

Teachers Notes

The principles within this project have many cross-curricular links. The 'teachers notes' section outlines how different parts of the national curriculum are linked into the project.

The first section of the project deals mainly with **communication** skills. Looking closely and discussing the imagery can benefit the pupils' development of language. Pupils can explore, develop and explain ideas. They can learn to speak confidently and clearly. They can extend and enrich their vocabulary. Within the discussion generated they can use more imaginative and adventurous words for descriptions.

Here children have the opportunity to develop their language and interpretation skills. It is a very successful starting point for language work. The images can be used to start a debate on fact or fiction and the idea of audience can be explored.

Each visual example can be a starting point for many themes. A portrait from the front cover of the magazine can be discussed in terms of appearance. From this point, looking at images of different portraits from history, or from other cultures would be an interesting way to develop this learning outcome.

Using portraiture is a good way to introduce the theme 'Identity'. Showing the pupils, portraits of women from different cultures, would lead onto themes such as religion, beliefs, values, and broaden their multi-cultural awareness. This process encompasses the spiritual, moral, cultural and social development within the curriculum.

Curriculum requirements:

Speaking and listening:

'Develop a wide-ranging vocabulary for description: discussion of more imaginative and adventurous choices of words.'

'Speak with clear diction and appropriate intonation, choose words with precision, organise what to say.'

'Take into account the needs of their listeners.'

Listening and responding:

'Remembering specific points that interest them.'

'Listen to others reactions and take turns in speaking.'

'Give reasons for their opinions and make relevant comments.'

Looking at the History of Pictures and Sounds

This sections' focus is on the relationship between art and music. It covers a broad range of art history. Looking at Kandinsky can help pupils to understand that music is simply patterns of sound.

Cross-curricular links can be implemented in many ways. First of all there is a strong link to art, with looking at artists through history. We have looked at artists who have been influenced by music. Some of the artwork could be looked at from different aspects, mathematical terms, such as geometric shapes could be introduced.

Pupils are introduced to the terms

- Rhythm [timing and sound]
- Polyphony [many melodies together rather than just one]
- Synchronise [using image and sound to occur at the same time.]

The influence of music on art is discussed and abstract art.

Curriculum requirements:

'Examine a variety of art, craft and design from different periods, places and cultures, considering their purposes and intentions.'

Related vocabulary;

Tone, Timbre, Hue, Pitch, Saturation, Abstract, Synchronise, Modernist, Spectrum, Lumia, Composition, Projection.

Make Your Own Photographic Score

This part of the scheme covers the '**creativity**' part of the curriculum. Pupils get the opportunity to create their own music. Here they are introduced to the terms music score and graphic score. Wassily Kandinskys' images are used to explain the graphic score, where symbols and pictures are use to describe musical ideas i.e. timing, pitch, rhythm etc. This idea is then developed using **shape** and **sound**. Pupils **investigate** shapes that are visible in their surroundings and record them using a digital camera, e.g. a circle, triangle, square. This is a group activity that involves imagination. pupils collect sounds to describe their shapes. They are encouraged to **investigate** and **collect** different sounds using a variety of techniques: clapping, whistling, popping cheeks, shutting a door, stamping feet, shaking a pen pot, and using musical instruments.

Curriculum requirements:

'Imitate, memorise, internalise and recall musical patterns & songs.'

'Improvise, compose & arrange music in response to a range of musical stimuli.'

'Develop and refine musical ideas using appropriate structures.'

'Explore and use a widening range of sound sources: voices, bodies, sounds from the environment and instruments.'

'Create, select and organise sounds to produce a specific mood or atmosphere.'

'Working with others' and 'Improving own learning performance.'

Developing A Project Theme

By developing a theme pupils...
Understand and Investigate.
Sequence.
Imagination.

'To turn ideas suggested to them, and their own ideas, into a form that can be investigated.'

Planning Your Shoot

This schedule requires a certain level of independent learning and organisation.

Curriculum requirements:

Numeracy: classifying, representing and interpreting data.

'Sort and classify a set of objects using criteria related to their properties e.g. size, shape & mass.'

'Collect, record & interpret data arising from an area of interest for identified purposes, using an increasing range of charts, diagrams, tables and graphs.'

Planning your Shoot & Taking Photographs

ICT can be used at this stage, pupils can fill the appropriate information onto the tables on a computer. ICT is a great way for pupils to gain confidence, they can save different versions of their work and undo actions easily.

Curriculum requirements:

'Use ICT equipment and software, re-organise and analyse ideas and information.'

'Interpret tables used in everyday life; interpret and create frequency tables.'

Please note:

In the section *Taking Photographs > Holding Your Camera*, there are some questions asked about camera orientation. For your reference, here are the answers to those questions:



Look at the first picture - do you know what this type of picture orientation is called?

Answer: LANDSCAPE. The name landscape is derived from landscape painting. Landscape paintings usually have this orientation, in order to depict a panoramic vista.

Look at the second picture - do you know what this type of picture orientation is called?

Answer: PORTRAIT. The name portrait is also derived from painting. Artists often painted portraits that were simple head and shoulders shots of people and were not usually overly elaborate. The intent was to show the basic appearance of the person, and occasionally some artistic insight into his or her personality. A vertical orientation was used, as this shape matched the shape of the figure, cutting out unnecessary background on either side.

Usually when we take pictures, we have to choose carefully which orientation to use. How would you decide which one to use?

Answer: You would look carefully at the shape of the subject you're photographing. Choose the format that best suits your picture and carefully consider how much background you want to show.

Storyboarding

Learning objectives

This exercise has a very creative element to it. To begin with, the analysis of existing storyboards or comics allows pupils to express their own experiences and memories. It is a great way for them to use their imagination, of which ideas will develop for their individual storyboards.

What can pupils learn from creating a storyboard?

Creating a storyboard is a way of sequencing images into a tangible form. It is useful for pupils to understand the importance of a storyboard before creating their own. A great way of heightening their understanding would be to start by telling them a story and creating cards that displayed images of the various scenes from the story. Once they have heard the story, they could work in groups to sequence the scenes using the picture cards. As they undertake this exercise it becomes apparent how the meaning in the story can change by the order that the cards are placed. This helps develop their memory and is a problem solving activity. Pupils can work collaboratively and approach literacy from a creative perspective.

Analysis of a clip from a cartoon such as Tom and Jerry or Toy Story for example, would help pupils see the relationship between sound and image. They could identify parts in the narrative where sound is used to enhance the effect of an event, such as a cat and mouse chase where the rhythm is faster. Here there is a cross-curricular link with music, tempo can be introduced where pupils select appropriate terms for the speed of the musical track i.e. *Adagio* - very slowly, *Moderato* - neither fast nor slow – temperate, *Allegro* - moderately quickly, lively, frisky, *Prestissimo* - very, very fast. Pitch can also be considered at this point, pupils can identify where high and low pitched sounds are used and the effect that they have on a scene.

When deciding upon ideas for their own storyboard they will need to consider how things move from one stage to the next. Explaining how perspective works is beneficial. The same background could be used for several scenes and by moving an object in the foreground ie two terraced streets with cut-out figures of various sizes, pupils can see how perspective works. Considering viewpoints such as worms-eye view and birds-eye view can help put each stage of the storyboard into an order. In terms of the curriculum, this part has significant links to Design and Technology and Art.

Working in a storyboard format is a great learning experience for all pupils but especially those who struggle with language work. This is where pupils with writing difficulties soar. Pupils can communicate their ideas in a more creative way and making visual diagrams empowers students otherwise hindered by their language skills. They exploit the connection between words and pictures to carry their thoughts, questions and insights. A link between visual and verbal expression, improves analytical thinking, retention, comprehension and organisation.

http://www.philharmonia.co.uk/thesoundexchange/backstage/peter_and_the_wolf/
http://www.makemovies.co.uk/curriculum/curriculum_images/storyboard.gif
<http://www.vimeo.com/clip:114744>

Editing Photographs

In this exercise pupils learn to evaluate their images. The choices they make at this point will significantly affect the overall feeling of their film. It is a chance to improve performance by deciding what mood they wish to convey. This theme could be introduced by looking at how colour affects the atmosphere of an image. In doing this, many aspects of the curriculum can be covered; colour & emotion, colour & culture, colour symbolism to name a few.

Emotion and colour relates to the personal and social part of the curriculum and could be linked to how the pupils feel. As a starting point, looking at Picasso's Blue Period paintings would be an interesting point for discussion. How would the mood of the paintings change if they were painted in yellow? How do cartoons and comics portray angry people? What colours are associated with anger? What about envy, love, hatred, happiness?

Colour is used as a form of communicating in some cultures. Here there is a strong link to Geography. Native American people use colour to represent places, Blue represents North which means cold, defeat and trouble, white is South representing warmth, peace and happiness; red is East, the colour of the Sacred Fire, blood, and success; West is black the colour meaning problems and death; yellow means trouble and strife. Even now we use colour to define directions in our country, in maps such as the London underground, a collection of routes are represented by different coloured lines.

African culture uses colour for social interaction and to bring together life partners. In the Zulu tribe young girls learn from their older sisters how to make beaded necklaces. The necklaces have colours arranged in a certain order and have specific meaning. They also made beaded headbands. Men depended on female relatives to explain the meaning of the colour codes. The patterns and colours tell what region a woman comes from and what her social standing is.

<http://www.edunetconnect.com/cat/soccult/afrval.html>

<http://www.angelfire.com/ok/nightowls gazebo/page8.html>

Editing Sounds

Using *GarageBand* gives pupils the opportunity to combine ICT and music skills. By using the software pupils learn about the different types of musical instruments. They can explore different sound but can also create their own music and improve their performance by writing, listening and evaluating each other's work. This could be done as a group task. This is great software to use for music lessons as pupils can work together to create their own piece of music and share it with the whole group. Pupils need to consider how the music they create will compliment their visuals.

Curriculum requirements:

'Improvise, compose & arrange music in response to a range of musical stimuli.'

'Develop and refine musical ideas using appropriate structures.'

'Explore and use a widening range of sound sources: voices, bodies, sounds from the environment and instruments.'

'Create, select and organise sounds to produce a specific mood or atmosphere.'

'Working with others' and 'improving own learning performance.'

Making Your Video & Bringing It All Together

Putting the images together in *iMovie* encourages pupils to think carefully about sequencing their ideas. It offers new tools and new ways to publish, present and communicate meaning. They need to match up images and sounds at the correct point. Here timing is very important which relates to music, numeracy, and how they access, select and interpret information. The great thing is that by using this software they can take risks and explore ideas more widely because they can save different versions of their work and undo actions very easily. They can review and modify their work to improve the quality.

Hold Your Own Premiere

The pupils planning a celebratory event can bring the whole project together. They can review and reflect on each other's projects. They could write a review of each other's short films and compare and contrast their ideas identifying the strengths and areas for improvement. This would be a great idea for a fund raising event at the school and could strengthen the home/school link.