Digital Film Maker

LEARNING TECHNOLOGIES
INNOVATION FOR THE FUTURE

	Exploratory Learner will	Developing Learner will	Confident Learner will	Independent Learner will	Transformational Learner will
Awareness	View films from a variety of genres. Understand that technology can be used in the making of films. Have an understanding that film does not necessarily show real life.	View films of a variety of genres and express an opinion about them. Understand that film making combines video and audio and that the well-chosen audio can atmosphere. Understand that film may not be shot in sequence, and that it is edited to create the finished project.	View films from a variety of genres and evaluate what makes an effective film. Have a basic understanding of the language and techniques of film eg. different shot types, (wide shot, close up etc). Understand that a film can be made up of contributions from different groups made at different times and edited to form a completed version.	View films from a variety of genres, and evaluate best practice in style, structure and content. Have a sophisticated understanding of the language of film, and of how filmmakers use different techniques to create emotional impact. Have a basic understanding of key technical terminology in digital film (resolution, frame-rate and compression) and digital film-editing.	Participate in film-making communities outside of school. Regularly watch films from a variety of genres as a source of enjoyment or information. Have a sophisticated understanding of technical terminology in film-making and of the consequences and compromises of choices about resolution, compression and formats / codecs.
Planning	Contribute to decisions about the content of a class film eg story line, setting, characters.	Work independently or with other learners to write a simple script and storyboard in response in preparation for filming.	Work independently or with other learners to structure a film script and storyboard to include clear sections and a variety of filming techniques and media. Identify the key roles required to produce a film e.g. camera operator, producer, actors, sound engineer etc.	Adapt planning in response to deadlines and technical constraints. Assign and take on various roles within a film-making team. Plan a more sophisticated film to meet a specific brief and audience, to include more advanced camera techniques, carefully selected music and narration etc.	Collaborate with others, including virtually, in the scripting, storyboarding and casting of a film. Research and use techniques learned from professional filmmakers to improve the mood and storytelling of their film.
Skills	Record simple video clips using a video camera or tablet. Contribute to the simple editing of footage to create a class film.	Use a recording device to record digital video footage, following a simple script or storyboard. Use video editing software to	Use a recording device to frame shots appropriately (wide shot, close up etc.) Be proficient at basic video shooting: holding the camera	Use more sophisticated shooting styles and ideas, including the appropriate use of zoom, depth of field, and external microphones.	Enhance films via the use of media from other applications – 3D, music composition, special effects, and self-recorded sound effects.

		place clips in the correct order, to trim clips to an appropriate length, and to add simple titles.	still, use of a tripod, simple panning. Use video editing software to edit a narrative film, using a variety of techniques: trimming clips, splitting clips, adding images, sound effects, transitions and music. With support, experiment with more sophisticated techniques, including the use of green screen.	Use tools in higher end video editing packages to edit films, including precision tools for film-editing such as rolling edits and split edits, and the use of chromakey (green screen) and colourisation of film. Combine images, music, sound effects in more sophisticated ways, including working with multiple 'layers' of film.	Use a range of tools in higher end video editing packages to perfect film edits. Utilise these tools in appropriate and engaging ways to heighten the emotional impact of film.
Sharing	Share films within the classroom, and watch the work of other children.	Share films within the school and seek opinions from teachers and other learners.	Share films within the school community e.g. via a learning platform.	Share films beyond the school e.g. onto the school website.	Share films for public consumption online using media sharing services (e.g. YouTube, Vimeo).
Feedback / Evaluation	Express a simple opinion about a film.	Watch films from the class, notice obvious improvements and re-film or edit sections if required. Share an opinion, with reasons, on the quality of a film from other learners.	Watch their own films and evaluate against agreed success criteria. Give useful feedback to other learners about their films e.g. using a survey on a learning platform. Respond positively to feedback from peers and teachers, and make changes to improve films.	Evaluate the structure, content and audio quality of their own films. Seek to improve these if necessary. Give detailed feedback to other learners about the content, structure and style of their films. Respond positively to feedback from peers and teachers, and make detailed changes to improve films and to inform the planning of future films.	Interact with an online audience using forums or social media, and use feedback from the audience to improve future films.