



Using Digital Video in the Classroom: Practical Suggestions & Classroom Experiences from Williamstown Primary School

Presenters:

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1. 1:30–1:45 Introduction - Outline of the session. Pedagogy, professional development & infrastructure

How does digital video fit with the Victorian Essential Learning Standards

How are texts and text types defined– from English CSF2

In English, students are engaged in becoming literate. This means learning the system of signs and symbols used to make meaning and learning to read, write and speak within a cultural context. **Literacy is a set of active, dynamic and interactive practices that involves making meaning from and constructing meaning through texts. The term 'texts' is used broadly to mean any communication involving language.**

Learning about texts and language is important to the personal and social development of the individual. Students need to understand and control the English language to develop the confidence and competence to meet the demands of school, employment and further education. The knowledge and skills of English are essential to people who contribute to political, social and cultural life and are active and informed citizens.

In English, students are actively involved in reading, viewing, writing, comparing and talking about texts. Students are encouraged to explore and engage with a range of literature, everyday and media texts from their own and different cultures, to take pleasure in using texts to explore ideas and to think critically about their world and the global community. Knowledge about how language functions and how it both reflects and shapes social attitudes assists students to achieve a better understanding of themselves, their culture and the contemporary world. **They are then able to use the texts they read and listen to as resources in creating and constructing their own.**

2. 1:45–2:00: Viewing samples of student video e.g. "The May Brewer Story", "Dared to Go", Whistle for a Murder", "Spook School". & "Murder on the Dance Floor"

3. 2:00–2:15: How do you organise professional development activities for teaching digital video?

- school based ICT PD modules
- online resources & tutorials e.g. Atomic Learning, MacAddict, MacFormat
- websites [e.g. WMR Macintosh Schools' Network website for many great links, <http://wmr-msn.williamstownps.vic.edu.au/ictcurriclinks/webpages/dvdpd.htm>
- Schools' TV projects e.g. [Re@ct](#) & Commonwealth Games TV

4. 2:15–2:45: Rotating activities

Group 1 Production & post-production resources. Atomic Learning modules, shot, cut and transition samples, WMR-MSN website

Group 2 Students discuss the film making process. Meeting with two groups of students, Re@ct 2005 [Meeting Room and on location] & CGTV [Outside Room 13]

5. 2:45–3:15: Putting it all together: teaching narrative using digital video

What are the text types?

Texts	Text Types
Books, Magazines, Film, Video, Music	Literary Text Types Narrative, Poetry, Literary Recount Factual Text Types Procedure Information Report, Explanation, Exposition / Discussion Recount

What is genre?

Crime, comedy, romance, documentary, science fiction, adventure, thriller etc..

What are the stages of digital video production & what are the skills that are required by teachers and students?

Production stage	Planning required and skills that are needed [teach if required].
Pre-production	The idea Storyboard Scripts / shooting schedules Locations Costumes / props
Production	Camera skills – type of shot, angle Lighting Audio / Continuity
Post-production	Editing – use of cuts, transitions, effects, titles, music

The movie making process - Classroom organization

Narrative movie making: A term model that works, and involves all students!!

Week 1

What makes a story (narrative)?

- 1) Teach the narrative form.
Suggested activities
 - a) Five line stories. e.g. Once, suddenly, and then, after that, finally or at last.
 - b) retelling a fairy tale with each of the features. (Orientation, initiating event complication(s), resolution)

- 2) Viewing *Round the Twist*, focussing on narrative form.
Resource, *First Steps Writing page 38,39*

Week 2

Technical stuff

- 1) Teaching pre- production & production skills.
Viewing *Round the Twist*, - critical viewing of both pre-production (delivering the narrative), how this is enhanced by production (lighting, music, camera angles) & post production (editing). Stop the video from time to time. Students may take notes and then think, pair share ideas, brainstorm on poster paper. *What made it exciting? Why was it funny? How did the music help?*
Session on looking at tutorial examples e.g. shots, transitions how they emphasize the narrative

- 2) In groups
In groups, (mixed ability), the students are then allowed to have a chat fest and come up with their basic premise for a movie, in form of narrative using five lines. *The movie is to be no longer than 3 minutes.*

Week 3-6

DV: pre production as part of your literacy block.

Rotational groups

- 1) Script writing/story board
- 2) Grammar
- 3) Handwriting/word study
- 4) Project Work/ ICT.

Allowing children to look at DV tutorials and how this might assist the narrative.

Week 7

- 1) Class demonstration on how to use the camera, allow children to experiment, discussing tripod, where the subject should be, lighting, sound etc
- 2) In groups discuss logistics/locations/on screen & off screen roles
Things to consider
Cinematographer, director, producer, director, actors etc..

Week 8

Production: Filming

The students are given a strict time limit. We gave each group half a day to film. Before they start filming, they are to present a completed storyboard in which location, roles and camera angles are identified. Stress the need to be well prepared.... Production time has to be well organised as resources are finite, i.e. camera time allocation! ~

Week 9/10

Editing.

We tended to use a lot of peer tutoring. No doubt you will have real experts in your student body. We had to be flexible and 'borrow' students from other grades when the editing took place. This is probably the messiest part of the whole operation. However, this was the part well student initiative excelled! Fabulous videos were produced and the evidence was that there was a huge amount of the peer to peer interaction. We were just astounded by this. It was fabulous

Each group was allocated a computer in which their film was downloaded onto. (by staff) they then worked on it until they were happy with it.

Week 10

The Celebration

Film festival with all students involved and their parents & carers.

6. Questions & wrap up