SEA MONSTERS
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Teaching Notes 2018

*Ideas and links to the
Australian Curriculum for:
English, Art/Visual Art, HASS,
Science and Music.*

*Personal development is a through line and
addresses social responsibility, disposition for
learning, creativity and the development of verbal and
communication skills.*

***Ideas with links to the Early Learning Framework included.**

Compiled and collated with assistance from practising classroom teachers at Mowbray Heights Primary School, Tas.

Ideas with links to the Early Years Learning Framework

Outcome 2: Children are connected with and contribute to their world

Children become socially responsible and show respect for the environment

- Read text in preparation for a beach excursion.
- Explore beach environment through play and planned learning experiences.
- Make connections to times when the children have been to the beach and/or share their understandings about beaches.
- Invite the author, Sharon Yaxley, in to talk about how her childhood experiences influenced her stories and this text.
- Talk with an Aboriginal elder and invite them to share their connection with the coast through oral storytelling, art and craft (eg. kelp baskets, shell necklaces, etc.).

Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

- Explore the text through 'scaffolding literacy' strategy.
- Display text with a collection of objects found on the beach, eg. shells, kelp, rocks, driftwood, sand, etc. for children to explore through sensory play.
- Use the beach items to create own 'monster' or use for other creative artwork.
- Children record with photos on the iPad and share in a slideshow.

Outcome 5: Children are effective communicators

Children interact verbally for a range of purposes

Children engage with a range of texts and gain meaning from these texts

- Read text without looking at pictures (creating images).
- Read text with class and encourage discussion through open-ended questioning.
- Read other fiction and non-fiction texts about the beach and compare (same and different).
- Look at real examples of the beach materials to build vocabulary.
- Look closely at individual beach items, describe and sketch.
- Use percussion instruments to create beach or monster sounds to accompany reading of the text.
- Create own monsters using a variety of visual arts media and techniques.
- Creative dance focussed on either monsters or beach movements (wind, waves, tides, swimming, wading, etc..).
- Dramatic play area set up as a beach.
- Create their own story to accompany text illustrations.
- Make own books about the beach

English Lower Primary

Foundation

Recognise that texts are created by authors who tell their stories and share experiences that may be similar or different to students' own experiences (ACELT1517)

Construct texts using software including word processing programs (ACELY1654)

Year 1

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)

Discuss how authors create characters using language and images (ACELT1581)

Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832)

Construct texts that incorporate supported images using software including word processing programs (ACELY1664)

Year 2

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)

Innovate on familiar texts by experimenting with character, setting or plot (ACELT1883)

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)

- Read the text without showing the pictures or the cover and create images to the text
- Children create a cover and a blurb for the story
- Create another monster for the book
- Develop vocabulary
- Brainstorm synonyms for describing words e.g. thrashing
- Children create a non-fiction text to share information about a monster they have created
- After children have created their own sea monsters images they can write a story
- Functional Grammar – Identify the participant, process and circumstance
- Publish stories on the computer using photos

Middle Primary

Year 3

Literature: Creating Literature:

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

- Use as a piece for creating images.
- Read sections of the story to students without showing them the pictures.
- Ask them to paint a picture in their head from the words they are hearing. Then, get them to draw the picture on paper.
- Afterwards compare and discuss their pictures and the images in the book.
- Why are they so different?   Similar?

Examining Literature

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)

Creating Literature

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

- Begin with a vocabulary exploration-meaning of the words…'withering', 'cusp', 'currents'.
- Examine the repetitive nature of the text to examine why the author has written it this way.
- Examine how the pictures and words have alluded to the kelp being a sea monster...how, and why has the author done this?
- Focus on the adjectives that are used to create the mood, build the scene.
- Examine calligrams: for jagged, withered, thrashed.
- Draw words to represent themselves (e.g. thin **thick**).
- Lead from the visual elements of a calligram into onomatopoeia (words that sound as they are).
- Choose another item from the sea to build a word map on with the aim to bring it to life.
- Use the word map from above to create a descriptive poem/shape poem.

Middle Primary

Year 4

Interpreting, analysing, evaluating

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)

Expressing and developing ideas

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts. (ACELA1496)

- Complete a 6 Thinking Hats book review for the book.
- Discuss how the author has used real life pictures to encourage the reader to use his/her imagination.
- Pick a page of the book. The students can describe the image both imaginatively and factually.

Creating Text

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

Language: Phonics and Word Knowledge

Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)

- Choose an image and write a piece of poetry (haiku, cinquain, diamante) about the image.
- Use as many describing words as you can.
- Use text for a series of lessons on adjectives and developing vocabulary.

Examining literature

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)

Creating literature:

Create literary texts that explore students' own experiences and imagining (ACELT1607)

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

- Prior to students viewing the text, explore the rich vocabulary of the text, identifying the different ways in which the author describes the actions and appearances of the Sea Monsters to create imagery and mood

  - Ask them to draw their own imaginings of the Sea Monsters – drawing inspiration from the descriptions of black tails, dark eyes, sharp noses, tusks, jaws and jagged teeth
  - Share the text and compare the images with students' sketches and discuss the different interpretations
  - Develop word walls for interesting adjectives and adverbs thrashing, withered, jagged
  - Examine use of functional grammar identifying process, participant and circumstance

- Discuss the author's intention behind the use of repetition and personification e.g., angry currents.   Question what impact these techniques have on the mood and tone of the narrative?
- Use the concept of a 'photo book' as a stimulus for students to create their own text using photographs of familiar or significant environments, to experiment with personification and descriptive language.

English

Upper Primary

Year 5

Creating Texts

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

Responding to Literature

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

Creating Literature

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

- Write and edit a book review on the story.
- Write and edit a Haiku poem about the beach in the book.
- Write and edit a Cinquain poem about the beach in the book Investigate the use of 'ellipses' in the book.
- Use a photo from the book as a stimulus to write a narrative story.
- If you could take anything, what would you pack in your bag for a day at the beach?

Create a list

- Research what animals live at the beach or in the ocean. How have they adapted to their environment?

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shapes poetry, songs, anthems and odes (ACELT1611)

- Explore adjectives, rhyme and repetition used in the text and create independent samples using images of natural features

Literacy: Interacting with others

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

Interpreting, analysing and evaluating

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACE LY1713)

- Share/research legends from sea monsters around the world (e.g. Judaism-Leviathan, Greece-Hydra, Scandinavian-Kraken, Inuit-Qalapalik, Japan-Ningen, Europe-Mermaid, New Zealand-Taniwha).
- Compare the similarities/differences.
- Then, imagine you are one of the 14 convicts illegally stowed away on the Argo in 1814. You depart Hobart, never to be seen again.
- Describe your fate at the hands of one of these legendary sea monsters.
- Illustrate the cover for the published version of this story.

Examining Literature

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

Text Structure and Organisation: Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

- Explore the author's use of language.
- How might this change if character/s had been included in the illustrations?

Maths

Lower Primary

Foundation

Represent practical situations to model addition and sharing (ACMNA004)

Sort and classify familiar objects and explain the basis for these classifications.   Copy, continue and create patterns with objects and drawings (ACMNA005)

Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)

Describe position and movement (ACMMG010)

Year 1

Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)

Year 2

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)

- Sort and classify beach objects

  - Sequence beach objects in order from largest to smallest

- Create collections to match a number card
- Create a repeating pattern using beach items

  - Make a circular pattern around a hoop
  - Take photos and create a pattern book

- Measurement monster

  - Design a monster on grid paper
  - Compare the area of each sea monster in the class
  - Sort sea monsters in order of size (height, width, area)
  - Graph monsters by the number of legs, eyes
  - Create a symmetrical monster using grid paper

- Estimate the number of rocks and shells there are in each photo in the book

Science

Lower Primary

Foundation

Daily and seasonal changes in our environment affect everyday life (ACSSU003)

The way objects move depends on a variety of factors, including their size and shape (ACUSSU005)

Year 1

Living things have a variety of external features (ACSSU017)

Living things live in different places where their needs are met (ACSSU211)

Use informal measurements to collect and record observation, using digital technologies as appropriate (ACSIS026)

Year 2

Living things grow, change and have offspring similar to themselves (ACSSU030)

Earth's resources are used in a variety of ways (ACSSU032)

A push or a pull affects how an object moves or changes shape (ACSSU003)

Use informal measurement to collect and record observations, using digital technologies as appropriate (ACSSU039)

Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACSIS040)

- Use digital microscope to examine sea weed, kelp, shells, sand and any other object collected from the beach
- Record observations of crabs using a range of methods.   Compare observations with peers and make predictions about changes that may occur

  - Hermit crabs
  - Shell crabs
  - Exoskeleton found at the beach

- Care for a class fish – identify needs and take responsibility for its care
- Make an observation table about beach objects
- Draw and label a diagram of a sea monster from the text.   Identify the features and the materials used.

Middle Primary

Year 3 and 4 Science

Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)

Science involves making predictions and describing patterns and relationships (ACSHE050)

Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)

Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS060)

Year 4

Living things depend on each other and the environment to survive (ACSSU073)

Science involves making predictions and describing patterns and relationships (ACSHE061)

Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068)

Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071)

- Use microscopes, internet information and other resource books to identify different types of kelp and other objects and animals from the beach and ocean
- Investigate different types of kelp, their scientific names and characteristics.   Compare these, looking at the similarities and differences.   Use a table or similar to represent your findings.   Draw and label a diagram of one type of kelp.
- Investigate the uses of kelp.
- Kelp belongs to the protist family.   What is a protist?   What are some other examples of protists?
- Research animals that live around and eat kelp.   What would happen to them if there was no longer kelp due to environmental factors such as heatwaves and waste?
- Why is kelp so beneficial?   What products that we consume or use contain kelp?   Are all types of kelp edible?
- Make a poster to share with others to explain why we need to look after kelp and our oceans.   Make sure that you include your research.
- Learn about seahorses and why they live near kelp and other plants.   Visit Seahorse World.

Understanding Biological Science

Living Things Have Life Cycles (ACSSU072)

Elaboration: Making and recording observations of living things as they develop through their life cycles.

Elaboration: Describing the stages of life cycles of different living things such as insects, birds, frogs and flowering plants.

Living things depend on each other and the environment to survive (ACSSU073)

Elaboration: Investigating how plants provide shelter for animals.

- Research animals and plants found on Tasmanian beaches and coastlines.
- Draw a life cycle diagram for a Tasmanian coastal plant.
- Talk about how and why plants provide shelter for animals eg some animals may seek.

Science

Upper Primary

Year 5

Biological science

Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)

Conduct a research based inquiry

- What types of seaweed are there?
- Where does it grow?
- What types of seaweed are edible?
- What are the different classifications for seaweeds and kelps?
- What animals live in/on seaweed?
- What current environmental issues affect seaweed growth?

Biological sciences

Living things have structural features and adaptations that help them to survive in their environment (ACCSSU043)

- Explaining how particular adaptations help survival such as nocturnal behaviour, silvery coloured leaves of dune plants
- Describing and listing adaptations of living things suited for particular Australian environments

Year 6

Biological sciences

The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)

Investigating how changing the physical conditions for plants impacts on their growth and survival

- What is the best environment for the growth of bull kelp forests?
- Is climate change affecting the bull kelp forests?
- What are current reports on the health of the kelp forests saying?
- What is affected by the dying of the forests?
- Link the above research to the subject of some of the photos.
- Why does bull kelp wash up on our beaches?
- Which parts of the bull kelp do we find on the beaches?
- Why is so much kelp found on Tasmanian beaches?
- Research online.
- Write/survey businesses which are connected to the health and growth of the forests.
- Take notes from newspaper articles and/or YouTube.

Resources

http://www.abc.net.au/news/2017-02-21/tasmanian-kelp-forests-dying-as-water-warms-dive-operator-says/8289300

https://www.discovertasmania.com.au/about/articles/tasmanias-kelp-forests

https://www.youtube.com/watch?v=ZQb9ZFWfNZE

Humanities and Social Sciences

HASS Lower Primary

Foundation

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASS1009)

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction (ACHASS1010)

Year 1

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ARCHASSK031)

The weather and seasons of places and ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)

Year 2

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)

The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

- Tasmanian Aboriginal traditions e.g., land, beach, kelp baskets
- Explore the messages in Aboriginal stories and songs e.g., The Rainbow Serpent and The Hairy One
- Consider how to care for special places e.g., home, school, beaches and the local community
- Build a class zoo where each sea monsters' enclosure needs to be managed to meet the needs of the monster
- Study weather patterns and its effect on natural places e.g., erosion, sea levels, climate change

    - Google earth and You Tube as resources

- Research real underwater sea monsters e.g., lantern fish and squid
- Excursion to the beach

    - Collect beach materials to use in the classroom to support other curriculum areas
    - Children take photos of the sea monsters they can find at the beach
    Create their own sea monster book using photos taken

Humanities and Social Sciences

HASS Middle Primary

Year 3

Questioning: Pose questions to investigate people, events, places and issues (ACHASSI057)

Researching: Locate and collect information and data from different sources, including observations (ACHASSI053)

Analysing:Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)

Evaluating and Reflecting: Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, table and maps, using discipline-appropriate conentions (ACHASSI054)

Communicating: Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)

Year 4

Questioning: Pose questions to investigate people, events, places and issues (ACHASSI073)

Researching: Locate and collect information and data from different sources, including observations (ACHASSI074)

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075)

Analysing: Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)

Evaluating and Reflecting: Draw simple conclusions based on analysis of information and data (ACHASSI079)

Communicating: Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)

- Sustainability: Examine the environmental impact of litter in waterways
- Research the effects of plastics/rubbish on aquatic animals/birds
- Visit a local waterway to observe and record the amounts and types and locations of litter
- Research and observe the types of potential hazards to local water-life: old boats-leaking oils, fuels, pesticides, fertilizers from farming, cattle near river banks etc.
- Research the Pacific Gyre, and how and why rubbish in waterways ends up in certain locations
- Graph the amounts and types of litter sighted and evaluate what the main 'types' of litter are and whether they are from any particular sources e.g., McDonalds, the local takeaway… investigate whether anything can be done about findings
- Interview an elder of the community to discover whether the situation is worse now
- Look at maps of the local waterways and locate the river's source and end point
- Talk to local community members on what is or could be done to help the problem… more rubbish bins, improved locations for them, more timely emptying of them, sign to encourage people not to litter, education of local people about the consequences of litter in the waterway, children at the local schools could design posters to promote a clean environment
- Organise a clean-up of local beach, river or waterway
- Create a PowerPoint for your school or community events that include pictures of found litter and the potential hazards etc.

HASS Upper Primary

Year 5

The influence of the environment on the human characteristics of a place (ACHGKO28)

The influence people have on human characteristics of places and the management of spaces within them (ACHGKO29)

- Watch a documentary about the viability of humans living under the sea (eg. National Geographic Documentary 'City under the sea is it possible' (available at: https://www.youtube.com/watch?v=aKjXX6zjYg0)
    - If you were to become part of an aquanaut family, what considerations would need to be taken into account to maintain/improve your current lifestyle?

Year 5 and 6

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123)

- Investigate how indigenous Tasmanians used natural objects to help them in their daily lives, and how these objects connected them to Country in the past, and how they connect them now.
- Investigate tools that were unique to indigenous Tasmanians.

Resources

http://www.nma.gov.au/encounters_education/community/putalina

http://www.nma.gov.au/exhibitions/encounters/mapping/oyster_cove

https://www.theguardian.com/artanddesign/2015/apr/10/indigenous-australia-enduring-civilisation-british -museum-exhibition#img-3

http://www.abc.net.au/local/stories/2008/07/09/2298488.htm

http://collections.anmm.gov.au/objects/16816

Visual Arts

Lower Primary

Foundation to Year 2

Explore ideas, experience, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)

Use and experiment with different materials, technologies and processes to make artworks (ACAVAM107)

Create and display artworks to communicate ideas to an audience (ACAVAM108)

- Create a 3 D picture using collected beach materials
- Children take a photo of their 3D art work to create a book
- Use beach materials to make a collage or print make
- Using computer programs to create a virtual sea monster
- Sand art
- Using the iPad create a school monster by photographing shapes and items around the school yard
- Create a clay sea monster

    - Name and label the parts of each sea monster
    - Paint the sea monster so they camouflage with the environment

Middle Primary

Content Descriptions

The Arts Year 3 & 4

Use materials, techniques and processes to explore visual conventions when making artworks (….)

Teaching Idea

Cover the book jacket in plain paper, so students can't make predictions or connect with the text visually.

While the text is read-aloud, ask students to focus their attention on the language they hear. Students sketch a type of creature that represents the description in the text.   For example: '*Black tails thrashing, jagged teeth,*' *etc.*

Whole class sharing of initial sketches.

Student Task

Students use plasticine to represent a 7-10cm model of their initial sketch.

Re-read the text to the class, showing title, illustrations and text.

Teaching points – Class discussion

Further discuss vocabulary – thrashing, jagged, cusp of a wave, whispering tales, dark eyes.

Discuss how the choice of language sets the mood and tone of the narrative.

What happens at high tide?

Describe what you think is the main idea in the text?   (circular story – what is disgorged by the sea, is later reclaimed by the high tide)

Student Task

Students respond by creating a second creature (7-10cm model) reflecting the class discussion and closer examination of the text.

Student display both creatures on a display stand and give names to their creations.

Visual Arts

Upper Primary

Year 5 and 6

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)

Develop and apply techniques and processes when making their artworks (ACAVAM115)

- Design and make a sea creature out of recycled materials.
- Design a new sea creature from the things found on the beach in the book.
- Extend the photo in the book i.e. draw around it and more details of the beach etc.
- Design a new beach bag to take to the beach.
- Recreate the oceans waves using a Zentangle style.
- Investigate the practices of Aboriginal and Torres Strait Islanders used to represent the ocean and the beach.

Year 5 and 6

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)

Develop and apply techniques and processes when making their artworks (ACAVAM115)

- Using the 'Underwater Creatures' page from Land, Sea, Sky by National Gallery of Australia, think about the ideas behind indigenous markings before recreating your own illustration from the Sea Monsters book in this style.

Year 5 and 6

Develop and apply techniques and processes when making their artworks (ACAVAM115)

Elaborations: enhancing and practising their art making skills in using a range of materials and technologies

- Create a paper tole using one of the images from the text
- Create a digital photo story with photos taken of nature in the school ground.
- (create a similar text to go with it)

Music

Upper Primary

Year 5 and 6

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)

- Explore the ideas in the story through the questions: What does it feel like? What does it sound like? Build a list of onomatopoeia (e.g. squelch, whoosh, crackle).
- Explore the ideas through body movement to express the different feelings and moods.
- Take photos of each idea.

Microsoft PowerPoint:

- Select photos to use and decide on a sequence. Use the list of onomatopoeia to add matching 'stickers' to the photos. Render to video.

Acid Music Studio:

- Use the software to build a music/sound effects score to match the PowerPoint video.

  Steps:

  - Launch the program and open a new workspace.
  - Import the PowerPoint video to the timeline.
  - Using the stickers on each photo as a guide, explore the bank of sound files to describe each idea. (NB: Record your own vocal/environmental sounds and import these into the project for use as well.)
  - Use the video preview and zoom in/out tools to accurately place the selected
  - music and sound effect files on the timeline, creating separate audio tracks.
  - Experiment with the plug-in effects on the tools menu to the left of each audio
  - track to capture mood and feeling.
  - Export the completed project as a video file.