

<b>ACTIVITY 10</b>	Old cinema vs New cinema
<b>The aim of the activity</b>	Understand technological development and in particular how technology evolves making daily life easier and more immediate, with particular reference to cinema and video production.
<b>Places where the event can be held</b>	Rodengo Saiano Museum
<b>Age group for the activity</b>	9-11

<b>B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT</b>	
<b>Educational tools</b>	Vintage material for video production, a smartphone
<b>Method, technique and strategies</b>	Practical activity, participatory lesson, seek and find game
<b>PRACTICE</b>	Visit to museum and practical activity researching the "old" video technologies
<b>Introduction of the activity</b>	The activity opens with a quick visit to the Rodengo Saiano museum, which gives an overview of the objects collected. deliberately in this phase the contents are not explored much and some objects are skipped which will then be part of the laboratory. Children are left free to explore the museum, which due to its conformation contains many objects and in which it is easy to "get lost".
<b>Development of the activity</b>	<p>After an appropriate time, the class gathers and reflects on the task of making a video. What is needed? If we asked you to shoot a video of a conversation between you, what would you use? the answer will most likely be unanimous: the smartphone. At this point a challenge is thrown at him: before the advent of smartphones, let's say 50 years ago, how could a video be produced? The answers will be conflicting. Discuss together what is needed to shoot a video: a machine to take images, another to take sounds, something to power these machines, a filing system to memorize the images. At this point, a challenge is launched for the students: look inside the museum for the equipment we need (the necessary objects will be positioned so as to be rather recognizable and "findable").</p> <p>If the children have difficulty, you can help them with clues. Once the objects have been found they are grouped on a table. They serve:</p> <ul style="list-style-type: none"> <li>• A movie camera</li> <li>• An audio recorder</li> <li>• A microphone</li> </ul>

	<ul style="list-style-type: none"> <li>• A motion picture film</li> <li>• A smarphone</li> </ul> <p><b>Second phase</b> Once the objects have been gathered on the table, the comparison between the ancient and the modern begins. Particularly if they show the functions of the smartphone and the "vintage" counterpart. Quantitative data such as weight, solidity, dimensions, storage memory, costs, ease of degradation are also analysed. In this phase it is necessary to involve the students as much as possible by stimulating them to reason and their imagination on what the work of the videomaker was like up until a few decades ago.</p>
<p><b>Evaluation of the activity</b></p>	<p>At school it is appropriate to think about the potential of the smartphone, certainly a tool with enormous possibilities, but at the same time about the professional figures and the fascination of some objects that have become extinct because of the smartphone. Technological development brings advantages and makes life easier but at the price of losing something along the way.</p>



