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za šolstvo**

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REPUBLIKA SLOVENIJA
MINISTRSTVO ZA ŠOLSTVO IN ŠPORT




Naložba v vašo prihodnost
OPERACIJO DELNO FINANCIRA EVROPSKA UNIJA
Evropski socialni sklad

Projekt SPORAZUMEVANJE V TUJIH JEZIKIH:
Uvajanje inovativnih pristopov k poučevanju tujih jezikov
z vključevanjem tujih učiteljev v izvedbeni kurikulum

Šola:	GIMNAZIJA JURIIA VEGE IDRIJA
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PRILOGA 2 H KONČNEMU POROČILU

Naslov priloge	Short Film Project
Avtor/-ji:	Christopher Bishop

 <p>Zavod Republike Slovenije za šolstvo</p>	<h1>Short Film Project</h1> <h2>Integrated Curriculum Unit Planner</h2>
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UNIT TITLE:	<i>Short Film Project</i>
GENERATIVE TOPIC:	Humans express their unique nature through the Arts.

YEAR LEVEL	DURATION	Curriculum
Srednja Šola (Grammar School) Years 1 & 2	Approx 8 x 45 min lessons plus filming and editing at home plus viewing in class	<u>DISCIPLINE BASED LEARNING:</u> <ul style="list-style-type: none"> • English (Host) • The Arts <u>INTERDISCIPLINARY LEARNING:</u> <ul style="list-style-type: none"> - ICT - Communication - Thinking Processes <u>PHYSICAL, PERSONAL AND SOCIAL LEARNING</u> <ul style="list-style-type: none"> - Interpersonal Development

CONCEPTS/UNDERSTANDINGS	FOCUS QUESTIONS:
UNDERSTANDINGS <i>Dramatic performance</i>	Lines of inquiry: What techniques do professional actors use when performing to an audience?

<p><i>encompasses a variety of important features</i></p> <p><i>Information and communications technology can be used to produce high quality visual presentations</i></p>	<p>How can we express our ideas through writing, visual art, music, and drama?</p> <p>What features does a short film encompass?</p> <p>How do filmmakers use camera angles to add impact?</p>
	<p>VALUES/ATTITUDES:</p>
<p><u>DISCIPLINE BASED LEARNING</u></p>	<p>During this unit we will be concentrating on the following values and attitudes:</p>
<p>ENGLISH</p>	
<p>Reading</p> <ol style="list-style-type: none"> interpretations of and responses to a range of short films understanding and discussion of the textual features of short films They describe how short films are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts They analyse imagery, characterisation, dialogue, point of view, plot and setting <p>Writing</p> <ol style="list-style-type: none"> Students produce, in print and electronic forms, a variety of scripts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing They use a range of vocabulary and a variety of sentence structures They identify and use different parts of speech They employ a variety of strategies for writing, including note-making, planning, editing and proofreading. Students reflect on their project and analyse their strengths and weaknesses, and discuss the group dynamics <p>Speaking and Listening</p> <ol style="list-style-type: none"> Students plan, rehearse and make short films for different purposes They adjust their speaking to take account of context, purpose and audience, and vary 	<p>Thinker- I am a thinker when I use my knowledge to make a sensible decision.</p> <p>Risk-taking- expressing themselves in different ways through the arts, in front of an audience.</p> <p>Communicator- expressing themselves in different ways through the Arts, in front of an audience with drama (short films).</p> <p>SKILLS:</p> <p>-Teamwork, cooperation, sharing of responsibility and negotiation will be focused on during this unit.</p> <p>-By performing in front of others students will develop confidence and creativity.</p> <p>-Through observing several Australian short films, and each others' films, they develop their appreciation skills. Through performance, they develop self confidence.</p> <p>Editing skills: Students will be required to edit their film to refine it before publishing it.</p> <p>Communication skills: Students will collaborate to write a performance and learn and implement important skills for a dramatic performance, including voice projection and clarity, movement, positioning, character portrayal</p> <p>Self-Management skills: Students will be responsible for ensuring their performance is rehearsed prior to filming.</p> <p>Social skills: Students will work together to write and perform a dramatic performance</p> <p>Creative Writing skills: Students will write a variety of film scripts. They will learn ways to make their writing more colourful with idioms, synonyms, antonyms, similes and metaphors.</p> <p>Performance skills: Students will perform in a variety of plays, in a range of character roles.</p> <p>Technological skills: Students will use Movie Maker to create a short film presentation.</p> <p>RESOURCE LIST:</p> <ul style="list-style-type: none"> ○ Short film samples: http://www.youtube.com/results?search_type=&search_query=tr opfest&aq=f ○ Play scripts ○ Microsoft Movie Maker program and computers

<p>tone, volume and pace of speech to create or emphasise meaning.</p> <p>1. Active contribution to the preparation and presentation of films when working in small groups.</p> <p>THE ARTS</p> <p>CREATING AND MAKING</p> <ol style="list-style-type: none"> planning, informed by feedback, of ways to present arts works so that meaning and intentions are effectively communicated refinement of works in response to feedback about the selection and use of arts elements, principles and/or conventions <p>EXPLORING AND RESPONDING</p> <ol style="list-style-type: none"> comment on the exploration, development and presentation of their films use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works <p>INTERDISCIPLINARY LEARNING</p> <p>INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p>ICT FOR CREATING</p> <ol style="list-style-type: none"> Creation of information products, based on original ideas, to inform, persuade, entertain or educate specific audiences, and the documentation of these ideas in simple design plans Students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products Students edit their films using Movie Maker, editing scenes, adding a soundtrack and special effects, and opening and closing credits. They use 	<ul style="list-style-type: none"> Assessment Rubrics: group and individual (provided as attachment) Student self-reflection questions <p>*TEAM TEACHING ROLES*</p> <p>The foreign and Slovene teachers work together on this project throughout the majority of the lessons. The Slovene teacher assists the students during the writing of the outlines and scripts with any language or vocabulary they would like translated or explained. The Slovene IT teacher also assists with the technical side of the Movie Maker lessons where the students are given the opportunity to edit their own work. The marking is done in conjunction with the Slovene and foreign teacher.</p> <p>AIM:</p> <p>To have students work in groups to plan, write, film and present their own short movies in English. Films should be 5-8 minutes in duration</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> Students will use English as the medium in which to prepare a short film Students will write an outline of their film, including characters, setting, and plot Students will write a script in English, including directions to the actors, actions and dialogue Students will edit their film using Movie Maker or a similar program Students will present their finished films to the class Students will discuss their film project with the foreign teacher and reflect on it at the end of the project <p>STUDENT OUTCOMES:</p> <ul style="list-style-type: none"> Students write a detailed outline of the film in English Students write a detailed script of the film in English Students film their movie and edit it, including opening and closing credits, soundtrack, effects and transitions between scenes. Students use a variety of camera angles to add impact to their films Students act in a way that makes their characters believable Students discuss the progress of the film in English. Students write a personal reflection on the film at the end of the project, outlining the positives, negatives and possible improvements. <p>LESSON OVERVIEWS:</p> <p>Pre lesson task: Ask students to form groups and decide on a general topic for a short film. Make sure that each group has access to their own video camera for filming purposes.</p> <p>1&2:</p>
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<p>slide transitions and effects to enhance their final film.</p> <p>e Follow simple plans to create information products designed to entertain particular audiences</p> <p>COMMUNICATION</p> <p>LISTENING, VIEWING AND RESPONDING</p> <p>a. use of simple criteria and strategies to evaluate others' presentations.</p> <p>PRESENTING</p> <p>b. Students screen their films in the class</p> <p>THINKING PROCESSES</p> <p>REFLECTION, EVALUATION AND METACOGNITION</p> <p>a. Students reflect on their project, listing the things which worked well, and those which they would improve or change if they had the chance. They also reflect on the group's working dynamics, including the roles and contribution of each member.</p> <p>INTERPERSONAL DEVELOPMENT</p> <p>BUILDING SOCIAL RELATIONSHIPS</p> <p>a use of strategies for responding to different needs when attempting to maintain harmonious social relationships; for example, discussing, giving and encouraging</p> <p>WORKING IN TEAMS</p> <p>b planning of tasks to achieve team goals</p> <p>c flexibility; for example, performing various roles, including following and leading</p> <p>d awareness of strategies for evaluating their own and others' contributions to agreed goals</p>	<p>Introduce film project. Hand out and read through assessment criteria. Show a couple of short films (I used Tropfest site to show Australian short films, see attached link). Discuss various aspects of the films, including dialogue, acting, cinematography, soundtrack, credits.</p> <p>Next have students sit in their pre-formed groups and they write the outline to their film, including the group members, characters, setting and plot outline. These are handed in the following week for assessment.</p> <p>3-6:</p> <p>Students write the scripts to their films in English. The teachers circulate to assist where necessary with vocabulary and other technical matters, ensuring that the scripts are written in the appropriate method. The teacher outlines the correct way a script should be written and the beginning of the lesson, indicating that actions, expressions, moods and dialogue are all included. Give students examples of play scripts to use as references. Also write an example on the board. Students hand in their scripts for language correction and assessment.</p> <p>After the scripts have been returned:</p> <p>Students are given approximately 3 weeks to film their movie outside school hours.</p> <p>7&8:</p> <p>Students come to class with their film clips and are shown how to use Movie Maker to edit their films. They are shown how to upload their film clips to the program* cut the film clips to edit out any unnecessary footage, how to add title and closing credits, how to add music and WAV files to add soundtracks and special effects, how to add slide transition effects.</p> <p>* This proved very difficult at our school as the computers were using outdated software which did not recognise students' movie files. In this case, I asked students to watch how to do the various effects, play around with some picture files instead which can be accessed from "My Sample Pictures" on the C- drive. Students then edited their films at home, as their computers recognised the movie files.</p> <p>Afterwards:</p> <p>Give the students a couple of weeks to edit their films at home. Then screen the final films in the class. Students can review each others' films and give constructive feedback.</p> <p>Between lessons:</p> <p>Students are required to have a 5-10 minute conversation with the foreign teacher in the language to discuss how their film project is progressing. This can be done at any time from the beginning of the project to the end of the project, but must be done before the film is handed in for assessment. The teacher assessed the student according to the content, vocabulary and fluency of the student's language. An assessment rubric is attached which outlines in detail the assessment criteria. Students are given this before they come to have their consultation session.</p> <p>Upon completion of the project:</p> <p>Students write a 500 word self-reflection on the film project, outlining the positives and negatives of the project, the roles and cohesiveness of their group, and their thoughts and feelings on their film project. They also mention anything they would have done to improve their film if they</p>
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	could repeat the project. The task outline for this is also provided as an attachment.
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Assessment – 1.a (European Class)

Circle the correct number. (5= very (much), 1= little/no)

How much knowledge / skill do you think you've gained while working on a project?

1. / 2. **1 answer** 3. **10 answers** 4. **13 answers** 5. **2 answers**

How do you like the fact that you are marked for your work on the project?

1. **2 answers** 2. **1 answers** 3. **6 answers** 4. **12 answers** 5. **5 answers**

How much do you like working in groups?

1. / 2. **2 answers** 3. **2 answers** 4. **8 answers** 5. **14 answers**

Would you like similar projects to be included in your lessons in the next years?

1. / 2. / 3. **3 answers** 4. **5 answers** 5. **18 answers**

Answer the questions.

What did you like about the project?

Working in groups – 9 answers

Having fun – 9 answers

Filming – 3 answers

Everything - 2 answers

Acting – 1 answer

It was something new – 1 answer

What didn't you like about the project?

It was a lot of work – 7 answers

Difficult editing – 4 answers

Marking – 1 answer

Working in groups – 1 answer

Not having enough time – 1 answers

Comments:

After carefully reflecting on the project with other teachers, we felt that there was a lot of work asked of the students which only really equated for, at most, a couple of marks in their annual report. We felt that in future years it would be best to drop the written assessment and use these written assessment questions in the oral interview in order to gain an oral assessment mark for the project. Thus, only an oral mark and overall group film mark would be given at the end.