

Name	The Screen Team	App Inventors
Club Description	<p><u>Year 5/6</u> Students explore live-action and animated ways to create their own films.</p> <p>Curriculum links:</p> <p>Digital Technology <i>Data and Information</i> Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols (VCDTDI029)</p> <p><i>Creating Digital Solutions</i> Develop digital solutions as simple visual programs (VCDTCD033)</p> <p>Media Arts <i>Media Arts Practices</i> Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories (VCAMAM030)</p> <p><i>Present and Perform</i> Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (VCAMAP031).</p>	<p><u>Year 3/4</u> Students create solutions to real world problems through the creation of an application.</p> <p>Curriculum links:</p> <p>Data and Information</p> <hr/> <p>Collect, access and present different types of data using simple software to create information and solve problems (VCDTDI021)</p> <p>Digital Systems</p> <p>Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (VCDTDS019)</p> <hr/> <p>Creating Digital Solutions</p> <p>Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them (VCDTCD023)</p> <p>Develop simple solutions as visual programs (VCDTCD024)</p> <p>Explain how student-developed solutions and existing information systems meet common personal, school or</p>

		community needs (VCDTCD025)
Week 1	No club (Miss Georgie sick with Medical Cert)	No club (Miss Georgie sick with Medical Cert)
Week 2	<p>LI: To create a short film animation SC: I can make the puppets/armatures and backdrops for my short film.</p> <p>Watch the film: ‘The Fish and the Samurai’</p> <p>Students work on the construction of their sets, puppets and armatures.</p> <p>How was it made?</p> <p>What do you like about the film?</p> <p>What ideas do you have for your film after watching The Fish and the Samurai?</p> <ul style="list-style-type: none"> • For script/dialogue • For music • For sound effects • For Puppets/Armatures 	<p>LI: To develop an application. SC: I can use the hotspot icon to link my interfaces on marvel app maker.</p> <p>Review how to create a hotspot link between two pages: -Go to prototype -Select button -Link to the matching interface page. https://marvelapp.com/</p> <p>View the example app made by a child: https://docs.google.com/presentation/d/1Xf79Z6ODug22FQBUb5xZptyEzJOHRNo8jhjZ_PYi6V0/edit#slide=id.g5a2564eb46_0_0</p> <p>Discuss how the app is just a prototype (example) and does not have full functionality.</p> <p>Students work on linking interfaces they have made on Marvel. They discuss potential example interfaces to show their app ‘in use’.</p> <p>(Students received a supplementary 1 hour incursion lesson from 9.45-10.45 to allow extra time for app building)</p>
Week 3	<p>LI: To create a short film animation SC: I can include different shot types in my short film and show this in my storyboard plan.</p>	<p>LI: To develop an application. SC: I can use screen shots and google slides to create example interfaces.</p>

	<p>Revise the different shot types: Focus on the main 4= wide shot (or full shot), close up, extreme close up, medium shot</p> <p>Watch the film: 'Sina' 2.35 minutes https://drive.google.com/file/d/1SSVXIb9IN6MsKgVKISBRyc2W6PewtC7z/view?usp=sharing</p> <p>What shot types were used?</p> <p>How was it made? Paper puppets, watercolour background, enlargement of the puppets, bird sounds, slow music, voice over/narrator</p> <p>What do you like about the film?</p> <p>What do you need for your film? Write a list:</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> ● <i>Watercolour backgrounds</i> ● <i>Different materials to use for the puppets</i> ● <i>3 different puppets</i> ● <i>A script for the narrator to follow</i> ● <i>Background sounds</i> ● <i>Background music</i> ● <i>Fonts to use for the name of film opening scene and credits</i> <p>Students to continue working on their own short films. Students need to break up the workload so all students have a task for the lesson.</p>	<p>Demonstrate to students how to create a pretend interface using a screen-shot of google maps and the line tool on google slides.</p> <p>Discuss and reinforce the meaning of the word prototype (not the real thing)</p> <p>Question time for any queries or concerns using Marvel app maker.</p> <p>Students continue working on building their app by adding example interfaces.</p>
Week 4	N/A STAFF RETREAT	N/A STAFF RETREAT

Week 5

LI: To create a short film animation
SC: I can include different shot types in my short film and show this in my storyboard plan
I can include a script to match my storyboard.

<https://www.acmi.net.au/education/online-learning/film-it/shot-types/>

Revise the different shot types: Focus on the main 4= wide shot (or full shot), close up, extreme close up, medium shot

Watch the film: The Chosen One (On classroom)

<https://drive.google.com/file/d/1GFw3QctYKwu3Ron5EIGs37EzUlb-0Vjh/view>

Look at the FILM IT example of a script, shot list and story board:

<https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboards-beginner/#scripts>

**Students will continue working on their short films. They will also experiment with using the tripods.

Explain to students the pixar method can be a great way to come up with ideas for short films.

The Pixar Method

There was once a character called _____
Each day _____ until one day _____.

Because of that, this happened _____ And then, this


LI: To collect market research
SC: I can use google forms to collect information for my App
I can find similar apps and websites to my idea.

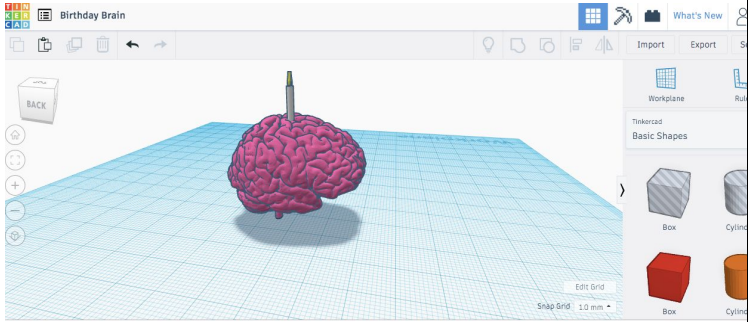
Watch the short clip:
<https://www.youtube.com/watch?v=Zq391bgs6h0>

Discuss the main points of the clip:
Who is my app for?
What does it do for them?
Is there any competition (other apps)?
What does my app do that there's doesn't?

Show students Google Forms. Explain that google forms can be a great way to collect market research because you can ask people what you would like to know.

For example:
Have you ever heard of or used *competition app*?
If you have used it, what do you like/dislike about it?
Do you think it is important to have this.....
If you could change the app what would you add/change?

	<p>happened_____</p> <p>Until finally _____.</p>	
<p>Week 6</p>	<p>LI: To explore audio= music/dialogue/sound effects in short films</p> <p>SC: I can use different media to create sound for my short film including: applications, recorded dialogue, recorded live music etc.</p> <p>Review the meaning of copyright and why we need to create our own audio to enter competitions.</p> <p>https://drive.google.com/file/d/1RLgxy7HUP4Z8UFEmrn-wl31ecz4gAJG1/view</p> <p>Demonstrate the website applications</p> <ul style="list-style-type: none"> ● Incredibox ● Song Maker App ● Demonstrate how to make a search for no copyright sound. 	<p>LI: To explore the functions of a 3D printer</p> <p>SC: I can use tinkercad to create merchandise for my application.</p> <p>Student explored the web application Tinkercad. They used Thingiverse to search for files related to their application. Students used the remainder of the lesson to work on their Marvel applications.</p> <hr/> 

		
<p>Week 7</p>	<p>IncurSION 9.00am-11.35am + the Club at Lunchtime</p> <p>Students worked on completing their films. They used the green screen, editing software imovie, applications to make music, and searched/saved for background sound effects.</p>	<p>LI: To use google slides, google sketchpad and screenshots to create interfaces</p> <p>SC: I can use images to create interfaces for my application.</p> <p>Demonstrate to students how to create an interface using the above applications. Assist students</p>