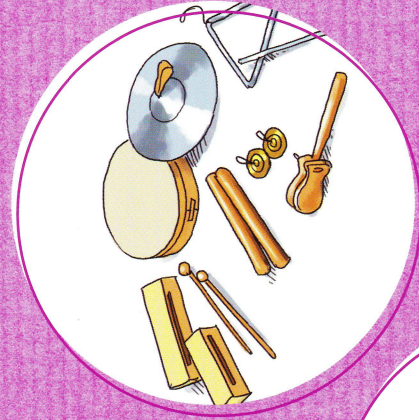
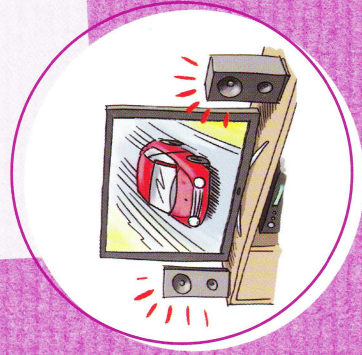


Carmen Becker

Film Activities with Kids

Eine Aufgabekartei zur Filmarbeit



Carmen Becker

Film Activities with Kids

Eine Aufgabekartei zur Filmarbeit

Die Karteikarten eignen sich für die selbstständige Arbeit mit Filmen im Englischunterricht der Grundschule. Sie können für die Förderung sprachrezeptiver und sprachproduktiver Kompetenzen eingesetzt werden.

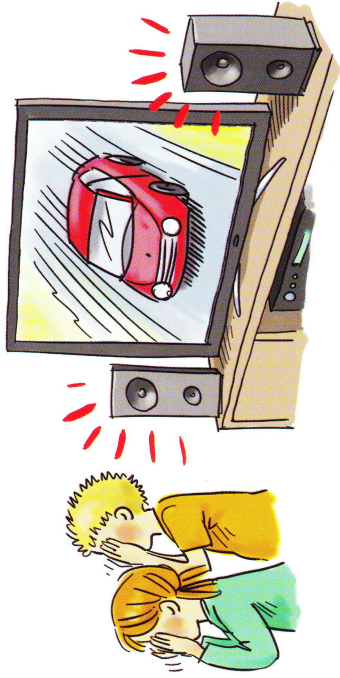
Die Aufgaben sollen die Aufmerksamkeit der Kinder auf filmästhetische Mittel lenken und handlungsorientiert Filmkompetenzen im Sinne der *Multiliteracies*-Pädagogik anbahnen.

Die Aufgaben können in Freiarbeitsphasen oder im Rahmen eines Stationenlernens filmunabhängig eingesetzt werden.

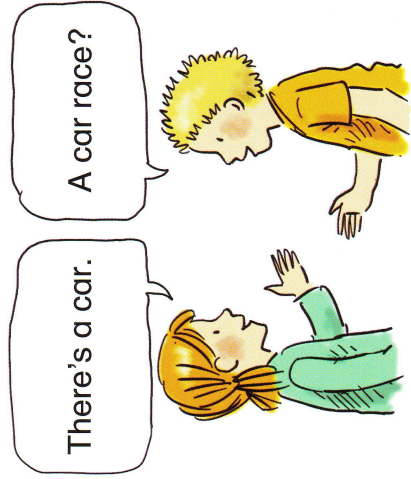
Die Aufgabekarten *Book and film* und *Guess what's in the film* können verwendet werden, wenn den Kindern die Bilderbücher bekannt sind.

Sound only

1. Listen to the sounds of a film (no pictures).

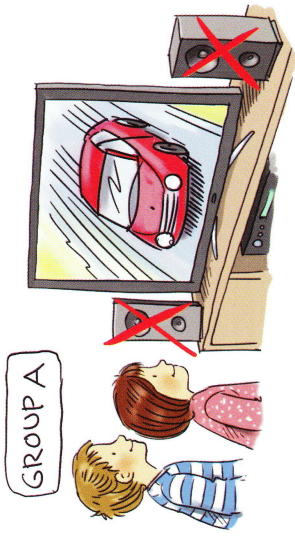


2. Talk to your partner:
What is the film about?

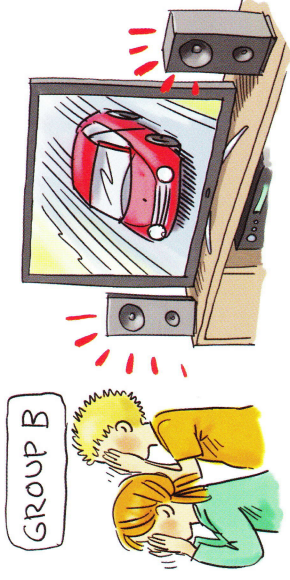


Split viewing

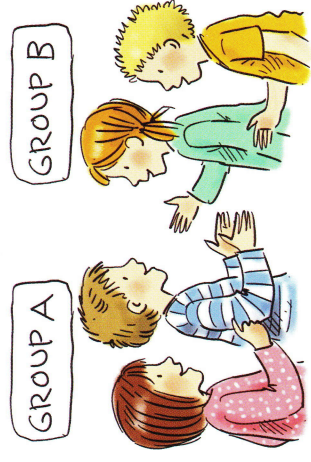
1. Form groups.
2. Group A can see the film (no sound).



3. Group B can listen to the sound (no picture).

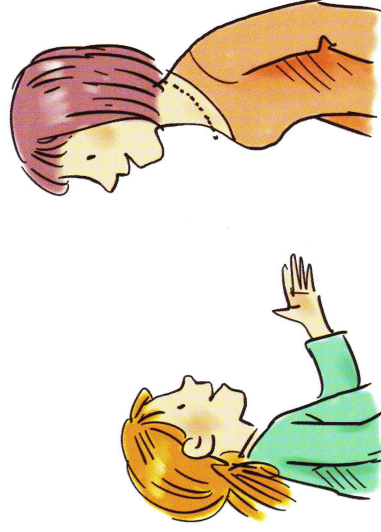


4. Talk about the film.
What is happening?



Methodische Tipps:

1. Stellen Sie die Filme auf Tablets oder einem Fernsehgerät mit DVD-Player zur Verfügung. Falls nicht alle Gruppen Zugang zum Film haben, kann auch nur eine Station damit besetzt sein.
2. Entweder bearbeiten alle Kinder die gleiche Aufgabe oder sie wählen eine Aufgabe ihrer Wahl aus.
3. Zunächst sollen die Kinder versuchen, die Aufgabenstellung selbst zu entschlüsseln, zu verstehen und zu bearbeiten.
Falls das nicht gelingt, sollen sie andere Mitschülerinnen und -schüler befragen und erst dann Sie als Lehrkraft um Hilfe bitten.



Silent viewing



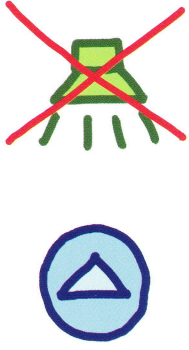
1. Watch the film without sound.



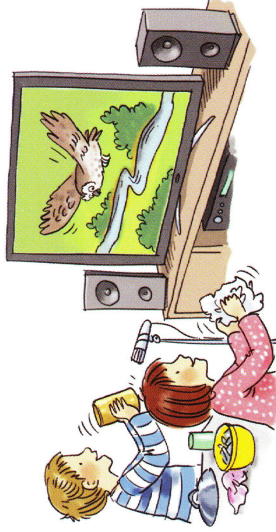
2. Talk to your partner:
What is the film about?

Sound effects

1. Watch the film without sound.



2. Make sound effects.
(Tip: You can watch a tutorial on YouTube, e.g. "Kids Do Movie Sound effects".)



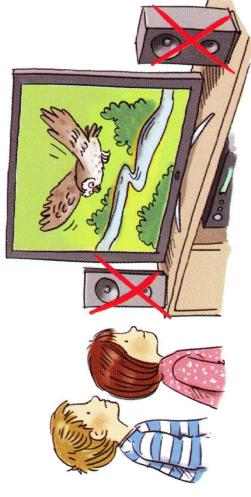
3. Watch the film with the sound.

4. Talk to your partners:
Which version do you like better?

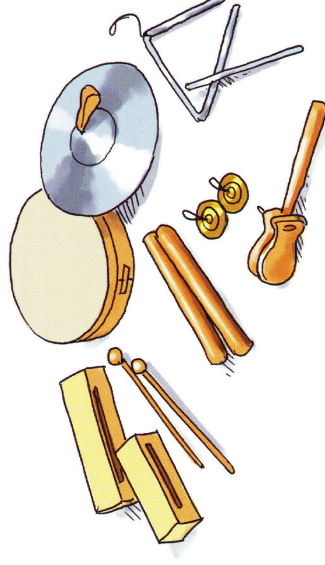


Film music 1

1. Watch the film without sound.



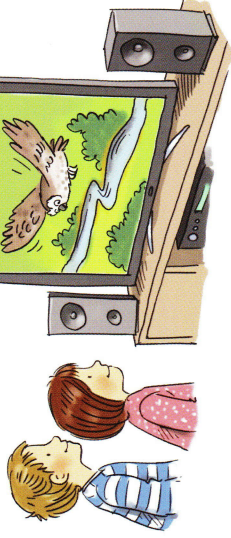
2. Make your own film music with Orff instruments.



3. Present the scene with your music.



Film music 2



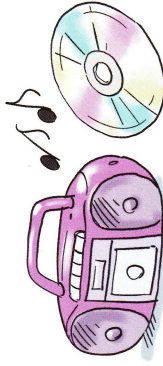
1. Watch a scene from a film.

2. Talk about the music.

- Is it funny, sad or scary?
- Is it fast or slow?
- Is it loud or calm?



3. Choose new music.



4. Present the scene with your new music.

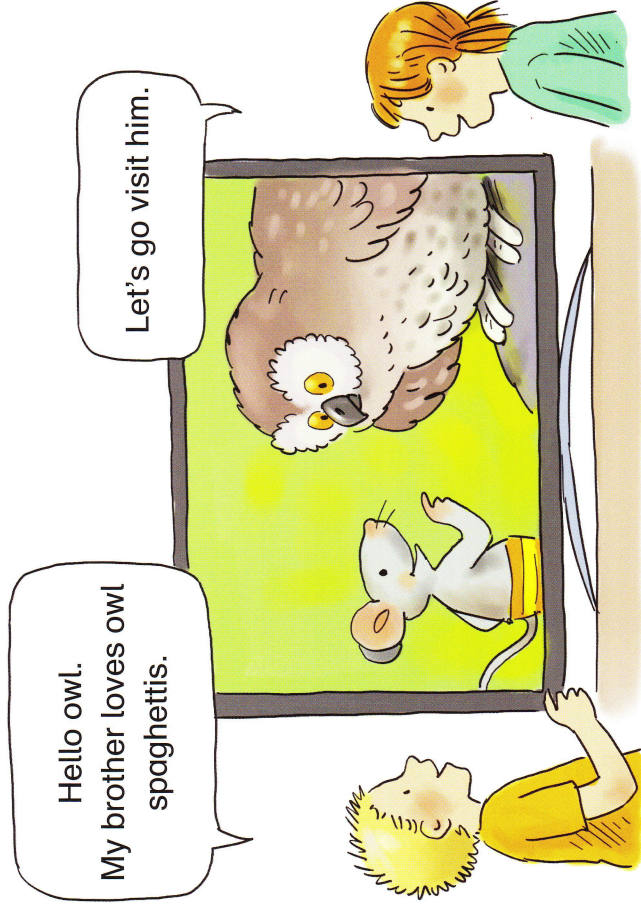


5. Do you like it? Do the other children like it?



Film karaoke

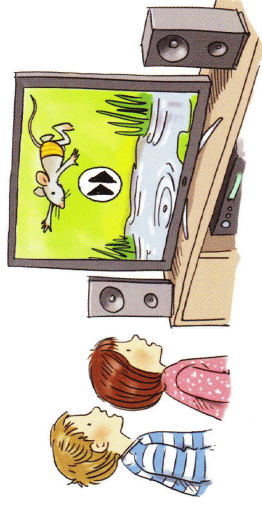
1. Choose a scene from the film.
2. Make a funny karaoke version.



3. Present the scene with your karaoke version.

Fast-forward

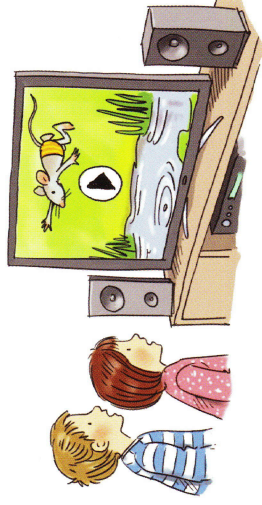
1. Watch a film in fast-forward mode.



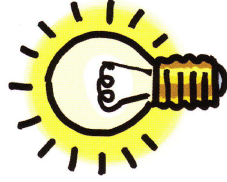
2. Talk to your partner:
 - What is the film about?
 - Is it happy, sad or scary?



3. Watch the film again in “normal” mode.

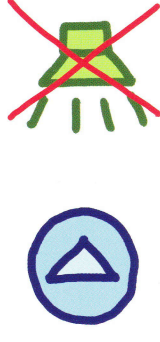


4. Did you guess right?

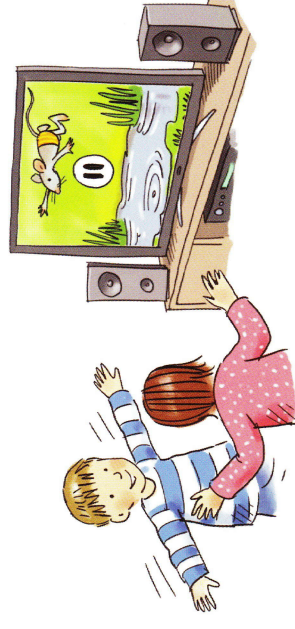


Stop the film and act

1. Watch a film without sound.



2. Stop the film.



3. Act.



4. Watch the scene with sound.

5. Talk about the film:
 - What do the people say?
 - Is it the same?
 - Is it different?



Speed master

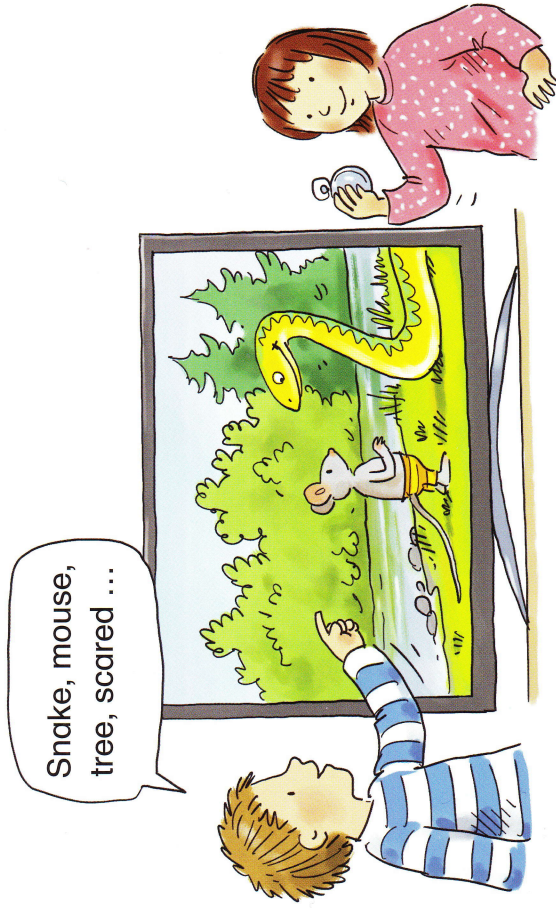
1. Watch a scene from a film.



2. Stop the film.



3. Now say all the words you can see in a minute.



Places in the film

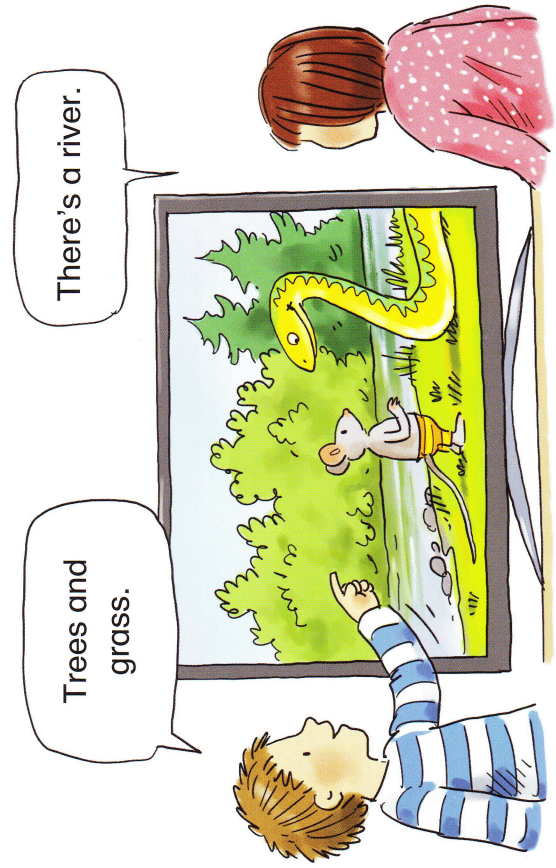
1. Watch a scene.



2. Stop the film.

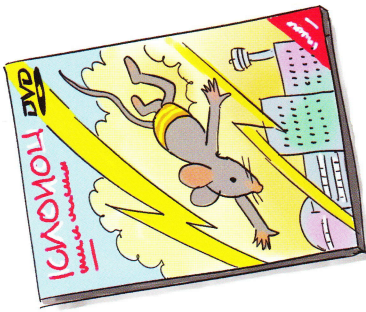


3. Describe the place.



Book and film

1. Look at the DVD cover.



2. Look at the book cover.



3. Write:

	film cover	book cover
colours		
characters		
feelings		

Guess what's in the film

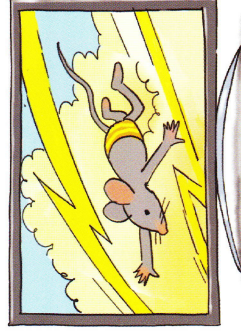
1. Look at the picture book.



2. Write: Guess what's in the film.

	Guess what's in the film	What's in the film
characters (people, animals)		
places		
feelings		
extras (music, sound, movements, voices)		

3. Now watch the film.



4. Write: What's in the film.