



Special Effects

Film Studio

Special Effects

Introduction

As children begin to discover the ways in which filmmakers produce special effects, they can become very excited about the possibilities of what they can create. In order to make their own special effects children have to use problem solving and team work, and have to draw on their learning in a range of other subjects like ICT and Science.

Aims

To encourage experimentation in filmmaking and to improve children's problem solving and critical thinking skills.

To help develop children's awareness of the impact special effects have on storytelling and the audience.

Interactive task

- a. Children can create an exciting chase scene by experimenting with different backgrounds and special effects like explosions and UFOs.

Scrapbook activities

- b. **Make-up for old people**
Tips for ageing actors
- c. **Disappearing Act**
How to use camera angles and editing to make characters in films disappear
- d. **Sound Effects**
Record your own sound effects for a film





Special Effects

Curriculum Links

Primary Framework

Literacy

Strand 4 Drama

Yr 2 Consider how mood and atmosphere are created in live or recorded performance (a,d)

QCA Schemes of Work

Music Unit 2 Sounds interesting - Exploring sounds (d)

Music Unit 13 Painting with sound - Exploring sound colours (d)

ICT Unit 3D Exploring Simulations

National Curriculum

KS1 Art and Design

- 2b** try out tools and techniques and apply these to materials and processes, including drawing (a,b,c)
- 5b** working on their own, and collaborating with others, on projects in two and three dimensions and on different scales (a,b,c)
- 5c** using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture] (a,b,c)
- 5d** investigating different kinds of art, craft and design (a,b,)

KS2 Art and Design

- 2a** investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work (a,b,c)
- 2b** apply their experience of materials and processes, including drawing, developing their control of tools and techniques (a,b,c)





Special Effects

- 4c** the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world]. (b)
- 5b** working on their own, and collaborating with others, on projects in two and three dimensions and on different scales (a,b)
- 5c** using a range of materials and processes, including ICT [for example digital media] (a,b,c)
- 5d** investigating art, craft and design in the locality and in a variety of genres, styles and traditions (a,b)

KS1 ICT

- 2d** to try things out and explore what happens in real and imaginary situations [for example, using an adventure game or simulation] (a)
- 4b** describe the effects of their actions (a,c,d)
- 5b** exploring a variety of ICT tools (a,c,d,)

KS2 ICT

- 2c** to use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships (a)
- 4a** review what they and others have done to help them develop their ideas (a,d)

KS1 Music

- 2b** explore, choose and organise sounds and musical ideas. (d)
- 4c** how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] (d)
- 5b** responding to a range of musical and non-musical starting points (d)

KS2 Music

- 3a** analyse and compare sounds (d)





Special Effects

- 3c** improve their own and others' work in relation to its intended effect (d)
- 5b** appraising responding to a range of musical and non-musical starting points (d)
- 5d** using ICT to capture, change and combine sounds (d)

Cinliteracy

Stage 1

Outcomes

Use key words in talking about character types, as well as referring to clues such as dress, casting, performance etc (b)

Use credits, video covers and posters to identify titles and actors' names, likely audience category, and theme or genre (a,b)

Stage 2

Outcomes

Watch and discuss sequences in which characters are presented non-verbally (e.g. through camera position, lighting, costume, music etc) (a,b)

Identify and distinguish some production roles, using key words (a,b)

Use key words to identify ways in which FVT can show things that have not 'really' happened, e.g. violence, magic (a,c)

