ2: How could we see this Global Goal in action?

Children to read information on their GG using given QR codes. Compile/complete a mind map to answer key questions (use later) using Popplet and extend to thinking about ways this could be seen in real life situations and script it (would be useful as an English lesson).

KQ3 a and b: Can you deepen the impact of a movie through shots, duration and angles?

Children to use real life example and that they scripted. Decide on mood wanted alongside the narration and plan the sequence and duration of shots and angles to develop this. Record this scene several times using a variety of shots to edit later.

KQ4 Can you sequence and amalgamate the variety of shots and angles?

Children to use editing software to trim, split and order the clips so the sequence of shots runs in the desired way to what was planned.

Y6 at least 4 scenes and Y5 at least 3 scenes.

KQ5 Can you develop impact through effective cohesion of moving and still images?

Children to decide where the moving image can be paused to ask the audience key questions relating to GG. Look to create an image (involving GG symbol, team member asking the question and text box) and use transitions and background music to move from still and moving image fluidly.

KQ6: Can you evaluate the overall impact?

Using agreed success criteria, how successful was the overall film and why?