

Year 3 Multimedia 2 My Art in Different Styles (Choice)

<p>Timing</p> <p>3 sessions of approximately 45 minutes + 2 optional lesson</p>	<p>Children will</p> <ul style="list-style-type: none"> • Explore the effects that can add to a photo to create an image in the style of a famous artist • Create music in the style of a particular mood or to create an atmosphere • Combine a created image, sound and greenscreening video
<p>e-safety links</p> <ul style="list-style-type: none"> • I ask an adult before downloading files and games from the Internet (when downloading apps or music) 	<p>Objectives</p> <p>Multimedia</p> <ul style="list-style-type: none"> • I can create different effects with different technology tools. • I can combine a mixture of text, graphics and sound to share my ideas and learning. • I can evaluate my work and improve its effectiveness.
<p>Links to other learning</p> <p>Literacy: Select and use appropriate registers for effective communication as they use sound recording as part of multimedia thread</p>	
<p>Resources</p> <p>Music app e.g. Garageband, Beatwave or PC equivalent (Virtual Keyboard site or 2Simple Music Toolkit)</p> <p>Photos of children</p> <p>Greenscreen app (Greenscreen by Do Ink) or PC equivalent (ZU3D or Backdrop TV)</p>	<p>Preparation</p> <p>This activity can link with other learning that children may be doing in Art or Topic learning. The examples given are linked to Pop Art – Warhol, Lichtenstein, Johns and Hockney. For your own information, you may wish to watch this video from the Tate site: http://www.tate.org.uk/context-comment/video/unlock-art#open290575 – Pop Art by Alan Cumming.</p> <p>Prior to this lesson, you may wish to have taken photos of the children’s faces and stored them on the P: Drive in an appropriate folder. If using iPads or tablets, children can take the photos as they work and save them in the camera roll.</p> <p>You may also wish to have photos of famous artists work available for children to compare theirs against the originals.</p> <p>Session 3 features Greenscreen film-making – if using PC or laptop, download www.backdrop.tv software before the session. The free download will allow you to greenscreen live, but a watermark will appear over the recorded version if you choose to save it. ZU3D software also allows greenscreening. If using an iPad, download Greenscreen by Do Ink app.</p> <p>You may wish to link this activity to other class learning e.g. storytelling in English, or a History/Geography topic. You may wish children to have learned a piece of poetry, retell a story, or read their own news report.</p>

	Expectations	Activity	Success Criteria
1	<p>Multimedia</p> <p>I can create different effects with different technology tools</p>	<ul style="list-style-type: none"> Look at website http://popartstudio.nl/ - this website allows children to explore the artistic styles of famous pop artists. Use the Che activity and model with children how upload a photo from the P: Drive (or tablet library) into the website and change effects. Children to consider the effect of changing colours and contrasts. Using the same photo, you can see how different effects can be applied e.g. go back to the main screen, select a different style and see how it changes the photo. Allow children time to explore the effects of changing styles. In order to save photos, children will need to be logged in to the site – however, they can take a copy of the image by using the Snipping Tool (in Windows 7) or the screengrab option in iPads or tablets (iPad option is holding down Power and Home keys and screenshot will save to camera roll). Show children how to take a screengrab – if using Snipping Tool, children can snip just the image they have created and save it to an appropriate folder in the P: Drive. If using iPad and screengrab, they will need to open the screengrab from the camera roll and crop the image so it only shows the image they have created on the website. Allow children time to show the images they have created from the Pop Art Studio website – discuss the effects they have applied and the choices they made. 	<p>Gold: Can I discuss why I have chosen different effects for my image?</p> <p>Silver: Can I upload a photo, edit it in different styles and save a screengrab?</p> <p>Bronze: Can I upload a photo and choose a different style for it?</p>
2	<p>Multimedia</p> <p>I can create different effects with different technology tools</p>	<ul style="list-style-type: none"> With children, explore BBC Musical Mysteries website http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/intro.shtml - this is a flash-based site, so if using iPads, you will need to use an alternative browser such as Rover. Discuss beats, rhythm and mood from the side menu – allow children time to explore the adventures of Robbie and Curly. Stop when children have finished using the Mood slider to identify how different music makes them feel. Explore this as a class – listen to the types of music and as a class, stop the slider when 	<p>Gold: Can I explain why different music makes me feel different emotions?</p> <p>Silver: Can I identify the common features of different moods of music?</p> <p>Bronze: Can identify happy, sad and angry music?</p>

		<p>it has hit the mood that most children feel.</p> <ul style="list-style-type: none"> • Discuss with children why this music makes them feel a particular way – what do the happy pieces have in common? What do the sad or angry pieces have in common? Identify different themes for different moods e.g. happy music is light and fast, sad music is slow. • Explain to children that they need to choose a mood and create music to match their mood. If using PCs or laptops, children can use the Virtual Keyboard http://www.bgfl.org/custom/resourcesftp/clientftp/ks2/music/piano/, or 2Simple Music Toolkit (if purchased; also available in Purple mash). If using iPad or tablet children can use GarageBand, Beatwave or Electronic Music Maker. • Allow children time to create a short (10-20 second) sequence of music that matches a particular mood. • Share children’s sequences – can other children identify which mood they have chosen? 	
3	<p>Multimedia</p> <p>I can combine a mixture of text, graphics and sound to share my ideas and learning</p>	<ul style="list-style-type: none"> • Set up a greenscreen area in the classroom using green fabric or green backing paper (if using Greenscreen by Do Ink app, the fabric can be any primary colour as the app will remove any colour of your choice). Ensure there is plenty of natural light, and that the background fabric or paper is as smooth as possible. • Talk about greenscreening with pupils and show them examples of video that uses greenscreening e.g. weather forecasts or appropriate clips from Harry Potter. Explain that greenscreening is used when film-makers want to take their audience to a fantastic place. • Discuss where we could go using greenscreening – consider links to English, History or Geography e.g. we may film a news report from an erupting volcano, retell the story of Jack and the Beanstalk, or retell a poem against an appropriate backdrop. • With children, use the greenscreen software or app to record children speaking in front of the green background and choose an appropriate backdrop. • Allow children sufficient time to explore the greenscreen software. 	<p>Gold: Can I explain why film-makers use greenscreening and think of instances when I could use it?</p> <p>Silver: Can I talk about how greenscreening can be used in film-making?</p> <p>Bronze: Can I explain what greenscreening is?</p>

4	<p>Multimedia</p> <p>I can evaluate my work and improve its effectiveness</p>	<p>Filming</p> <ul style="list-style-type: none"> • <i>Note for teacher – this is an optional lesson that you may choose to use with the children, to follow on from their learning with image editing, sound creation and greenscreening. It will allow the children to combine what they have learned and will link to many English, History or Topic activities.</i> • Explain that this session we are going to create a background image, record a clip of greenscreening and then choose a piece of appropriate music. We are then going to bring our image, music and video together. • Discuss with children how we can create our own background and add our own music to our greenscreening – from previous sessions, can they talk about how they would create a background / create a music clip? • Create a class background image for their greenscreen video – they may use a search engine to find an appropriate image and then edit it using their skills from Pop Art Studio. • Show children Freeplay Music http://www.freeplaymusic.com/ - explain that this site is a huge music library featuring music that it is safe to use in their work. Allow children time to explore the site – can they find happy music? sad music? suspenseful music? • Take the background image they have created and import it into the software or app. Record children speaking against the backdrop. Save the recording. • Use a video-editing tool such as Windows Live Moviemaker or app such as iMovie – add the recorded greenscreen clip to the timeline. Add a piece of music they have chosen from Freeplay music. Save the finished video. • Share any recorded results at the end of the session – what have we learned? How can we improve it next time? 	<p>Gold: Can I explain the whole process of creating a greenscreen video – creating backdrops,, filming, editing music?</p> <p>Silver: Can I choose an appropriate image and music sequence for our video?</p> <p>Bronze: Can talk about the different things I can make to add to our video?</p>
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