

Stop Animation Small World Movie



Curriculum Links

Scotland

I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts
TCH-1

UK

are responsible, competent, confident and creative users of information and communication technology.

Key Concept

I can collaborate with my group to create an imaginative adventure story for our Lego or small world character and bring it to life through film.

4 QUALITY EDUCATION



10 REDUCED INEQUALITIES



Background

In this lesson, children will embark on imaginative adventures with their Lego or small world characters. Working in groups, they will craft unique adventures with a beginning, middle, and end. Through storytelling and stop-motion animation, children will learn how to set scenes, consider scale, and create short films to share with their classmates.

Resources

- Lego or small world characters
- Small props or scenery items (optional)
- Cameras or tablets for filming

Wider Skills

- Creative Thinking: Children will exercise their imaginations by devising unique adventures for their characters.
- Collaboration: Working in groups, children will collaborate to develop and execute their adventure narratives.
- Communication: Through storytelling and film creation, children will practice communicating ideas and narratives to their peers.

Lesson

Introduction (10 minutes):

1. Present each group of children with a Lego or small world character and introduce the challenge: to create an adventure story with a beginning, middle, and end for their character.
2. Encourage children to let their imaginations run wild as they brainstorm ideas for their character's adventure.

Activity:

1. Story Development (20 minutes):

In their groups, children brainstorm and discuss ideas for their character's adventure. Encourage them to consider various settings, challenges, and resolutions. Guide children in structuring their stories with a clear beginning, middle, and end. Emphasize the importance of storytelling elements such as character development and plot progression.

2. Scene Setting and Photography (30 minutes):

Show children how to set scenes for their adventures, considering scale and perspective. Encourage them to use props or natural elements outdoors to enhance their scenes.

Provide cameras or tablets for children to take photos of their scenes. Assist them in capturing multiple shots to convey movement and action.

3. Film Creation (Multiple Sessions):

Allow children time to create their stop-motion films. This may span multiple outdoor sessions, depending on the complexity of their stories and scenes.

Provide support and guidance as needed, helping children troubleshoot technical challenges and refine their storytelling techniques.

Conclusion (10 minutes):

1. Once the films are complete, invite each group to share their creations with the class.
2. Encourage children to discuss their adventures, highlighting key story elements and creative choices.
3. Celebrate the creativity and teamwork demonstrated by each group, emphasizing the value of imagination and collaboration in storytelling.

Assessment

1. Engagement and Participation:

Observe children's enthusiasm and active participation throughout the lesson, including brainstorming sessions, scene setting, and film creation. Note their level of involvement and contribution to group discussions and activities.

2. Creativity and Imagination:

Assess the creativity and originality of children's adventure stories and scene settings. Look for innovative ideas, imaginative narratives, and creative use of props or natural elements in their scenes.

3. Collaboration and Teamwork:

Evaluate children's ability to work collaboratively in groups, considering how effectively they communicate, share ideas, and make decisions together. Note instances of teamwork, compromise, and support among group members.

4. Storytelling Skills:

Review the structure and coherence of each group's adventure story, paying attention to elements such as plot development, characterisation, and resolution. Assess how well children incorporate storytelling concepts like beginning, middle, and end into their narratives.

5. Technical Skills (For Older Children):

If applicable, assess children's proficiency in using cameras or tablets for filming and their understanding of basic stop-motion animation techniques. Evaluate the quality of their films, including framing, composition, and continuity.

6. Presentation and Communication:

During the film sharing session, observe how effectively children communicate their adventure stories to the class. Assess their clarity of expression, confidence in speaking, and ability to engage their audience.

7. Reflection and Self-Assessment:

Encourage children to reflect on their own learning and participation in the lesson. Ask them to identify aspects of the activity they found challenging, enjoyable, or insightful, and how they contributed to their group's success.

8. Peer Assessment:

Implement peer assessment by having children provide feedback to their classmates. Encourage them to offer constructive feedback on each other's adventure stories and films, focusing on strengths and areas for improvement.

Older Classes

To adapt the lesson for older students, incorporate more complex storytelling elements and technical aspects of film creation. Here are some specific adaptations:

1. Advanced Storytelling:

Challenge older students to develop more intricate adventure stories with deeper character development, plot twists, and thematic elements.

Encourage them to explore genres such as mystery, fantasy, or science fiction, and incorporate elements like foreshadowing, symbolism, and character arcs into their narratives.

2. Technical Film Skills:

Provide opportunities for older students to learn and apply advanced filming techniques, such as camera angles, lighting effects, and editing software. Introduce concepts like shot composition, camera movement, and sound design, and encourage students to experiment with these techniques to enhance the visual and auditory impact of their films.

3. Critical Analysis:

Foster critical thinking skills by encouraging students to analyze and critique their own films and those of their peers.

Prompt discussions on the effectiveness of storytelling techniques, the use of symbolism and metaphor, and the impact of cinematography on audience engagement.

4. Real-world Applications:

Connect the lesson to real-world contexts by discussing the role of storytelling and filmmaking in entertainment, advertising, and advocacy.

Encourage students to consider how their storytelling skills and technical film knowledge can be applied beyond the classroom, such as in creating promotional videos, short films, or multimedia presentations.

5. Independent Projects:

Offer opportunities for independent exploration and self-directed learning by allowing students to pursue their own film projects outside of the structured lesson time.

Provide resources and support for students who wish to delve deeper into specific aspects of storytelling or filmmaking, such as scriptwriting, cinematography, or post-production.

By adapting the lesson in these ways, older students can engage in more sophisticated storytelling and film creation processes, further developing their creativity, critical thinking, and technical skills in the context of digital media production.

Younger Classes

1. Simplified Storytelling:

Keep the adventure stories simple and straightforward, with clear and familiar settings and characters.

Use repetitive phrases or simple story structures to aid comprehension and engagement.

2. Visual and Tactile Scene Setting:

Provide large, colorful props and scenery items that are easy for young children to manipulate and interact with.

Create tactile scenes using sensory materials such as sand, playdough, or sensory bins to enhance engagement and sensory exploration.

3. Group Collaboration:

Facilitate small group activities with plenty of adult support and supervision to encourage collaboration and social interaction.

Model and scaffold cooperative play and turn-taking skills to help children work together effectively.

4. Simple Filming Techniques:

Use basic photography or video recording devices (e.g., tablets or smartphones) with simple point-and-shoot functionality.

Assist children in capturing short video clips or taking photos of their scenes, focusing on basic framing and composition.

5. Narrative Exploration Through Play:

Encourage imaginative play and storytelling through open-ended play scenarios with the Lego or small world characters.

Provide prompts or cues to inspire storytelling, such as asking open-ended questions or providing story starter ideas.

6. Creative Expression:

Allow children to express their ideas and stories through non-verbal means, such as gestures, facial expressions, and body movements.

Offer opportunities for children to create simple drawings or artwork to accompany their stories and films.

7. Celebration of Effort:

Focus on celebrating children's efforts and participation rather than the final product.

Provide positive reinforcement and encouragement throughout the activity to build confidence and motivation.

By adapting the lesson in these ways, younger children can engage in playful exploration and creative expression while developing foundational skills in storytelling, collaboration, and imaginative play.