See change –
using time-lapse photography to
show change,
Levels 3 and 4

Media Arts

Unit of work

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Introduction

Overview of the unit of work

**Title:** See change – using time-lapse photography to show change

**Timing (approximate):** 4 × 50-minute lessons

**Description:** Time-lapse is a cinematography convention that accelerates movement. In this unit of work students create a time-lapse drawing of a birthday cake, or something that helps us celebrate, and discover how a time-lapse works. They learn that a time-lapse is a sequence of frames taken at set intervals that is then replayed at a normal speed, allowing a viewer to see the action accelerated at a faster pace. Students investigate time-lapse photography and videos, looking at the conventions of the media form and determining why time-lapse videos are useful (such as seeing slow change take place at a rapid pace). They investigate the process involved in making a time-lapse video and create a time-lapse video that represents a personal ‘celebration’ in their lives.

 In this unit of work students will develop knowledge and skills in the following key Media Arts areas:

* the media languages used to tell stories
* the technologies that are essential for producing, accessing and distributing media
* the various institutions that enable and constrain media production and use
* the audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals

the constructed representations of the world, which rely on shared and disputed social values and beliefs.

**Overall learning intentions:** To explore representations of people in their society using story structures and settings

 To learn the techniques and conventions of time-lapse in order to create a media artwork using structure and the technical and symbolic elements of composition, lighting, space, time, movement and colour

 To plan media artworks, with a specific intent and structure, to portray change over time

 To use media technologies to learn skills, tools and processes involved in making a time-lapse video

 To discuss and evaluate media artworks by discussing the effectiveness of the works to show change

 To compare media artworks from a different time and place, discussing the similarities and differences between the students’ media artworks and other media artworks

**Assessment:** Opportunities for assessment include:

* list of objects related to celebrations ([Learning activity 1B](#LearnAct1b))
* original frames ([Learning activity 2](#LearnAct2))
* completed time-lapse artwork ([Learning activity 3](#LearnAct3))
* reflection ([Learning activity 4](#LearnAct4))
* teacher notes from observations of students in class discussions and reflective conversations (all learning activities).

**Further resources:** Examples of student work:

['Time-lapse drawings' by Grade 3, Rowellyn Park PS, 2019](http://rowellynparkps.global2.vic.edu.au/2019/08/12/time-lapse-drawings-by-grade-3-2/)

 Consider how students will collaborate and document their work throughout the unit. Online options include:

* a class blog using [Global2](https://global2.vic.edu.au/)
* Microsoft OneNote, which is available via Microsoft Office 365
* Google Classroom, which is integrated with Google Drive

 Tutorials for Office 365 and Google Classroom are available through [Lynda.com](https://www.lynda.com/).

 Teachers in Victorian government schools can access Google apps, Office 365 and Lynda.com through [eduSTAR](https://www.edustar.vic.edu.au/CookieAuth.dll?GetLogon?curl=Z2FcatalogueZ2FPagesZ2FSoftwareHome.aspx&reason=0&formdir=3).

Links to the Victorian Curriculum F–10

**Curriculum area and band:** Media Arts, Levels 3 and 4

**Content descriptions:** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text [(VCAMAE025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)

 Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories [(VCAMAM026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)

 Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)

 Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)

**Relevant achievement standard:** By the end of Level 4, students describe similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.

 Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

**Cross-curricular opportunities:** A birthday cake or other celebratory object was chosen as the subject matter in order to integrate with the focus on celebrations in [History Levels 3 and 4](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/curriculum/f-10#level=3-4); however, the time-lapse drawing can be changed to relate to units of study in other curriculum areas (for example, the life cycle of minibeasts or other animals in [Science Levels 3 and 4](https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10#level=3-4)).

Relevant Media Arts terms

The following terms are relevant to this unit of work. The definitions below have been taken from the [Learning in Media Arts page](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/media-arts/introduction/learning-in-media-arts) of the Victorian Curriculum F–10.

Technical and symbolic elements

The technical and symbolic elements of media arts, including composition, space, time, movement, sound, colour and lighting, work together to create meaning in different contexts and forms for different purposes.

In media arts, both technical and symbolic elements work together within established and emerging genre conventions and technologies to inform, persuade, entertain and educate through story principles.

Story principles

The elements of media arts are combined and shaped using story principles of structure, intent, characters, settings, points of view and genre conventions:

* structure – the overarching narrative and construction of the story, including the opening, development and resolution of the story, and the ideas represented in the story
* intent – the purpose of the story and intended audience
* characters – the people or subjects in a media artwork
* settings – the locations or environments of the story
* points of view – including the point of view of the person telling the story
* genre conventions – the style of the story

Viewpoints

The different meanings that are generated, based on the experiences of the artist, creator and audience. As students make, investigate and critique media artworks as producers and consumers of media artworks, they ask and answer questions to interrogate the practice of the artist, the representation of meanings and the interpretations of the audience. Meanings and interpretations are informed by the contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about the students’ own media artworks and the media artworks they see, hear, interact with and consume as audiences.

Media techniques and processes

The skills, techniques and processes used to create media artworks through three stages of production:

* pre-production, including scriptwriting, storyboarding, sketching designs, planning, research
* production, including capturing, recording, directing
* post-production, including mixing, editing, assembling, laying out, distributing.

Media materials

In planning and producing media arts, students use images, sounds and texts, and media technologies including equipment, props, costumes and sets.

Learning activities

Learning activity 1: Explore and Represent Ideas –
Exploring time-lapse photography

Part A: Exploring real time versus time-lapse

**Timing (approximate):** 40 minutes

**Learning intentions:** To explore representations of people in their society using story structures and settings

 To learn the techniques and conventions of time-lapse to create a media artwork using structure and the technical and symbolic elements of composition, lighting, space, time, movement and colour

**Content descriptions:** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text [(VCAMAE025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)

 Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)

**Achievement standard extract:** They discuss how and why … others use images, sound and text to make and present media artworks.

**Resources required:** Examples of time-lapse videos showing change, such as online videos on YouTube (if conducting the first activity in Step 3)

 Large sheets of paper and markers for brainstorming

1. Begin by activating students’ prior knowledge. Brainstorm things that change over time. Students can brainstorm things in groups on large sheets of paper.
2. Discuss: Is it practical to watch these changes happen in real time? Why or why not?
3. Students do one of the following activities:
* Watch time-lapse videos showing change over time, such as the lifecycle of a butterfly, clouds moving, flowers blooming or a city at night. Compare watching changes in real time with watching a time-lapse video. Create a table listing the differences.
* Students write a definition statement of time-lapse. They include advantages and examples in their definition (for example, a time-lapse can be a video of a flower blooming so we can see it grow in quicker time).

Assessment

Evidence in practice includes:

* Students identify some of the advantages of using time-lapse.
* Students write a definition statement of a time-lapse, including examples of changes that can be captured by time-lapse (if conducting the second activity in Step 3).

Part B: Representing a celebration

**Timing (approximate):** 10 minutes

**Learning intention:** To plan media artworks, with a specific intent and structure, to portray change over time

**Content description:** Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)

**Achievement standard extract:** Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

**Resources required:** None

Explain that students will create a time-lapse drawing. Students make a list of objects related to celebrations that they could draw (for example, candles, cake toppings, streamers, party hats). Alternatively, their lists could relate to another unit of study the students are covering in other curriculum areas such as Humanities, Health and Physical Education or Intercultural Capability.

Assessment

Evidence in practice includes:

* Students plan content for their own time-lapse video related to the chosen topic by creating a list of items to include in their drawings.

Learning activity 2: Media Arts Practices –
Learning time-lapse skills

**Timing (approximate):** 50 minutes

**Learning intention:** To use media technologies to learn skills, tools and processes involved in making a time-lapse video

**Content description:** Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories [(VCAMAM026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)

**Achievement standard extract:** They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.

 Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

**Resources required:** iPads, with Camera app and iMotion app

 iPad tripods or an iPad covers that allows the iPad to stand

 Drawing tools (pencils, markers) and paper

 Tip: If iPads are unavailable, use time-lapse software on a computer. Students can take photos with student devices or conventional digital cameras, import them into Windows Movie Maker or Microsoft Photos, and adjust the timing of the image playback.

1. Students explore tools in the iPad Camera app, such as exploring the difference between manual and automatic tools.
2. Students work in pairs using the iMotion app. They take turns to capture frames, for example one student takes the images while the other draws a birthday cake. Students can choose to capture their frames automatically or manually, depending on whether they want their hand drawing in the time-lapse or if they want the drawing to seem like it is evolving alone. Tip: Emphasise the importance of keeping the camera and paper still.
3. Students capture the images and then adjust the frames per second according to their preferred speed. By doing this they consider the ‘story’ and structure of their own media artwork.

Assessment

Evidence in practice includes:

* Students apply media technologies, materials (the tools in the software applications), and the technical and symbolic elements of time, space, composition and movement, to create media products (time-lapse videos).
* Students follow a sequence of events to create media artworks with the intended purpose of illustrating change.
* Students make connections to traditions or community values and beliefs, such as the concepts of ‘celebrations’ and ‘change’, through their media artworks.

Learning activity 3: Present and Perform –
Sequencing and editing a story

**Timing (approximate):** 50 minutes

**Learning intentions:** To make selections using technical and symbolic elements to enhance the structure and storyline of the time-lapse for an audience

 To add text, layouts and animation to the time-lapse to add meaning for an audience

 To plan, create and present media artworks for specific purposes with awareness of responsible media practices

**Content descriptions:** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text [(VCAMAE025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)

 Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories [(VCAMAM026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)

 Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)

 Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)

**Achievement standard extract:** Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

**Resources required:** Video editing software applications, such as iMovie, Adobe Spark Video, Adobe Clip

1. Students consider the intent and audience of their media artwork, and then add music, text and/or voice-overs with facts about ‘celebrations’ to share with their peers and their families. When selecting background music to create a soundscape, students select music based on intention (for example, happy, calming, excitable, suspenseful). Tip: Adding voice-overs could be an extension task. Students would first create a short script based on simple facts related to the unit of study.
2. Students export their artwork as a video file (MP4) and save it to the Camera Roll for playback and sharing options.
3. With parental consent, media artwork can be displayed on a blog, in a digital newsletter, via the class social media account or on the school website.

Assessment

Evidence in practice includes:

* Students identify the personal significance of an event to other class members and their families as their identified audience.
* Students make choices for editing based on personal preferences and an understanding of structure, intent and audience.
* Students add technical and symbolic elements to achieve the intended purpose of illustrating change.
* Students follow teacher-provided step-by-step instructions to export and save their work for playback and sharing.

Learning activity 4: Respond and Interpret –
Presenting and evaluating artworks

**Timing (approximate):** 50 minutes

**Learning intentions:** To discuss and evaluate the media artworks by discussing the effectiveness of the work to show change

To discuss alternative ways of showing change

 To compare media artworks from a different time and place, discussing the similarities and differences between the students’ media products and others

**Content descriptions:** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text [(VCAMAE025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)

 Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)

 Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)

**Achievement standard extract:** They discuss how and why they … make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.

**Resources required:** Large screen for sharing time-lapse videos

 Resources for the teacher’s preferred reflection strategy, such as:

* PMI chart (Plus, Minus, Improvement)
* Y chart (Looks like …, Feels like …, Sounds like …)
* Think-pair-share activity

 Digital and collaborative resources, such as a class blog, Padlet, Edmodo or a class social media account

1. Students watch their own and the final media products of their peers. They share thoughts on successes and suggested improvements, focusing on the choice of subject to represent ‘change’ and ‘celebrations’.
2. Students discuss the story and structure of the media products, and the use of technical and symbolic elements of composition, time, movement, space, and sound.
3. Use the teacher-preferred reflection or feedback strategy with students to reflect on the following:
* How could the time-lapses be improved?
* What challenges did your group face?
* What would viewers think about these media artworks either 100 years ago or in another country? Why would the viewpoints be different in other cultures or times? (Compare the ‘celebrations’ content with the same topic in another time or place.)

Assessment

Evidence in practice includes:

* Students provide feedback on what did or didn’t work to make an effective time-lapse video, considering the audience for, purpose of and structure of media artworks and the use of technical and symbolic elements.
* Students evaluate the effectiveness of a time-lapse to represent change and recommend alternative ideas for subject matter and alternative media conventions to represent them.
* Students make comparisons with viewpoints from other cultures or time.