FLARR Pages #44: Uses of iMovie

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"Uses of iMovie," Brenda Romereim, Breckenridge High School

Need a new idea to involve technology and fun? Using the Macintosh "iMovie" program or other movie making software, students can create movies in Spanish. You can use any topic to make a movie and the choice aspect is very attractive to students.

My Spanish students here at Breckenridge High School were very creative movie makers last year: in Spanish One students in my classes used "iMovie" to create and edit a music video ("Música-pedia" by Tom Blodget); in Spanish Two students used iMovie to develop and edit a newscast; in Spanish Three students used "iMovie" to create and edit a fashion show. The process of movie making as as follows:

Each assignment begins with a circle discussion. During the discussion each student participates in the planning of the project.

In the Spanish One circle every student volunteered to be a part of the music video. A number of students were responsible for props, costumes, and script cards. Two students videotaped the music video, and three students worked on editing the video with the "iMovie" program.

In the Spanish Two circle each student volunteered for a part in the newscast. After the newscast was decided the students then had to use the circle to plan how the assignment would be graded.

The next step was to begin writing the newscast in Spanish. The students completed the writing process and videotaped each news story. The news stories were loaded onto the computer and edited using the "iMovie" program.

Upon completion of the "iMovie," the students then viewed the newscast and graded their production using the rubric created in the circle at the beginning of the project. Students' rubric included daily participation, written script, "iMovie" editing, pronunciation,
chapter vocabulary and grammar, and overall presentation.

In the Spanish Three assignment each student was responsible for a hairstyle, an outfit, and shoes to model for a fashion show. A number of Spanish requirements had to be used in the description for the fashion show. The students then modeled and spoke about each other’s fashions while being videotaped. When the videotaping was complete the students edited their part of the fashion show for the final product.

The “iMovie” editing involves titles, effects, slide transitions, and audio. Titles can be placed on the video footage or on clear pages. There are a variety of effects ranging from rain to aged film. Transitions range form sliding scenes to radial swooshes.

Any audio can be added, deleted, or rerecorded. Photos, power point presentations, and other video can be imported to the movie also.

The projects take about two weeks of class time. Usually 1-2 days of planning, 1-2 days of writing, 1-2 days of taping, and 3-4 days of editing.

The benefits of the assignment include more exposure to technology for the students, a high level of involvement for students, and a variety of skills to address learning styles of students.

Some disadvantages include the number of cameras available, the time it takes to create, and sometimes the unexpected problems with technology.

Overall, students find creating “iMovies” an enjoyable way to learn Spanish.