

Critical Connections:

Multilingual Digital Storytelling Project

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Workshop 5 - Production
(animation and filmmaking)

Production: Animation filmmaking

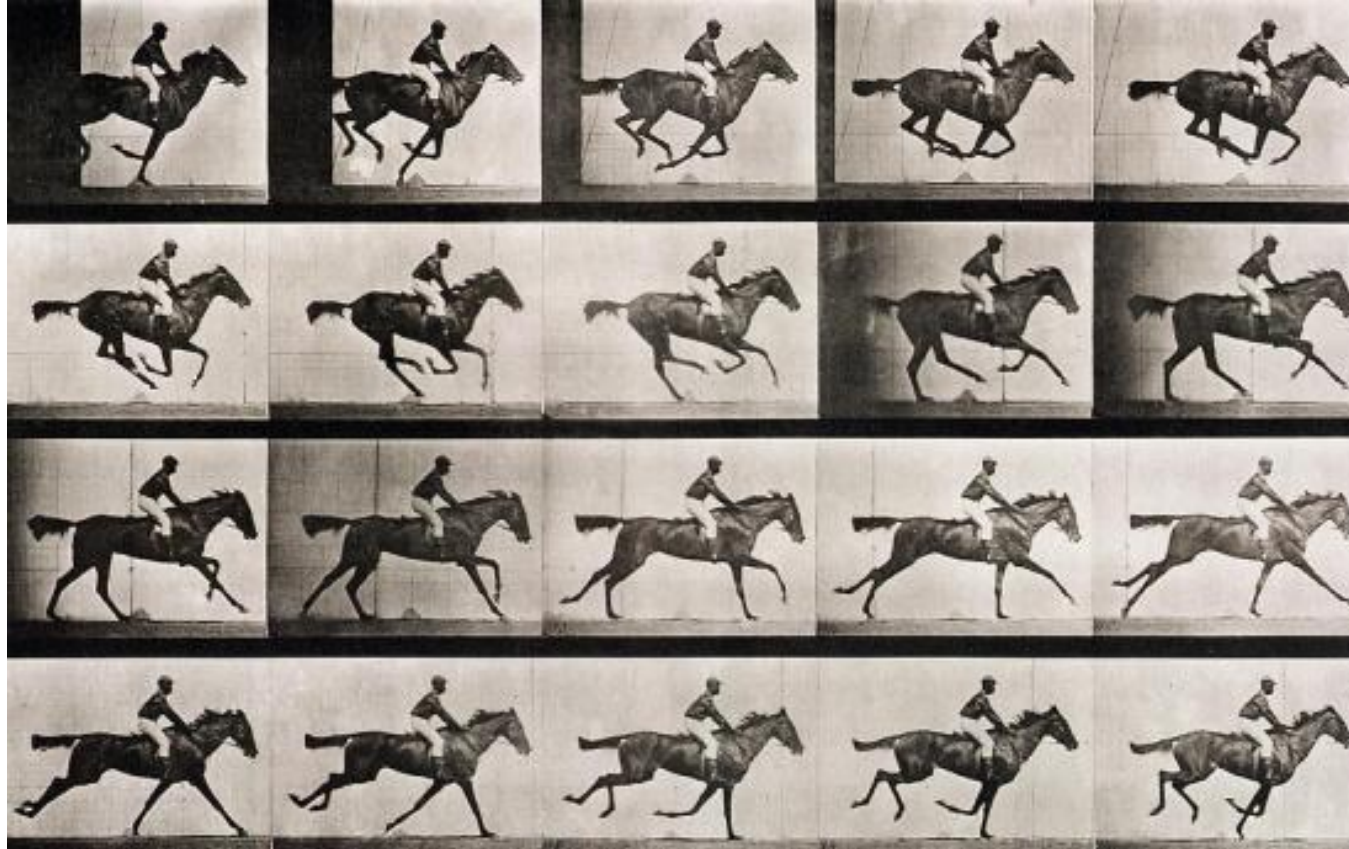


What is animation?

Discuss.

Production: The beginnings of animation.

Describe the images below in as much detail as possible.
What do you think Muybridge wanted to prove?



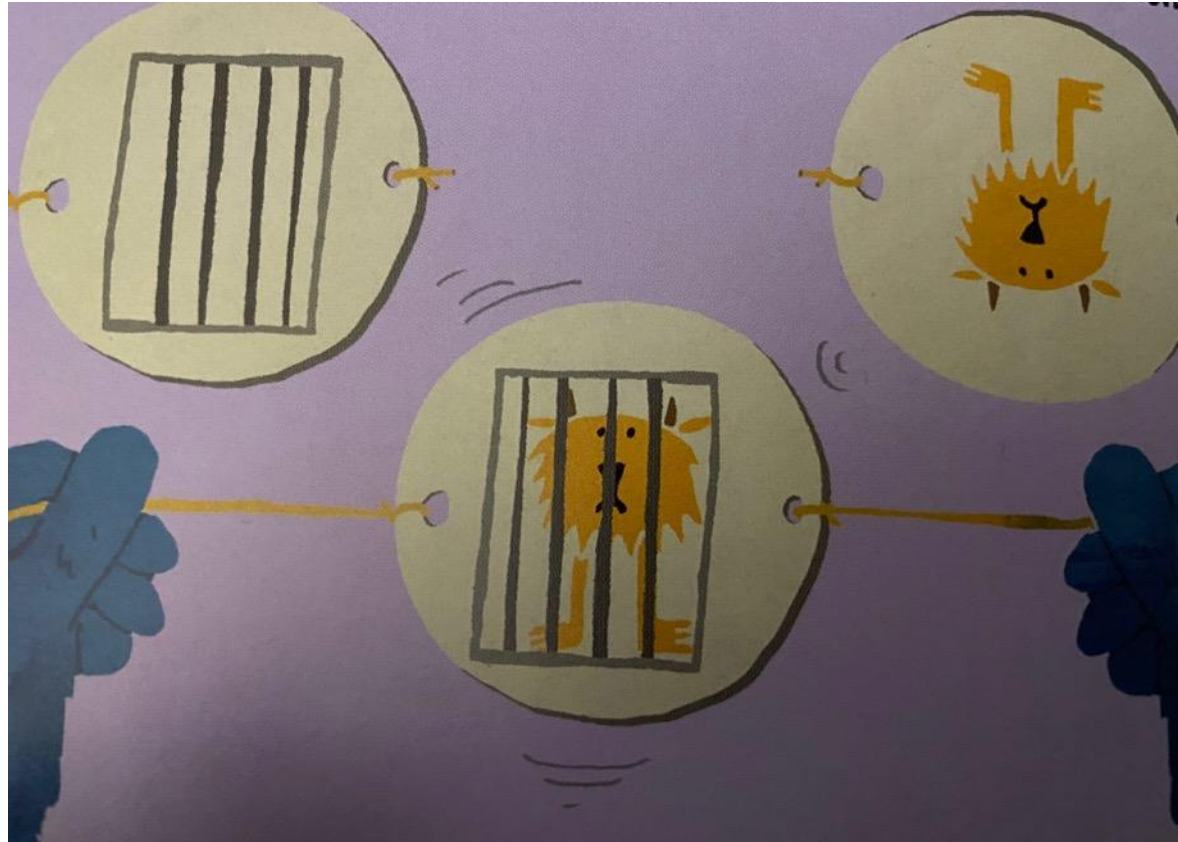
Eadweard Muybridge (1878)

Production: Thaumatrope

What is a thaumatrope?



Production: Creating a thaumatrope



Hint:
One image
should be
upside down,
the other one
upright.

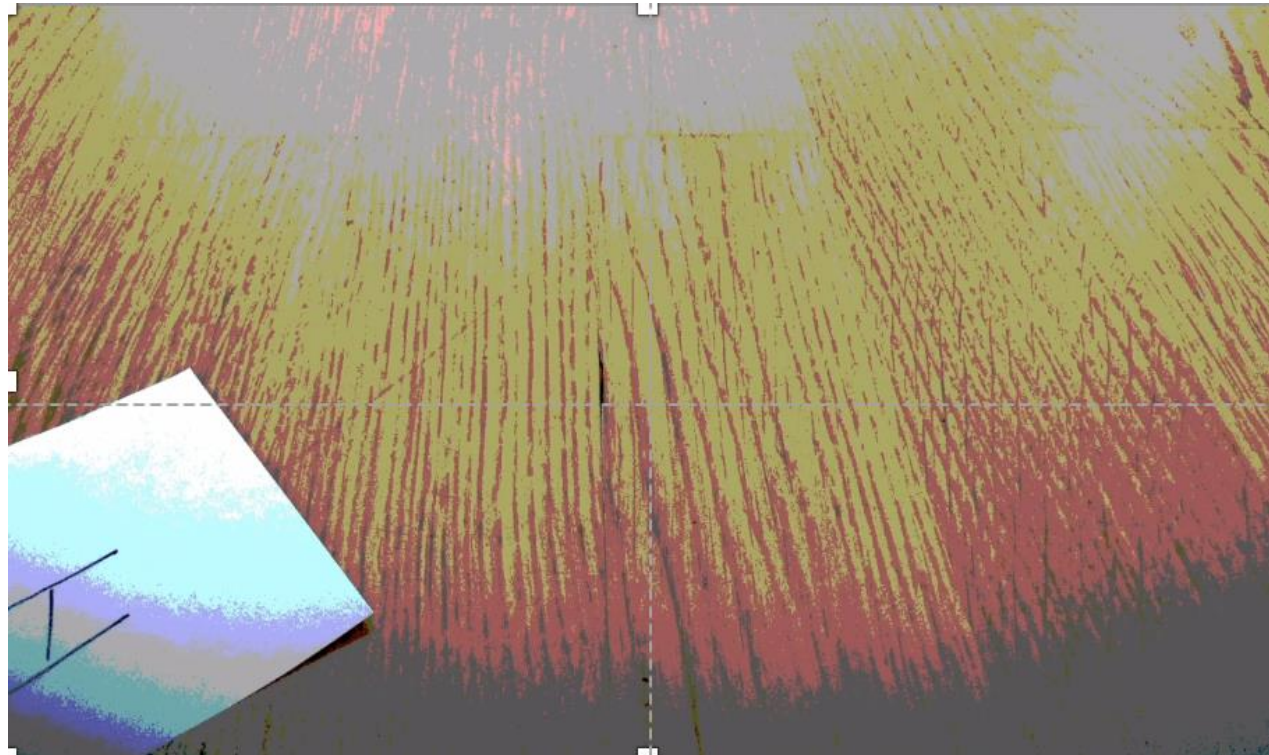
Piercy, H. (2013) Animation Handbook. London: Walker Books Ltd

Production: Stop-motion: Cut-out: 2D technique (1)



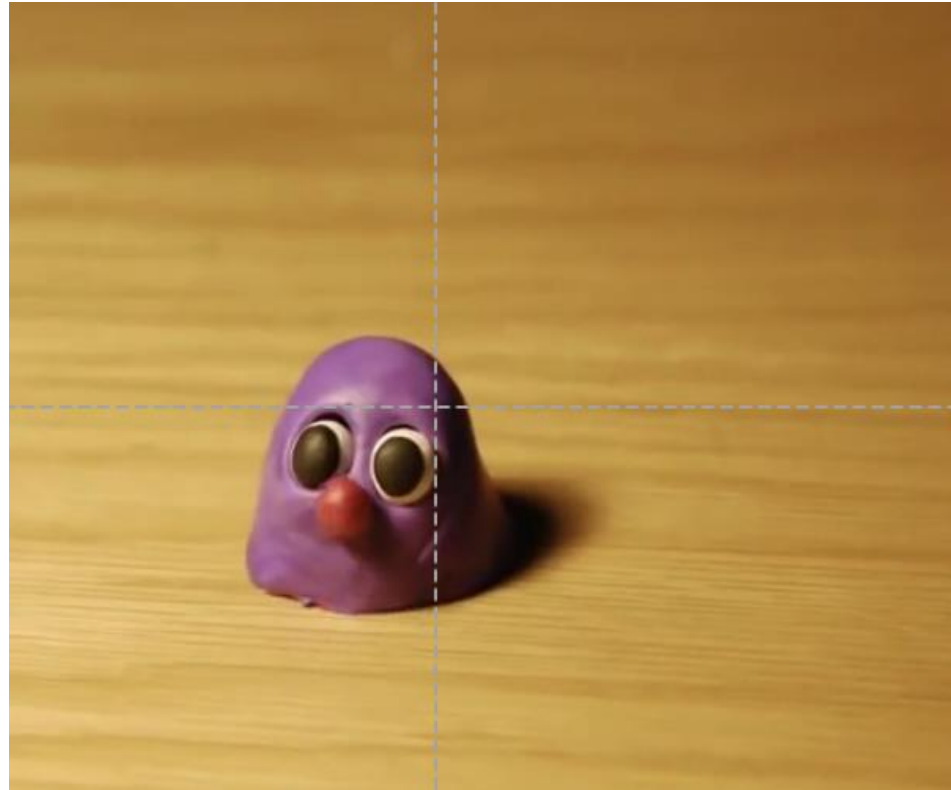
Air Pollution – Anderson Junior College (2011): <https://www.youtube.com/watch?v=YD-e61JyF0U>

Production: Stop-motion: Cut-out: 2D technique (2)



A Letter Of Love To You – Judith Rifesser (2016)

Production: Stop-Motion Animation: Clay



Stopmotion, Claymation, First Try – Guldies (2009): <https://www.youtube.com/watch?v=kA2XrXeHSRg>

Production: Stop-Motion Animation: Clay

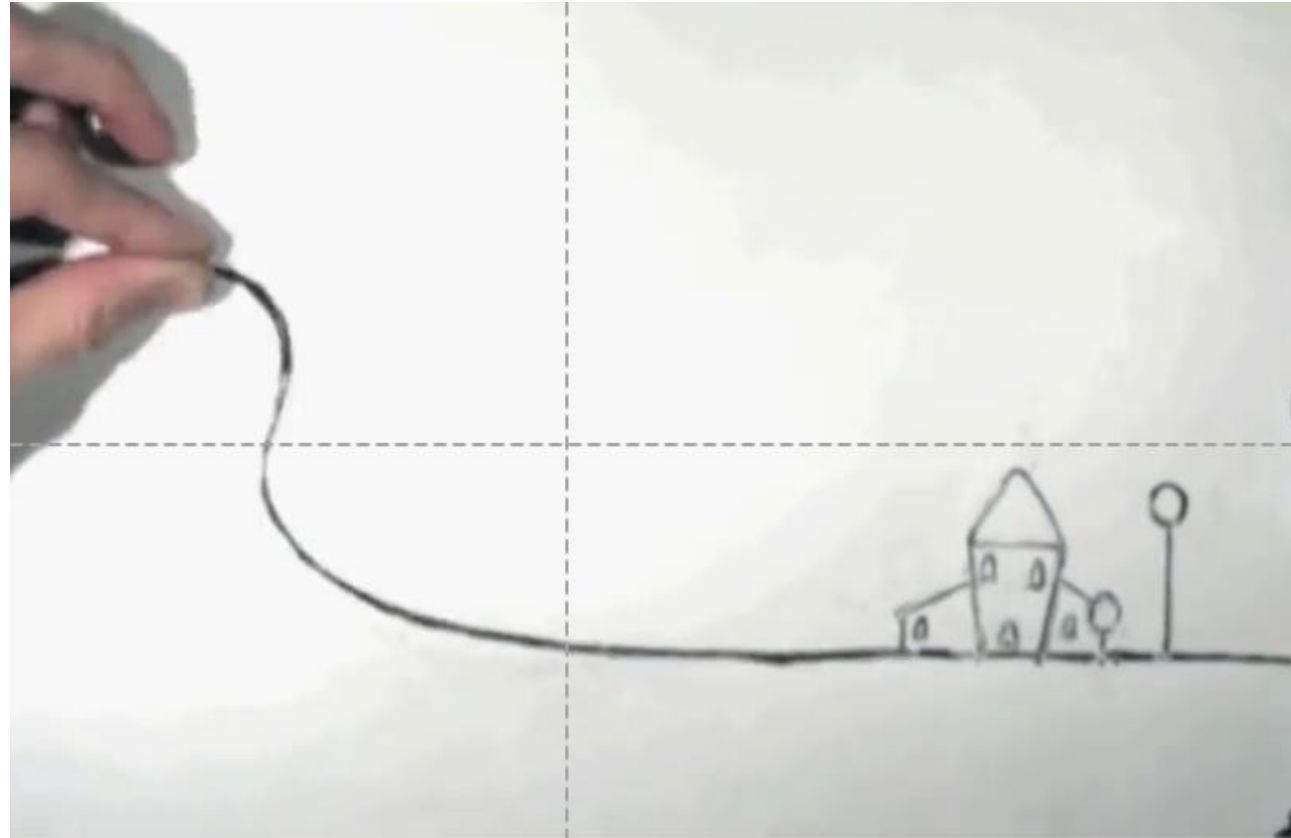


Kris Koper

Hint:

Add dialogue using speech bubbles.

Production: Board animation



Stop-motion whiteboard animation – Jonny Lawrence

Board animation

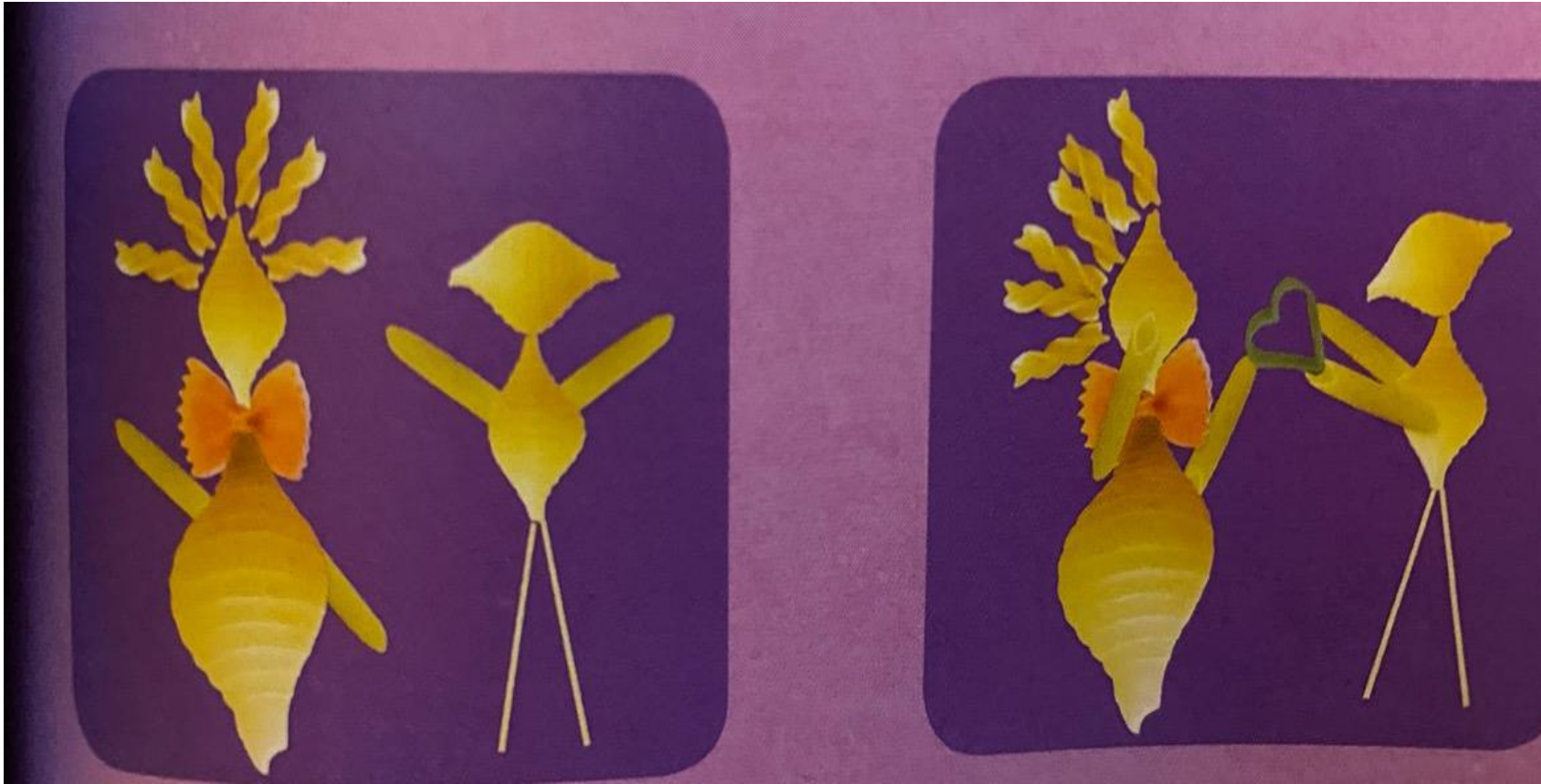


Hint:

Mix your
media

Piercy, H. (2013) *Animation Handbook*. London: Walker Books Ltd

Production: Stop-Motion Animation: Experimental



Piercy, H. (2013) *Animation Handbook*. London: Walker Books Ltd

Production: Stop-Motion Animation: Lego Movie Maker



My Learning Journey – Judith Rifesser (2015)

Production: Filmmaking Apps for stop motion animation

Elfi Troi (Herz-Jesu Institut) has suggested some useful apps that her students use on their mobile phones:

1. PowerDirector
2. Stop-Motion-Studio
3. iMotion
4. Life Lapse Stop-Motion Maker
5. PicPac Stop-Motion und TimeLapse
6. I Can Animate
7. Stop-Motion-Macher
8. iStopMotion
9. Frameographer



Production: Making a short animation film

1. Decide on the setting and key characters
2. Decide on which animation style you will use
3. Create the rough story of your film
4. Storyboard your key frames and key messages
5. Script your language carefully
6. Divide tasks:
 - Script dialogue
 - Prepare all props (build set, if needed)
7. Assign roles:
 - Director (organises shoot)/script supervisor
 - Camera operator
 - Actor(s) – in this case moving/changing objects
 - Sound & Lighting operator, timekeeper
8. Shoot your film
9. Edit (change sequence, add sound, subtitles, titles and credits)
10. Showtime!

Animation:

Take photo. Move object ever so slightly, take next photo.

Rule of thumb: To create the illusion of movement, take 10 different images for each second of video.

Add lighting to avoid shadows.

Production: Filmmaking with still images using Photo Story 3

Photo Story 3 for Windows: Easy to use, convenient for quick digital stories. Takes you step-by-step through the tasks.

You will learn how to:

- Insert photos
- Format text/main title
- Add photo motion/special effects
- Adjust timing
- Add subtitling and narration
- Add music (tempo and volume)
- Save for showing on computer as MV file
- Share with wider audience

Production: Filmmaking with still images using Photo Story 3

- Work on the theme of 'Care, Community, Hope' for your story.
- Take 6 - 10 photographs on location and/or take photographs of your artwork to use in your story.
- Create your own title for your story.
- Create narration for each picture, subtitles and insert music (use your languages).
- Add special effects and think about camera angles and framing.
- Preview your photo story and share with others.

Production: Filmmaking with Photo Story 3 – Sharing and reflecting

- What worked well in the photo story?
- Talk about the possible main message and discuss any hidden messages.
- Examine how meaning was made through different modes.
- Is the language clear and engaging and are the subtitles effective?
- Who is the main character in the text? What is their viewpoint?
- How could the photo story be developed and improved?

Production: Filmmaking using drama and role play with moving image

- Complete a 3-minute bi- or multi-lingual digital story in the target language(s) with English subtitles.
- Work with the storyboard you created on the theme of ‘Care, Community, Hope’ in the pre-production workshop 4.
- Your story should use at least one object.
- Create 6 - 8 different scenes to tell your story.
- You can experiment with interviews and/or role play.

Production: Filmmaking with a Green Screen

How to use a green screen:

<https://www.canva.com/learn/green-screen/>

Examples of digital stories using green screen:

Migration

<https://vimeo.com/168321455>

Hedgehog's Home

<https://vimeo.com/221884826>



Production: Using visual art: Example of work with Arabic background learners at the Peace School

- Responding to textart works of international artist, Ali Omar Ermes, featuring Arabic letter shapes and poetic inscriptions
- Art working as 'trigger' for seeing afresh, personal connections, creative expression and finding a voice
- Dual language and content focus (CLIL / PBLL)
- Trans perspective: trans-lingual, trans-cultural, trans-semiotic, trans-formative

Resource: Language in Art and the Work of Ali Omar Ermes
<https://www.qfi.org/resources/goldsmiths-resource-pack>



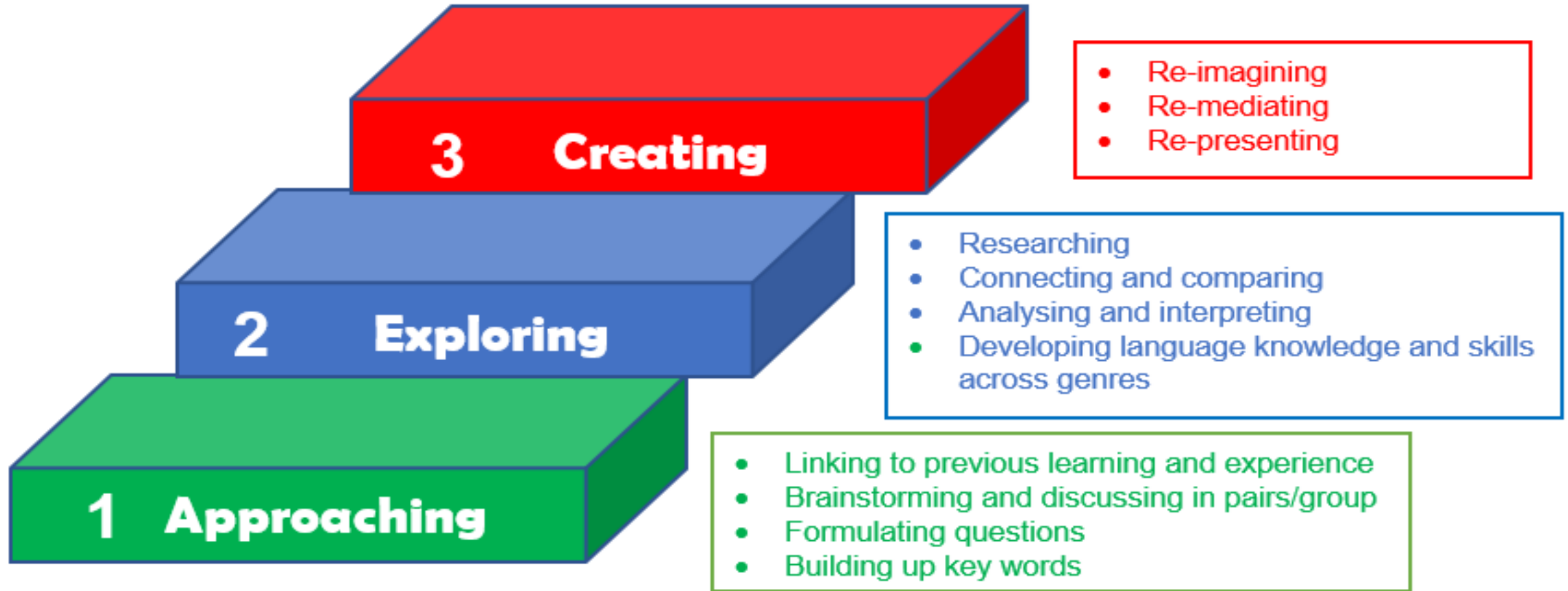
'Ba Ayoon El-Akhbaar' (1992) by Ali Omar Ermes

Textart pieces by Peace School students inspired by Ba Ayoon El-Akhbar

Poetic text composed by students.



Pedagogical Framework



Three-stage Process

Production: Dance and filmmaking

Examples of digital stories using dance as their main theme.

Fariz' Freeze Dance - Peace School, UK

<https://vimeo.com/149856689>

La Historia de Isabel - Escuela Gabriel Garcia Marquez, UK

<https://vimeo.com/220969409>



Production: Music, Visual Art and Filmmaking

Chryso Charalambous, Drama Educator for the Critical Connections Project, collaborated with Maria Yerosimou, Music Educator to create these digital stories.

Potters Bar Greek School - The Three Little Wolves - see Handbook for Teachers (pp 72-75). What music skills did the students develop as part of the filmmaking process?

Brighton Greek School - The Village Around the Bridge
Students visited the Picasso Exhibition at the National Portrait Museum. Watch this digital story and make some notes on how they used visual art and music together:

<https://vimeo.com/221884474>



Production: Songs, Poetry, Visual Art and Filmmaking

How can poetry assist language learning?

From the following list note what for you are the three most important points, then add three of your own (if possible discuss with a learning partner):

Personal

Cultural

Evocative

Memorable

Multisensory

Playful



Production: Songs, Poetry, Visual Art and Filmmaking

A few points to bear in mind:

Reading poetry

- Choose poems that are engaging and relevant
- Poems can be read silently or read aloud
- Visual support can assist comprehension
- Should be read more than once
- Can introduce key language
- Can provide a model for writing

Writing poetry

- Can begin simple (acrostic poems, calligrams > haikus)
- Doesn't have to rhyme (free verse)
- May involve repetition
- Can be an escape
- Delights in the unexpected
- Can connect with all the senses
- Can work alongside an image or art work

Production: Songs, Poetry, Visual Art and Filmmaking

Activities with poems

See Workshop 5 Resource Sheet on Poetry for explanatory notes and further material.

- Missing words
- Missing lines
- Jumbled words
- Jumbled lines
- Illustration
- Contrasts
- Translation
- Review/blog

Choose a poem you would like to share with your students and explain your choice. What issues come up when you try to translate the poem into another language? What strategies do you use to overcome them?

Peter Lo (Fengshan Senior High School, Taiwan) commented that he concludes their poem reading sessions with a quotation activity. In it, students are encouraged to choose their most cherished section of the poem and utilize platforms like Quozio to craft a visually appealing quote post. Subsequently, these quote posts are shared on Padlet, so that students can read and appreciate each other's carefully chosen excerpts. This exercise aims to guide students in identifying the poetic lines that resonate most deeply with them.

Production: Songs, Poetry, Visual Art and Filmmaking

Poetry and art booklet created by students at Herz Jesu Institut (Italy) supported by language and art teachers. Poems are in a range of languages spoken by students at the school: Italian, German, Ladin, Polish and Spanish.



Critical connections 2021-2022

Multilingual Poetry and Artwork
by
6th to 8th graders



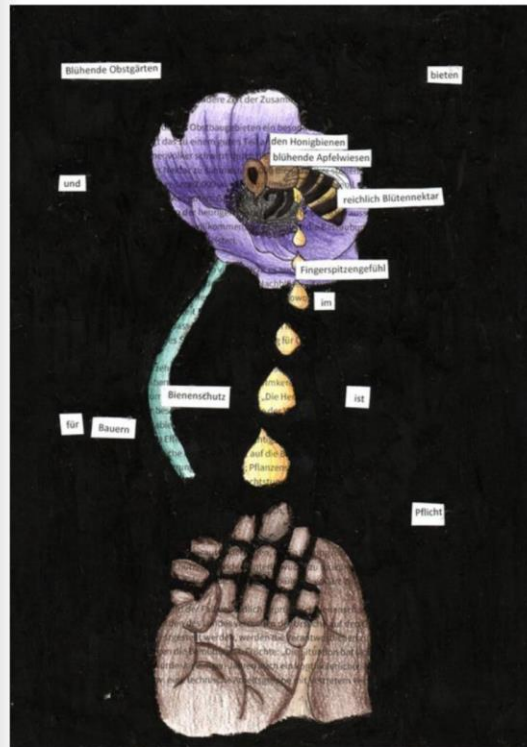
Blühende Obstgärten bieten
den Honigbienen
blühende Apfelwiesen
und reichlich Blütennektar.
Fingerspitzengefühl im
Bienenschutz ist für Bauern Pflicht.



Blooming orchards provide
honey bees with
blooming apple orchards
and abundant flower nectar.
Farmers need to be sensitive
to bee conservation.

Picture and poem
by Leni Unterpertinger

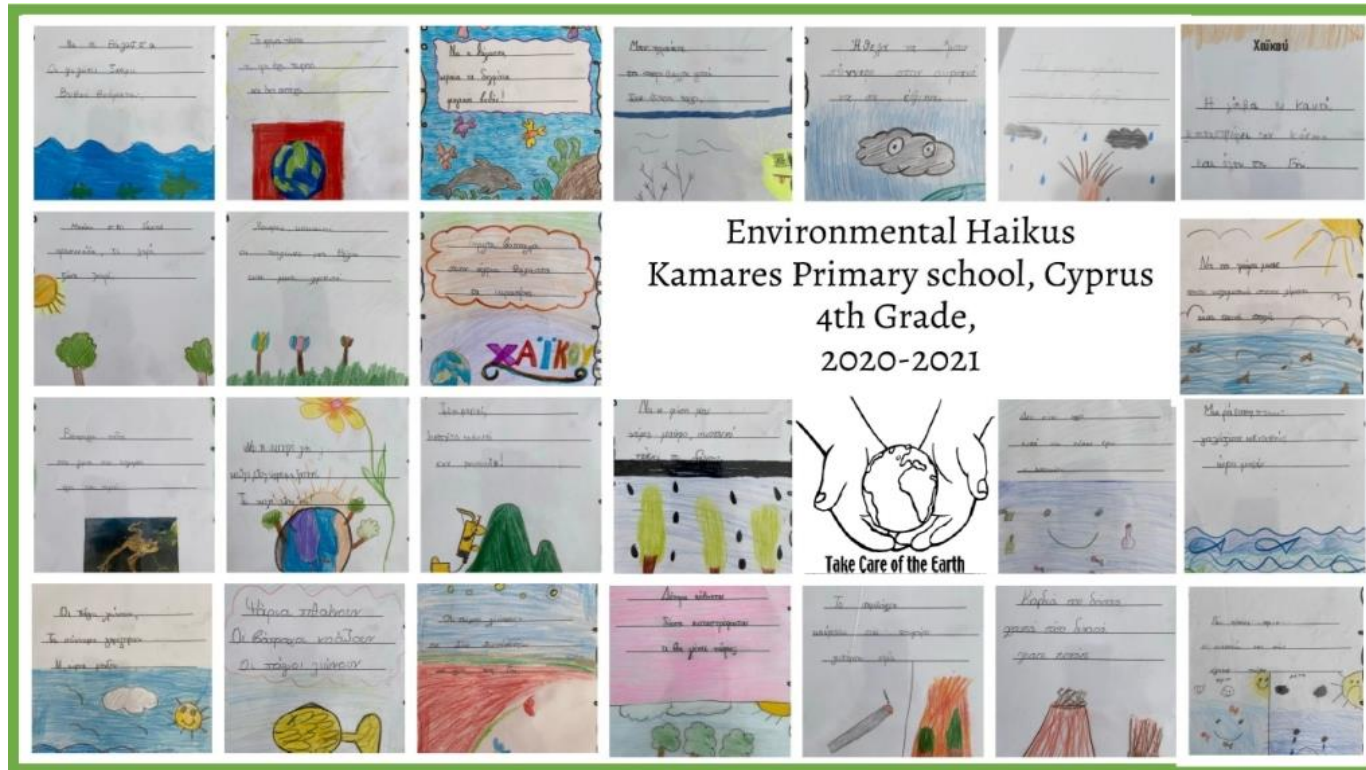
inspired by offbeatpoet.com



<https://goldsmithsmdst.com/herz-jesu-institut-muhlbachnorth-italy/>

Production: Songs, Poetry, Visual Art and Filmmaking

Ecological Haikus (Greek-English) by students at Kamares Primary School, Cyprus, inspired by the Japanese story 'Baku: The Eater of Dreams' as well as haikus composed by Japanese and Greek writers.



ENVIRONMENTAL HAIKUS KAMARES PRIMARY SCHOOL, LARNAKA, CYPRUS

Να η θάλασσα
ωραία τα δελφίνια
μαγικός βυθός

Here's the sea
the dolphins are nice
magical seabed
By Danae

Το κλάμα πέφτει
Η Γη έχει πυρετό
και δεν αντέχει

Cries of lament
the Earth has a fever
and she cannot breath
By Kyriakos

Να η φύση μας
Νέφος μαύρο, σκοτεινό
τρέχει το δάκρυ

This has become our nature
black, dark cloud
the tear runs
By Amelia

Γκριζα βότσαλα
στην άγρια θάλασσα
τα παρασέρνει

Grey pebbles
at the wild sea
drifted away
By Anna

Ψάρια πεθαίνουν
οι βάτραχοι κοάζουν
οι πάγοι λιώνουν

The fish are dying
The frogs are croaking
the icebergs are melting
By Kyriakos S

Οι πάγοι λιώνουν
τα σύννεφα γκριζεψαν
η ώρα μηδέν

The ice caps are melting
the clouds are getting dark
Time is up
By Christi

Μην Ξεραίνετε
το περιβάλλον
γιατί δεν είναι καλό.

Do not pollute
the environment
because it is not good
By Christos

Production: Songs, Poetry, Visual Art and Filmmaking

Creating own lyrics to the French song 'Je suis comme toi' used as soundtrack in the French-English digital story 'De ma fenêtre' and integrating a range of striking artwork created by students.

Europa School. UK (Oxfordshire).

<https://goldsmithsmdst.com/film-screening-and-film-booklet/>



Production: Songs, Poetry, Visual Art and Filmmaking

Watch the digital story 'A Reflection on Water' created by students at Europa School, UK:

<https://vimeo.com/753568604>

Poetry - Movement of Water

Haiku poetry was introduced to the children who experimented with the language of poetry to convey powerful messages. The children also worked on two-voice poems in class.



Further examples can be found at: <https://goldsmithsmdst.com> (Poetry – Artwork tab)

