REEL to REAL (R2R)

Seed Project Code NT1022

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

16 February 2022

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

Project Coordinators

Dr Jerry Gray

Lionell Horn

Team Members

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Core team:

Jason Hemsted

Jeff Wall

Key Question

How is film-making related to literacy instruction?

Film-making offers various opportunities to learn and practise using English while developing 21st century skills. 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?

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?

DESIGN ELEMENTS OF PBL

CHALLENGING PROBLEM OR QUESTION

SUSTAINED INQUIRY

PUBLIC PRODUCT

AUTHENTICITY

CRITIQUE AND REVISION

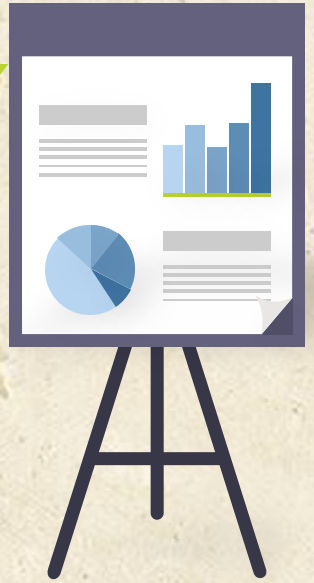
REFLECTION

STUDENT VOICE AND CHOICE

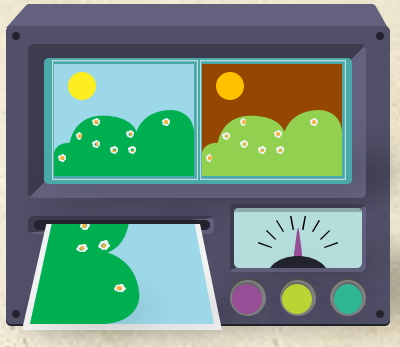
Project Design

Angie Simmons, 2018

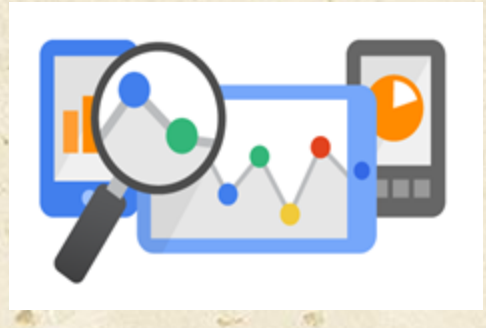
Inspire



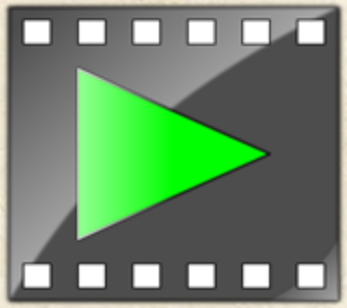
Plan



Create



Reflect and Edit



Share

Inspire

CHALLENGING PROBLEM OR QUESTION

AUTHENTICITY

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

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

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

http://bit.ly/R2Rbriefing21

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

Learning to Take Shots

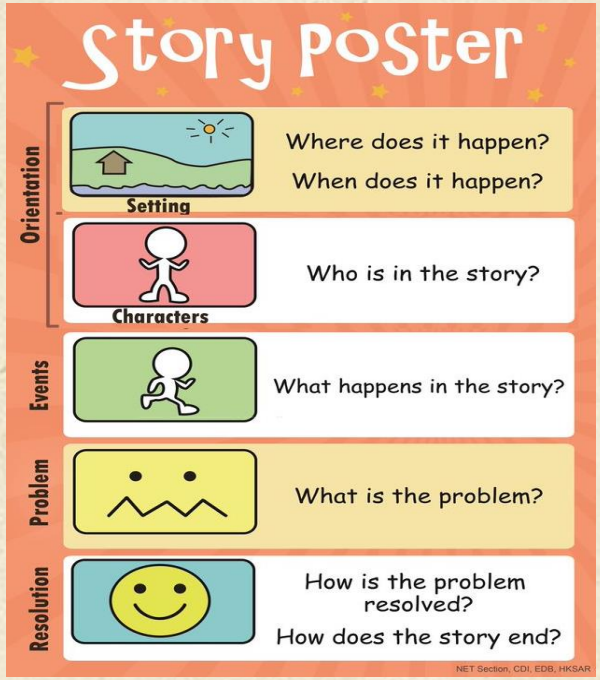
AUTHENTICITY SUSTAINED INQUIRY

Plan

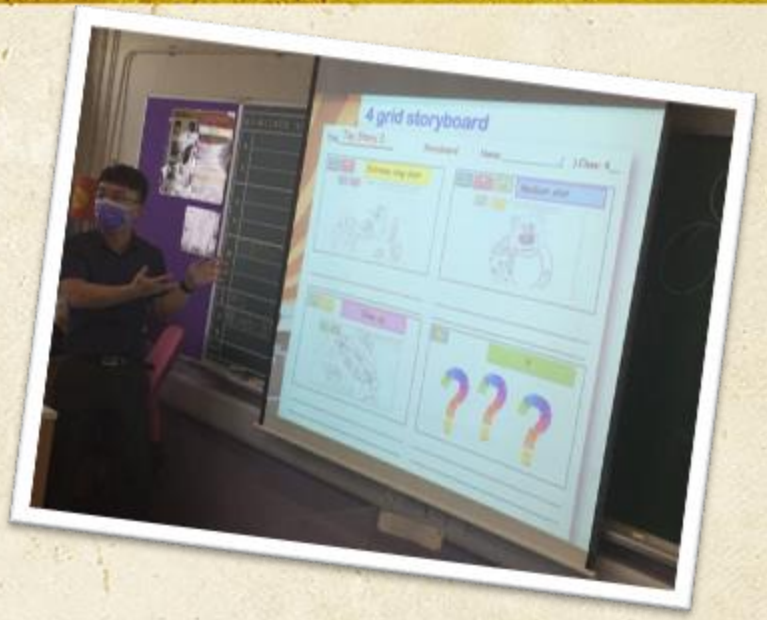
CHALLENGING PROBLEM OR QUESTION STUDENT VOICE AND CHOICE

- Students need help finding inspiring ideas and starting their stories

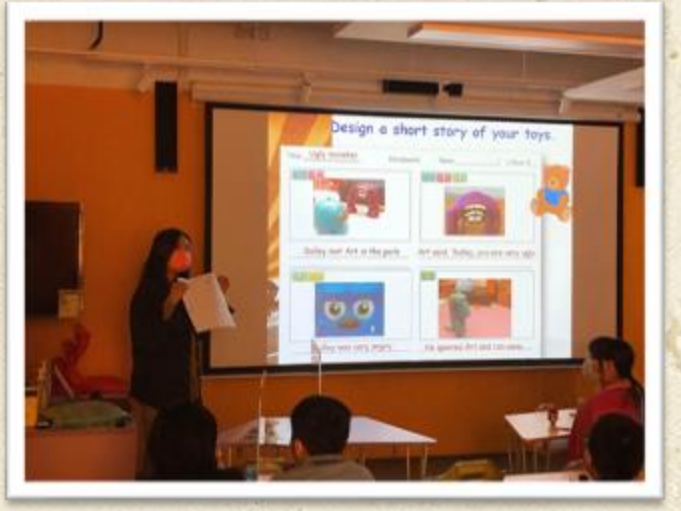
- Teachers help students transform their stories into films

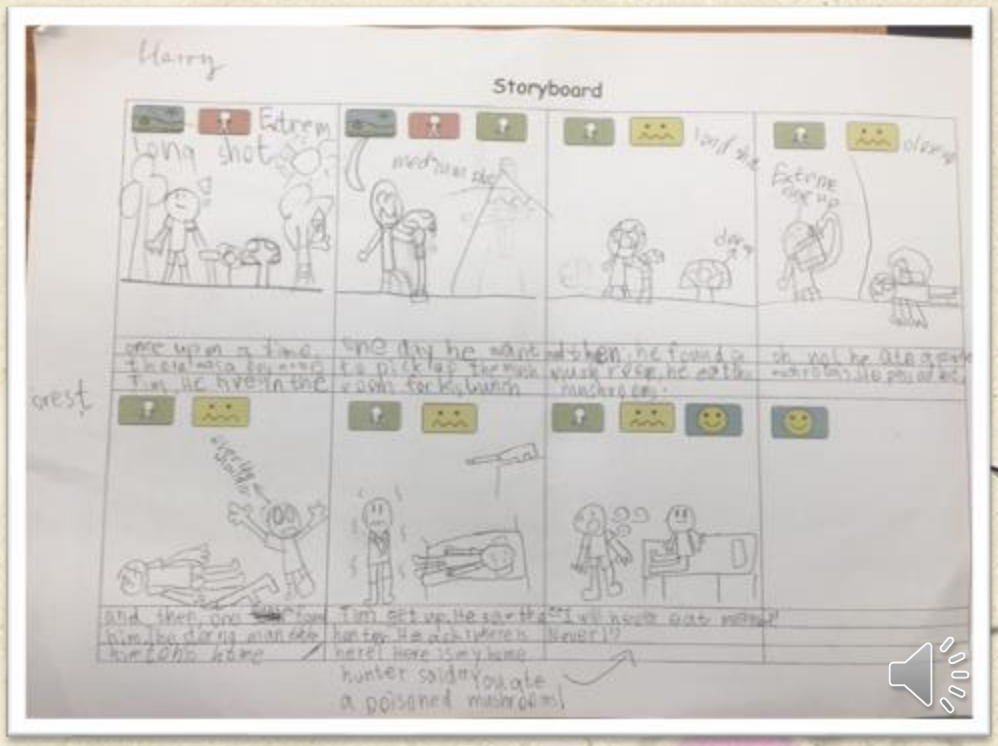


Learning to Storyboard



Storyboarding

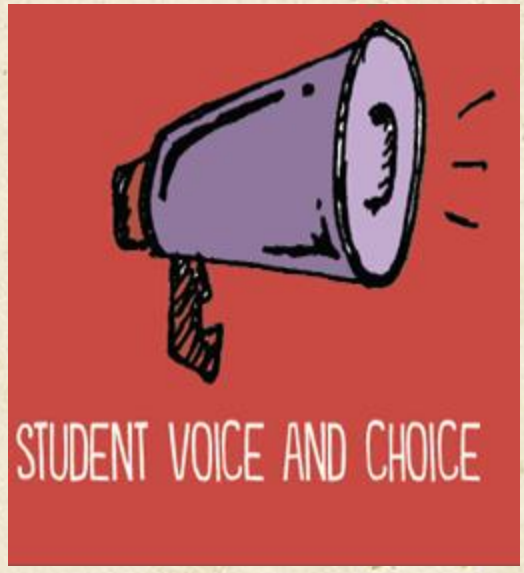




Create

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



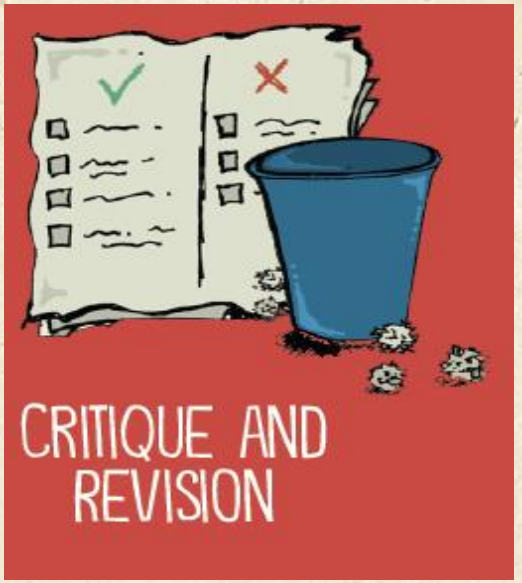
Students and teachers need to decide what app to use:

- iMovie
- Clips
- Stop Motion
- Shadow Puppet
- Adobe Spark Video

Creating the Films

Creating the Film

Reflect and Edit



Students:

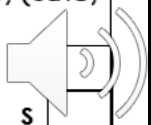
- can revise and edit their films
- conference with teachers
- use a rubric to guide and develop their films
- use self and peer assessment for feedback

Rubric for Teacher Feedback

Film Project Rubric for Student Films

Film Group: _____ Class: P4_____ Date:_____

Criteria	Description			
Film Structure Make an entertaining film that includes: an orientation (beginning), a problem and events, (middle), and a resolution, (ending)	The film has a clear beginning with a setting (where, when) T ☐ S ☐	The film introduces one or more main characters (who) T ☐ S ☐	The film has a clear middle with a problem and events that follow (what, how, where, when) T ☐ S ☐	The film has a clear ending with a resolution T ☐ S ☐
Language Use Use dialogue, narration and subtitles to makes the film more meaningful and entertaining.	The film has dialogue from the characters that helps add meaning to the story T ☐ S ☐	The dialogue has good intonation and expression T ☐ S ☐	The film has subtitles for dialogue T ☐ S ☐	Spelling and grammar is correct in subtitles for dialogue T ☐ S ☐
	The film has voice-over narration that helps add meaning to the story T ☐ S ☐	The voice-over narration has good intonation and expression T ☐ S ☐	Grammar is correct in voice-over narration T ☐ S ☐	Spelling and grammar is correct in subtitles for voice-over narration (if applicable) T ☐ S ☐
Technology/Cinematography Use a variety of shots types, camera angles, sound effects and transitions to enhance the film	The film has a variety of shot types and camera angles T ☐ S ☐	The film has sound effects and/or music T ☐ S ☐	The film has a title and credits T ☐ S ☐	The film has a variety of transitions between shots, (cuts, fades, wipes) T ☐ S ☐



Peer Assessment

Film Project Peer-Assessment Form

Name: _____ ( ) Class: P4____ Date: _____

1. View your classmate's film
   I watched _____'s film.

2. Read the sentences and put a tick on where they did well.

a) The film has a clear setting	
b) The film introduces the main character and events	
c) The film has a problem	
d) The film has a resolution	
e) The film uses many different shots and angles	
f) The sound and music match the feeling of the story	
g) The dialogue helps tell the story in the film	
h) The voice acting/narration helps tell the story in the film	

2 Stars (What I liked about the movie)

_____

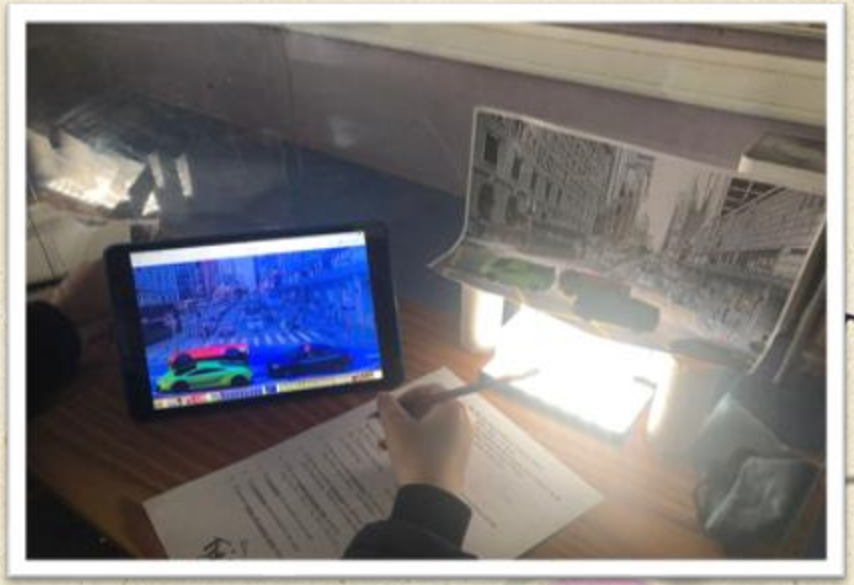
_____

1 Wish (What could be done better)

_____

Phrases for giving feedback	
Stars	**Wishes**
I like the _____ of your film.	Why don't you try changing / adding / re-doing the _____.
- title - structure / story - setting - characters - resolution	- voice-over / narration / dialogues - sound effects / music - transitions - subtitles - credits
What I like most about your film is that ... - it's funny - it's exciting - it's entertaining	I wish ...
You did a great job at ... - acting - building your set / props - using props - writing your dialogues	You could try ...
I like the way _____. - your film begins / ends. - you used different shot types and camera angles. - you used subtitles for dialogues. - you used music / sound effects.	What about adding / changing / re-doing ... Your film can be better if you ...

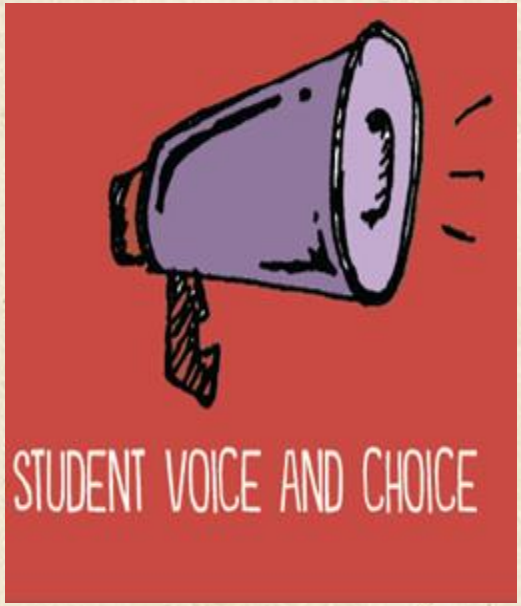
Self and Peer Assessment



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



Students and teachers need to decide how to share their films:

- Seesaw
- School Website
- YouTube
- A Blog
- Film Competition
- Film Festival

Students Share and Comment on Seesaw

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 started 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

Teacher Collaboration

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

- Jordan Road Government Primary School
- ELCHK Ma On Shan Lutheran Primary School
- The Handshake of Time - SKH Wei Lun Primary School

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-2022-23/index.html

2. R2R ‘Seed’ Project:
https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/seed/whatsnew-2022-23/NT1022_e.pdf

3. How to Apply to Join R2R (See **Appendix C of CM 1/2022**):
https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/EDBCM%201_2022_EN_consolidated%20v2_28012022.pdf

Schools' Application Deadline:

10 March 2022

Further Information and Enquiries

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Please us the chat function to leave us any questions you have.