

Digital Storytelling

Lesson Preparation: some thoughts by *Grace Skene*

GENERAL

- The professional looking images mean that students enjoy instantaneous success.
- Think about what you are you currently doing that could be enhanced by use of such a resource. Can I use the product to achieve a particular outcome? How can I take this further?
- Will I show the DVD? Will I turn the sound off?
- Will I show the DVD and record student initial reaction to DVD or images?
- Do I wish to avoid a perceived “correct” storyline?
- Who and how with this product/software be used? Individual—special project; groups—more than one age level working together? Mixed Ability? Special needs? ESL? Gifted and talented?
- What opportunities does working with this product offer for intervention/other learning – e.g. research, visual literacy, conventional film techniques, including credits, acknowledging sources.
- Could this be used for a special purpose? Book Week 2008 theme *Fuel Your Mind*—is this one way I could give the students fuel, fuel their minds?
- Link to Performance
- A precursor to Claymation?
- Use images as recognizable ‘branding’ for a classroom/school program or project e.g. Fly into Art with Emu.

YOUNGER STUDENTS

Level 1: Years P-2

- Opportunities to read electronic text.
- Read aloud newly created digital stories produced by self, whole class and older students.
- Stimulus for discussion, using one picture only – to write a group/class story.
- Record simple student responses on stills, using PPT.
- Use imported stills in PowerPoint, simple labelling activities - adding a title, inserting names, insert simple text, record text.
- Use at least three pictures to create a short vignette – beginning, middle, end.
- Students could have three different pictures each. Work individually, then pairs, then small groups to whole group.
- Create new illustrations based on content and stimulus.
- Using Storyboards for sequencing activities.
- Verbalise sequence of story. Predict story
- Who is the major character? Why? How?
- Identify emotion in story.
- Write or draw own scenes, chapters, using the characters.
- Scan finished images to reconstruct new stories.
- Relate pictures to own experiences, compare character to family and friends - connect to a Grandparents Day – students use images and publishing software such as Microsoft Publisher to create simple advertising, invitations, nametags, placemats, programs and any other relevant texts.
- Images could be dropped in to make literacy activities using Literacy Activity Builder. (Could be a small group/whole class construction. Simple picture matching, or picture/text [student statements] matching)

Level 2: Years 3/4

- See thoughts on Level 1—all of the above, but expect more sophisticated responses as students at this level have an increasing ability to make choices and manipulate text and images.
- As well as PPT, could introduce to basic PhotoStory 3 functions – simply changing appearance of pictures.
- Identify, describe and discuss the results of different choices made by self and other students.
- Write the prequel or sequel in the adventure of the characters.

Level 3: Years 5/6

- Students could use cameras to take photos of selves to “put themselves” in the picture in some way.
- Write longer narratives to tell their stories.
- Deeper interpretation of character motives and actions, setting and plot.
- Could work with wordless picture books.
- A unit on visual literacy: exploring line, colour, colour symbolism, objects in space and viewpoint, objects as carriers of meaning.
- Produce picture books, organise all publicity for a book launch.

OLDER STUDENTS

Level 4: Years 7/8

- Consider the pros and cons of print, electronic, multimodal format?
- Explore and edit colour, lighting, camera angles, position, movement, music and sound effects; cuts, fades, pace, rhythm
- Judge appearance of finished products against agreed criteria.
- Language in context
- Explore the product as a representation of culture and history.
- Link to graphic novels and picture books – create a comic using the images.
- Consider cultural context of graphic novels – Japanese Manga.

Level 5: Years 9/10

- Creative and analytic responses to texts—actually respond critically to the software and the possibilities it presents.
- Compare with other media.
- Could these students be required to work with more difficult software in conjunction with the product? Moviemaker? U-lead?
- (Can sign up for a free trial at <http://www.corel.com/servlet/Satellite?pagename=au/ProcessLayout&lc=en&ppg=CorelCorp/Trials/Login&pid=1175714233896&cid=1177439658237>)
- Sound and image—create and record original songs/music.
- Match rock or some other music style to the animations.
- Using *Emu*—Art exploration of Howard William Steer—his style/contemporaries.



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