







## ANIMATING LITERATURE

<b>Art form</b>	<b>Film Literature</b>
<b>Teaching points</b>	Understanding and communicating about literature in modern ways.
<b>Aims</b>	<p><b>Lgr 11 From the Swedish Curriculum in years 4–6</b></p> <p><b>Syllabus 3.17 Swedish</b> <i>Teaching in Swedish should essentially give pupils the opportunities to develop their ability to:</i></p> <ul style="list-style-type: none"><li>• <i>express themselves and communicate in speech and writing,</i></li><li>• <i>read and analyse literature and other texts for different purposes (p.211)</i></li><li>• <i>Texts that combine words and pictures, such as films, interactive games and web texts.(p.212)</i></li></ul> <p><b>Syllabus 3.1 Art</b></p> <ul style="list-style-type: none"><li>• <i>Photography and filming, and editing using computer programs.(p.22)</i></li></ul>
<b>Duration</b>	30 hours in Nov., Dec. -15 and Jan. Feb.-16
<b>Lead-in Questions</b>	<p><b>From the Application to Creative School:</b> <i>"We want to work in a new way with literature. The older students, who are in grade 6-9 in the Ovanåker Municipality, will immerse in fiction. They should read the texts, then they will present what they've read in their own films (including animation) and/or dance. The result will be presented to younger students and published on the web."</i></p>
<b>The teaching procedure (activities)</b>	<ol style="list-style-type: none"><li>1. <b><i>Students in Viksjöfors all read the same picture book for children; "The hamster is gone" by Anders Palmaer, with illustrations by Ingela P Arhenius.</i></b></li><li>2. <b><i>Students then were divided in groups. The groups used different animation program to detect the possibilities of the technology. They practiced and experimented happily and prepared the recording.</i></b></li><li>3. <b><i>But at first, they had to write summaries of the contents of the book. The writing part of the project was not as popular ... (But Rasha put a lot of effort into her text; every word should be written down and correctly spelled. See the result below!)</i></b></li></ol>

	  
	  
<b>Teaching aids (materials)</b>	Ipads with Animation Programmes/Apps. Clay, paper, pencil
<b>Classroom managment</b>	The students had read the book before the arrival of the film teacher. The teacher should have made better preparations, i.e. write the summaries before the film teacher arrived to save valuable film time.
<b>Expected outcomes</b>	<p><b>As the goals suggested:</b></p> <p>The pupils got the opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• express themselves and communicate in speech and writing,</li> <li>• read and analyze the literature.</li> </ul> <p>They made texts that combined words and pictures in animated films and</p> <p>They used iPads, apps and computer and computer programs for photography, filming, and editing.</p>
<b>Evaluation</b>	All in all a successful project. See: <b>The Hamster is Gone</b> at <a href="https://artinedviksjofors.webbstjarnan.nu/kultur/the-arts/film/skapande-skola-ht-15-utkast/">https://artinedviksjofors.webbstjarnan.nu/kultur/the-arts/film/skapande-skola-ht-15-utkast/</a>
<b>Resources for Teachers</b>	Film teacher and borrowed iPads.