REEL to REAL (R2R)
Seed Project Code NT1020

Learning English and Developing 21st Century Skills through Film-making in Key Stage 2

February 2020
NET Section, CDI, EDB

Presentation Overview

School Commitments

- **Research Questions**
- **Project Objectives**

Project Design

Team Members

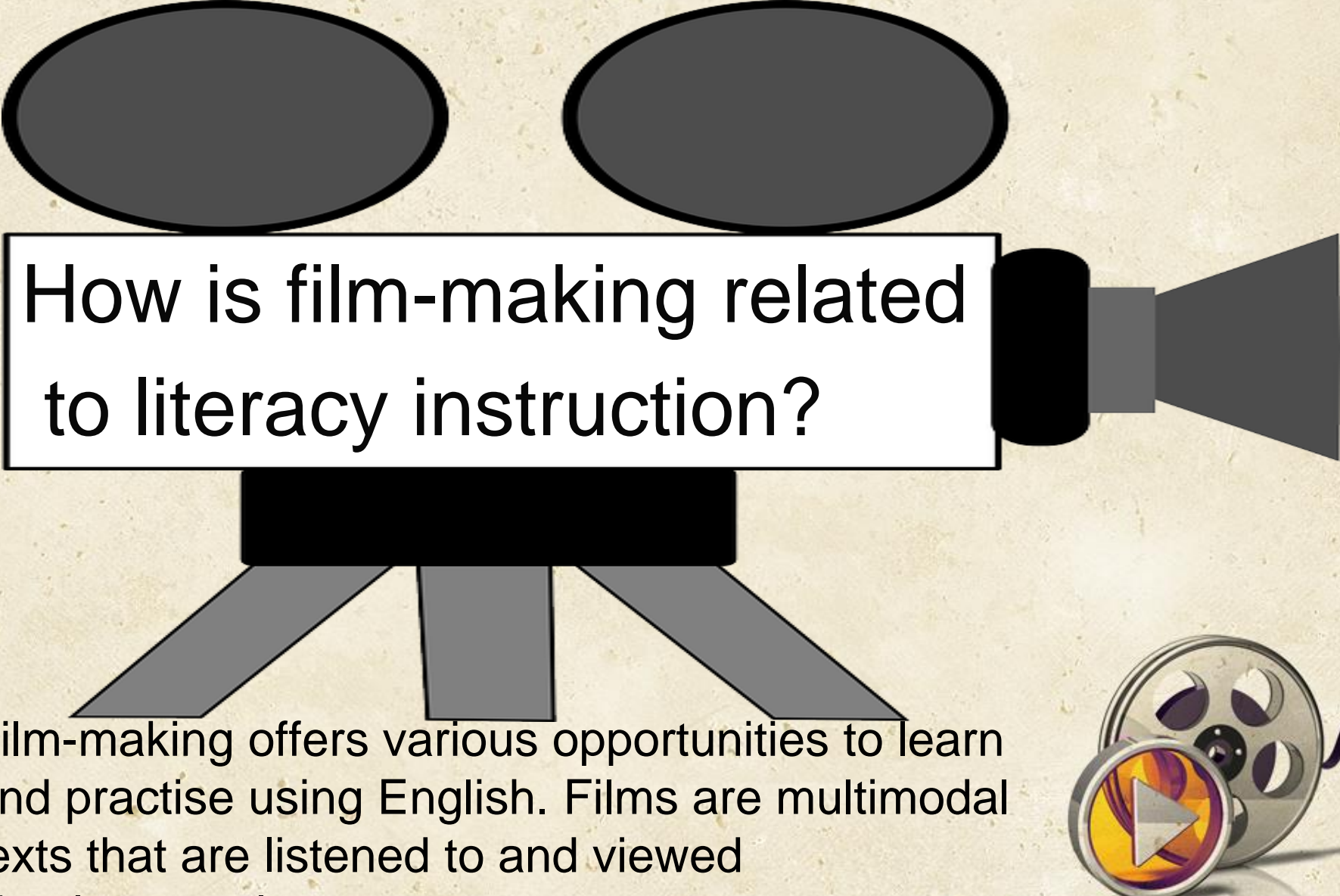The R2R team are members of the Advisory Teaching Team (ATT), NET Section, CDI

Dr Jerry Gray

Mr Jason Hemsted

Mr Jeff Wall

Key Question

How is film-making related to literacy instruction?

Film-making offers various opportunities to learn and practise using English. Films are multimodal texts that are listened to and viewed simultaneously.

Aim

The Seed project, REEL to REAL (R2R): Learning English and Developing 21st Century Skills through Film-making in Key Stage 2, aims to explore ways to use film-making as a means of motivating and supporting primary students to learn English as a second language.

R2R Project Features and Connections to the ELE KLA CG 2017

- The proposed R2R film-making projects include most of the nine Integrated Generic Skills, the three Strands, and meet many of the learning objectives of the English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide (CG) (2017).

- Lessons within the R2R project will combine instruction in English language (vocabulary, grammar structures, reading, writing, speaking and listening) and movie-making.

- Each project builds upon both prior and newly acquired knowledge, scaffolds skills in both English and cinematic techniques, and each unit would have its own culminating task and product created using technology and the four language skills.

Connections to the ELE KLA CG 2017 (KS2)

Listening:

- Identify and discriminate sounds, stress and intonation
- Listen for information, ideas, intended meanings, views, attitudes, and feelings in a variety of spoken texts

Speaking:

- Participate effectively in an oral interaction
- Present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts

Reading:

- Understand the basic conventions of written English
- Construct meanings from texts
- Locate information and ideas

Writing:

- Use the basic conventions of written English
- Present information, ideas and feelings clearly and coherently

What are 21ˢᵗ Century Skills?

What are the 6 Cs?

- Creativity And Imagination
- Character Education
- Citizenship
- Communication
- Critical Thinking And Problem-solving
- Collaboration

The 6 Cs of Education

The 6 Cs of education are key 21ˢᵗ century skills that need to be developed for both student and society well-being (Michael Fullan).

Research shows that the 6 Cs are equally important and need not be taught sequentially or in order of priority.

When learners are exposed to learning environments and assigned collaborative tasks, their 6 Cs can develop and thrive.

Objectives

- Design integrated learning activities which provide opportunities for students to develop and apply a range of language, digital literacy and generic skills

- Create opportunities for students to be not only consumers, but also creators skilled in using art and technology, through the learning and teaching of cinema to enhance and extend literacy skills

Objectives

- Facilitate the development of students' generic skills and 21st century skills

- Promote effective use of assessment for learning, as learning and of learning, among teachers

- Evaluate the impact of film-making on the learning, teaching and assessment of English as a second language

Why Film-making?

Reel to Real (R2R) is designed to promote film-making and integrate it into the English Language curriculum.

R2R adopts a project-based learning approach (Willis, D., & Willis, J., 2007) through which to promote students' use of the art and techniques of film-making and to facilitate the learning of English through language arts and digital information technology.

Guiding Research Questions

1. What conditions need to be put in place so that film-making can be promoted to facilitate students' learning of English as a second language?

2. With use of technology, how have students become creators, rather than merely consumers, of information?

Guiding Research Questions

3. How has the teaching and learning of film-making supported the development of the students' 21st century skills?

4. To what extent has film-making helped second language students develop their language skills?

5. What changes are seen in the school-based assessment to include assessment for and as learning strategies?
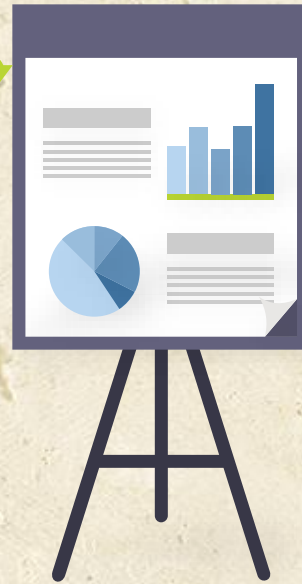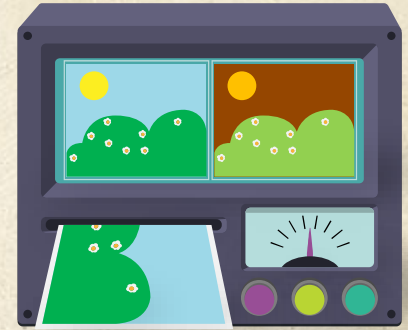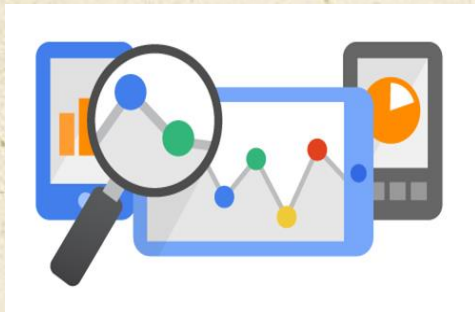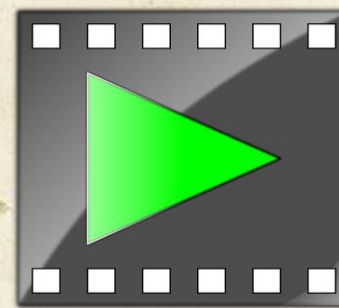
Unit Design

Angie Simmons, 2018

Inspire

Plan

Create

Reflect and Edit

Share

Inspire

- Students need examples to understand the ingredients of a film (structure of a narrative, message, camera angles, voice, sound)

- What makes a film good? Students need to know the success criteria (rubric)

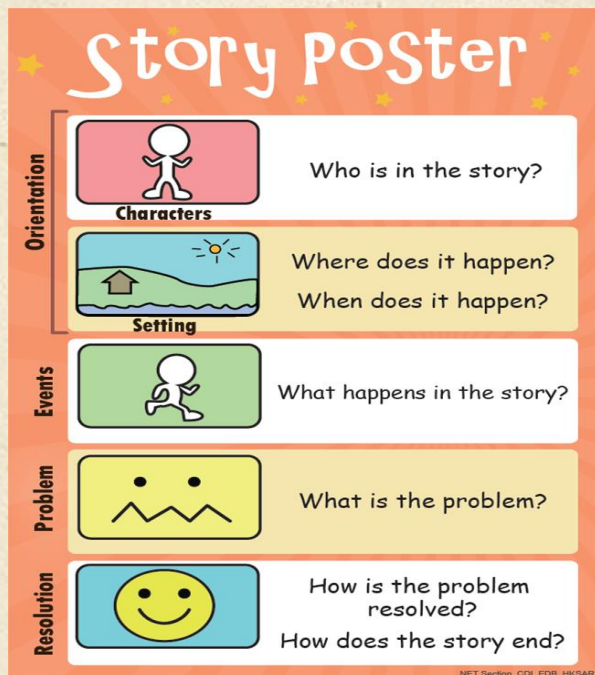Click on the link below to view the film *Country Park Fire*

https://drive.google.com/file/d/1IbVQgwARo3FwSVqn1qSiDvo1mbykli-9/view?usp=sharing

Plan

- Students need help finding inspiring ideas and starting their stories

- Teachers help students transform their stories into films

Create

Students:

- make choices and manage themselves
- are thinkers and organise their thoughts
- teach each other and work as a team
- create using appropriate multimedia and digital tools

STUDENT VOICE AND CHOICE

Students and teachers need to decide what app to use:

- iMovie
- Clips
- Stop Motion
- Shadow Puppet

Cinematic Techniques

Types of Shots: Distances and Angles

Long Shot

Close Up

Medium Shot

- The shot type and shot composition will be some cinematic techniques learned and applied by the students

- The effect of sound (music and effects) on the film viewer, and the feelings and reactions it causes, is important to the students' films

- The culminating task will be to make a short film that includes voice-over narration and English captions

Reflect and Edit

The Writing Process

Pre-writing	think and plan
Drafting	write
Revising (CARS)	make it better
Editing (CUPS)	correct mistakes
Publishing	write to share

Revising

C Change — huge big
A Add details — who? where? what? when? how?
R Read
S Senses — see hear taste smell touch

Editing

C Capital letters — The the dog is big.
U Use correct grammar — The dog are is big.
P Punctuation — The dog is big.
S Spelling — The dog is big. big

Students:
- can revise and edit their digital stories
- conference with teachers
- use a rubric to guide and develop their films
- use self and peer assessment for feedback

Reflect and Edit (Rubric)

Name: _____ Teacher: _____ Date: _____ Title of work: _____

Goal	Criteria				Points
	1	2	3	4	
Write a plan for an effective digital story, showing a five-step scene linked to script outlines.	Write a plan for a five-step scene using a storyboard.	Write a plan for a five-step scene, showing a clear sequence of five events linked in order.	Write a clearly planned and effective script, showing evidence of the seven methods of effective digital storytelling.	Write a clearly planned and effective script, showing evidence of the seven methods of effective digital storytelling using appropriate digital tools.	
Work collaboratively in a team to produce an effective digital story plan.	Observe others working together to create a plan.	Make a suggestion or contribution to the team effort.	Help with the plan, while also listening to others' ideas and taking them into consideration.	Contribute to the team effort consistently, listen to others and collaborate in a team.	
Using the camera, take a series of effective photos or video clips to show the story.	Observe others using the camera.	Contribute to suggestions for effective shots.	Take effective photos or video clips to enhance and explain the story.	Work collaboratively and use all functions of the camera, and a variety of shots, to take effective photos or video clips that depict the storyline.	
In a group, download the photos or video clips and make decisions on further photos or clips, if needed. Sort and analyse the material.	Observe others downloading photos and organising them in the editing program.	Contribute ideas for organising the photos in the editing program.	Show evidence of understanding how to download photos or video clips into the digital device and organise them effectively.	Show evidence of understanding how to download photos or video clips into the digital device and organise them effectively for impact.	
Add titles, transitions and effects to produce an effective digital story based on the seven effective methods of creating a digital story.	Observe others using the editing tools to create titles, effects and transitions.	Contribute ideas for using the editing tools to enhance the story.	Use the editing tools to create titles, effects and transitions using the seven effective methods for creating a digital story.	Use the editing tools to create titles, effects and transitions to create an effective digital story using the seven effective methods for creating a digital story in collaboration with the team.	
				Total	

Simmons, A. (2018). Digital Fluency: Storytelling in the Cloud.

Reflect and Edit

Self and Peer Assessment

Story title:	
Author:	
Feedback from:	
My two stars and a wish …	
⭐	
⭐	
💭	

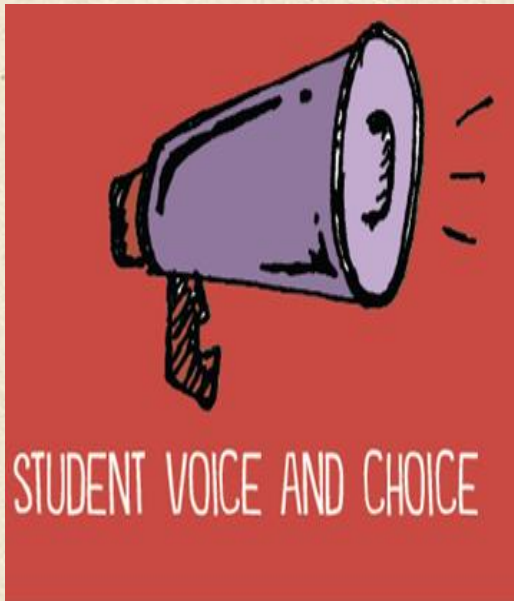**Simmons, A. (2018). Digital Fluency: Storytelling in the Cloud.**
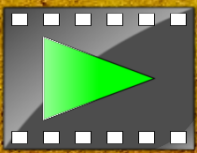
Share

Sharing with an audience is part of the process that adds extra motivation and a sense of achievement for students

Click on the link below to view a completed student film:
https://drive.google.com/file/d/1SZhgSkbrNs7taTiakO57sa2LuzRt8Qtu/view?usp=sharing

STUDENT VOICE AND CHOICE

Students and teachers need to decide how to share their films:
- Seesaw
- School Website
- You Tube
- Twitter
- A Blog
- Film Competition
- Film Festival

School Commitments: General

- Allocate regular co-planning time for the project
- Support the collection of data on the students and teachers taking part in the project
- Begin the tryout of the project
- Share with other schools their Seed project experience
- 3-year project starting in 2020/21

School Commitments: Teachers

- Involve EPC in the planning (minimum)
- Involve all local English teachers (LETs) of the specific level in the planning and implementation
- Preference given to schools which can involve the NET in R2R

MOVIE
ADMIT ONE
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References

- **Fullan, M. & Langworthy, M. (2014) A Rich Seam: How New Pedagogies Find Deep Learning, London: Pearson.**

- **Simmons, A. 2018. Digital Fluency: Storytelling in the Cloud. UK. Essential Resources Publishers Ltd.**

- **Willis, J. 1996. A Framework for Task-based Learning. Oxford, UK. London.**

Acknowledgements

- *The Handshake of Time* , SKH Wei Lun Primary School

- FilmIt! Competition (NET Section EDB and partners)

Details and Application to R2R

Further details:

1. 'Seed' Projects (General):

https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/seed/whatsnew-2020-21/index.html

2. R2R 'Seed' Project:

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/seed/whatsnew-2020-21/NT1020_Project_Description_Eng.pdf

3. How to Apply to Join R2R (See Appendix C of CM 6/2020):
https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20006E.pdf

Deadline 9 March 2020

Further Information and Enquiries

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