

Lights, Camera, Action!

English, Technology, Maths and Statistics - Level 4

The Learning Context:

In this unit students will plan and produce a small promotional video about their school. The video could be shared with community members, the BOT, prospective parents or new students. This unit provides an excellent learning context for participants in the ICT Contract.

During the first stage of the unit students will watch a range of promotional videos and explore the technical features of them – eg: text, music, voice, video, photos, etc. Students will also learn and practice movie making techniques before selecting an area of video production that they would like to take responsibility for.

During the second stage of the unit students will work in co-operative groups to determine their client's brief, design, film and edit a video segment about a particular aspect of their school. These video segments will be combined to form a complete movie at the end. Each group will be assigned a budget of '\$20,000' which they can use to cover the costs of production, eg: hire charges for equipment, professional development fees, etc.

At the end of the unit the video will be shared with a selected audience and students will reflect on the success of their movie using feedback from their viewers as one way of determining their achievements. Approximately 20 lessons

Achievement Objectives:

ENGLISH CURRICULUM: Level 4: Speaking, writing and presenting

Processes and Strategies: Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Language Features: Use a range of language features appropriately, showing an understanding and appreciation of their effect.

Ideas: Select, form, and communicate ideas on a range of topics.

TECHNOLOGY CURRICULUM: Level 4:

Technological Practice: Brief Development:

Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.

MATHEMATICS AND STATISTICS CURRICULUM: Level 4:

Number and Algebra: Number Strategies and Knowledge:

Understand addition and subtraction of fractions, decimals, and integers.

Enterprising Attributes:

- Generating and using creative ideas and processes
- Matching personal goals and capabilities to an undertaking
- Working with others and in a team
- Being fair and responsible
- Identifying, recruiting and managing resources.
- Planning and organising
- Communicating and receiving ideas and information.

Teachers to observe and collect evidence of these enterprising attributes in action.

Resource Requirements:

- Internet, videos and film.
- Post It DVD – a promotional video on NZ available from NZ Post Shops for \$9.95
- Video Equipment – Video Camera, Tripod, Computer with video editing software.
- Job cards- Descriptions
- Decision Making Grid
- Cash Book
- Price Lists
- Business Plan
- Story Board Template

Learning Outcomes:

Students will be able to:

1. Identify features of promotional movies and how these affect the target audience.
2. Learn the different processes in movie making and editing.
3. Work as a team to produce and edit a movie by having assigned roles that match student capabilities.
4. Complete a Financial Plan with timelines, budgets and overall ideas.
5. Storyboard their video ideas in detail including types of shots, the duration, sound, and text.
6. Describe how they applied Enterprising Attributes to support the tasks in the unit.

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of enterprise and citizenship can be explored during this unit. Economic entrepreneurship is about providing goods and services people may need, including creating that need. Students will be innovative and enterprising when they design and create their promotional video. If it meets the needs of their community, it can be used in the future. Citizens create work for themselves and others through these innovative ideas. That enterprise is one key to a community's sustainability.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

Getting started:

The teacher starts the unit by showing the students a small promotional video about their town, country, and/or activity, etc. (Sources could include the Post It DVD, Internet, Travel Agents, TV Ads, National Library, etc.)

The students complete a brainstorm recording the features in the video that were effective i.e. text, music, voice, video, photos, etc. Another video clip could be viewed to reinforce the features.

The teacher could prompt the students to discuss and record what things were similar and/or different. Look at the combination of text, images and sound. Consider the duration of the video clip.

Next the class would watch the video clips again this time focussing on the technical aspects of the video. How has it been made? Consider the following:

- Images used – still photography/video footage/text
- Sound used – music/voices/sound effects

Discuss what the makers of these videos are trying to achieve. (Learning Outcome 1)

The teacher explains to the class that they are going to be planning, filming and editing their own promotional video about their school using features previously discussed. Each group will be given '\$20,000' to pay for the hireage of video equipment, professional development, and any other film related costs. Careful banking records will need to be kept throughout the task.

LINKS TO BES Best Evidence Synthesis

5. Quality teachers create effective and sufficient learning opportunities and make effective links between different learning areas.

7. Quality teachers integrate ICT across the curriculum.

<p>1. Students spend the first few sessions learning the basics about using the equipment – “Apprenticeship Time”. The teacher (or students if skilled) would run “workshops” focussing on different areas. i.e.</p> <ul style="list-style-type: none"> • Setting up the Equipment – looking at the tripod, video camera, all the cords, tapes, recharging batteries etc. • Using the Camera Effectively – focussing on operating the camera, features of the camera etc. • Basic Editing – Looking at how to import footage from the camera onto the computer and looking at the editing software (use a data projector so the whole class can view it together if possible). • Finishing Touches – adding in music, voice overs, text, etc. (Learning Outcome 2) Identifying, recruiting and managing resources <p>2. Students get the chance to informally practice with the equipment and focus on the area that they are most passionate about. It is very important that the students have this opportunity before embarking on their actual project. Allow a good session for this stage. (LO 2) Identifying, recruiting and managing resources</p> <p>3. The teacher sets the challenge again. In groups the students have to produce a promotional video about the school for a designated purpose. The class brainstorms potential purposes and audiences for the video - the video could be made to showcase students’ achievements at different levels of the school for visitors and the BOT to view, or the video could be made to explain routines and procedures for new families, etc. The class decides on what type of video they will produce and for whom. A Decision Making Grid could be used at this stage. Planning and organising</p> <p>4. The class then surveys the prospective audience (eg: BOT, new families, etc) to find out what kind of information they would like to see in the video. A list of topics/features to be covered in the video is made and a ‘brief’ (outline of the purpose, content and style of the video) is written for the task. Planning and organising</p> <p>5. The teacher then explains the different roles needed in each group. The students will choose a role that they are most suited to. (See job cards with more detailed descriptions.)</p> <ul style="list-style-type: none"> • Producer/Accountant – Oversees everything, controls finances, bookings, etc. • Director - person in charge of overall creativity calls the shots etc. • Camera Crew – in charge of videoing. • Editor – edits the raw footage. • Anchor person/Reporter - person in the video. • Management Group - organise the money, do the bookings for the equipment, run the tax department, advertise the screening of the video, and put the different sections of the video together at the end. Matching personal goals and capabilities to an undertaking. <p>6. Once all the students have roles they will then form groups so that each group has the necessary people involved. (This ensures that the students choose a job that matches their capabilities and interests rather than choosing a person to work with.) Each group then selects one topic/feature to cover for their video segment - all the parts will be put together at the end to complete the promotional video about the school. (Learning Outcome 3) Planning and organising</p>	<p>1. Quality teachers have high expectations for their students supported by quality teaching.</p> <p>5. Quality teachers allow students sufficient opportunity for practice and application.</p>
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<p>7. The teacher explains to the class the money component of the task. Each group will get '\$20,000' to pay for hireage of the video equipment, professional development, and other film related costs. (See attached price list.) The teacher can decide on what form the money will take, i.e: using classroom funny money, monopoly money or perhaps cheques. Cashbooks (see attached resource) will need to be kept by each group to track where the money is being spent and to monitor their budget.</p> <p>8. Once groups, roles and topics have been decided refresh the students' minds by watching the promotional videos shown at the beginning of the unit. In groups brainstorm what makes these videos so effective. What features do they have that we will need to have? What makes you stop and watch? What language do they use – persuasive language? Who is the video targeted for – age, gender, interests, etc? Discuss who the audience will be in the school video. How will this affect the features of the school video - i.e. language used, music, text, etc. Get the students to come up with some success criteria for their film to be used in the reflection stage of the unit. Think about duration. What length does each of the sections want to be? State maximum and minimum times. Excellence</p> <p>9. Given this new knowledge about their ideas for a potential brief, students design an interview to find out what is their client's need or want in a promotional video. Students conduct the interview with their 'client' to test out their ideas and gather more from their client. From information gained, students prepare a final brief for the project.</p> <p>10. Groups begin brainstorming ideas for their film keeping in mind the topic that they have chosen and the brief. The teacher might hold professional development sessions during these times with different 'expert groups' to help with upskilling these students, i.e: work with the camera operators on techniques and tips and tricks. This will ensure smooth running of the filming process and an overall better quality. These can be compulsory sessions or optional. The teacher can also decide if these are to be charged out or offered as a complementary free service. (LO 3) Generating and using creative ideas and processes, Working with others and in teams, Being fair and responsible, Planning and organising Respect</p> <p>11. A timeline will need to be discussed and established as a class to ensure deadlines are met. It is important that at each stage of the process work gets signed off (incentives and fines will help also). At the start of each session encourage groups to look at the timeline to make sure that they are on track. Booking sheets for hire of equipment will help keep groups focussed. Planning and organising</p> <p>12. Once groups have had time brainstorming ideas, a Business Plan will need to be completed. This will include members' roles in producing the video segment, overview of their film, a group time line including dates for filming, a budget showing where their money will be spent ensuring enough at the end, etc. This Business Plan will need to be signed off before any storyboard takes place. (See attached resource.) (Learning Outcome 4) Planning and organising</p>	<p>5. Quality teachers address individual learning needs appropriately and effectively.</p>
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<p>13. Specific teaching of story boarding will need to occur (see attached resource). Once groups have planned how they imagine the film looking they will need to write it down in the form of a storyboard. Included will be the type of shot - i.e. a panning shot, a zooming out or zooming in shot, what music or voice overs will be playing in each shot, what words will be displayed on the screen, how big, where on screen, etc. This will ensure that the groups are very clear about what they will be filming. This is a very important step but it can take a long time to complete. Teams will need to work well together in order to get the task done. These storyboards will need to be signed off by the teacher before any filming can take place. Remember to include incentives for those who manage to do it on time and fines for those who aren't organised. Keep reminding the students that this is what happens in the real world. It is just life! (Learning Outcome 5) Planning and organising, Communicating and receiving ideas and information</p> <p>14. Throughout the unit keep running professional development for the different 'expert groups'. Some students may decide to run professional development themselves to earn more money. Teacher to run regular meetings with each group to see how things are going. During these sessions the teacher needs to monitor cashbooks, promote the timeline and also the success criteria and generally support the process in the class.</p> <p>15. Students film, edit and complete video clip. If your class didn't decide on having a management group then as a class organise promotion of the video, production and labelling, invitations to the viewing of the video, etc. (LO 3) Working with others and in teams, Being fair and responsible, Planning and organising, Communicating and receiving ideas and information</p> <p>16. Cashbooks completed to show final balances.</p> <p>Sharing and Evaluating</p> <p>17. Invite an audience from the community (eg: local kindergarten, prospective parents, etc) to view the promotional video. Provide a questionnaire to collect feedback from the audience. Use the success criteria (established at step 8) as the basis for the questions. Review this feedback as a class. Communicating and receiving ideas and information Community and participation</p> <p>18. If your school has an active website a copy of this promotional video could be shared via this communication tool.</p> <p>19. Students evaluate their video as a group and also as a class against the success criteria and final brief. They may be assisted by inviting the 'client' to also provide feedback on their promotional video.</p> <p>20. Students discuss the Enterprising Attributes used in this unit and give examples of when and how they used them. (Learning Outcome 6)</p>	<p>8. Quality teachers develop all students' information skills; ensuring students have ready access to resources to support the learning.</p> <p>10. Quality teachers use evaluations that are purposeful and supportive of the learner.</p>
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Reflective Questions:

Exploring new knowledge and skills

- What different techniques do you need to consider when making a movie?
- How well did you carry out your role when producing the movie? What strengths did you bring to your team? Where would you like to make improvements?
- Did your group keep within budget?
- How do we feel about the finished movie? Was it suitable for the audience? Did it meet the requirements of the brief?
- Would we do anything differently next time?
- This unit links knowledge and skills from Mathematics, English and The Arts. How has each of these subjects contributed to your knowledge and how has that knowledge been used to plan and run your promotion?
- How did the combining of knowledge from a range of learning areas lead to your innovation?

Exploring what it is to be innovative and enterprising

- What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers.
- How could you improve on using the Enterprising Attribute/s for next time?
- Can you transfer this learning to your other topics?

Exploring further future focus issues

- How can your enterprise make a difference to other citizens in your community?
- Could they be worse off?

Who do you know in your community who makes promotional videos, or pamphlets, etc? And why do they make them? NB: One is to bring benefits to the people buying the video; the other is to earn an income for themselves and others.

Possible Assessment Ideas/Activities:

English: The teacher observes how well each group combines oral, written and visual sources of information in the video segment.

Technology: The teacher assesses the suitability of each group's video segment by re-visiting the information gained from the prospective audience at step 4 and the brief that was written for the task.

Maths: The teacher observes the completed cashbook to see if the group's calculations are accurate, OR the teacher sets a separate budget exercise to assess individual students' number strategies. The following ARBs could be used for this:

NM 1105, NM 1040.

Handy Hints:

- Make use of ICT experts or computer suites if you have them.
- Before beginning the unit, identify someone in the community who makes promotional material for your community. The Local Council might be a good place to start this search.

Decision Grid

Criteria							
Choices							
Total							

Producer / Accountant	<i>In charge of the overall programme. Keep track of what everybody in the team is doing. Organise finances, book equipment, and timekeeper.</i>
Director	<i>In charge of the overall creativity. Calls the shots. The decision makers about how, when, where, what, who, with the shots, with the scenes, with the props, with the special effects, with the music. To make sure everyone liaises with him/her about what they are doing.</i>
Anchor People - Reporter	<i>In charge of presenting in front of the camera. Write and learn the script / lines that they need to say. Do voice over on the final footage.</i>
Camera Operators	<i>Gather the raw footage. Make decisions about where the camera is placed for shooting the scene, camera angles, camera shots (still or moving), and how many cameras.</i>
Editor	<i>In charge of what's in and what's out from the raw footage. Cut and paste footage, Alter speed and make decisions about length and timing of the film. Gather music / titles and placing it in the film.</i>

CAPITAL RESOURCES PRICE LIST

EQUIPMENT

Video Camera	\$2,000 per hour
Tripod	\$500 per hour
Computer	2,500 per hour
Professional Development	\$250 per 10 mins

FINES

Cancellation fee – equipment not needed	\$200 per item
Equipment not returned on time	\$1000
Work not signed off or completed in time	\$1000
Misuse of Equipment Fine	\$1000 per item
Tax Department Fine	\$500

BONUSES

Work signed off on time	\$500
Other bonuses at Teachers discretion	\$

BUSINESS PLAN

Members names and roles:

Overall idea for film:

Timeline with bookings for equipment

Budget:

STORY BOARD FOR

Shot		Time:
Descri		

Shot		Time:
Descri		

Shot		Time:
Descri		

Shot		Time:
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Shot		Time:
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