

Course: Create a Photostory

Lesson Three: Pre-production

Learning Area: English

Strands: Literacy, Literature

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661).
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586).

Learning Focus:

- Students learn how to make their own photostory.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
15 minutes	Planning This lesson introduces students to the basic skill set required to conceptualise and design their photostory. Watch the Make Your Own Photostory video and distribute copies of the Plan Your Photostory activity sheet. Ask students to start planning their photostory. Discuss the importance of this stage so that students can learn organisational skills, emphasising that planning in the pre-production phase will help ensure the production and post-production phases go smoothly.	Relevant ARTS:LIVE resources • Make Your Own Photostory video • Plan Your Photostory activity sheet. Additional resources required • toys or other objects to be used as characters or props.
15 minutes	Character building Ask students to think about the two characters they would like to include in their story. They should choose two toys, or objects to use as characters. Encourage students to fill in their characters' names and ages on page one of their activity sheet, and then draw a picture of what they look like.	Preparation • Supply a selection of toys and props for students to use. • If students wish to bring props from home, the planning phase will need to be done in advance to give students time to source these materials and bring them in before the production phase.

10 minutes

Story structure

Explain that now they have decided on their characters, they need to develop a simple story with a beginning, middle and end. Students should:

- Think about and write down what happens in the beginning, middle and end of their story.
- Draw a picture of what they want to happen in each of the boxes underneath. This will help them visualise what needs to be shown in their photos.
- Look at the story of Spotty Bear and Kylie Kitten for inspiration.

If students are finding this challenging, suggest they simply change the characters and keep a similar narrative structure to the Spotty Bear and Kylie Kitten story.

5 minutes

Discussion

Ask students to think about the location, or setting, that they need for each photo (e.g. the classroom or the playground).

- Ask them to think of locations both inside and outside.
- There is potential in this activity to incorporate an incursion in school grounds or excursion in the local community for location scouting (thus extending the duration of the activity and the range of options available to the students).

Prompt students to think about the props they will need and respond to the questions on their activity sheet. For example, if they need a chair they need to write the word 'chair' or draw one.