



*moving image
education*

Moving Image Education and A Curriculum for Excellence



In 2005, actor Brian Cox presented awards at Brechin's first end-of-year celebration.

Here's what he had to say about Moving Image Education.

Moving Image Education and A Curriculum for Excellence

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MIE and A Curriculum for Excellence

“Our aspiration for all children and for every young person is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work.”

The Curriculum Review Group 2004 *A Curriculum for Excellence*

This document sets out how Moving Image Education (MIE) – the analysis, creation and appreciation of film texts – can and does provide many broad opportunities for pupils to develop within the four capacities of *A Curriculum For Excellence*. Examples are provided of how teaching practitioners have incorporated the philosophy of MIE into their classroom practice, with a commentary on some of the outcomes.

All the examples are drawn from the moving image education programme in the Brechin High School cluster. Launched in 2004 by the Minister for Education and Young People, and funded by the Scottish Executive Education Department (Future Learning and Teaching), the 4-year programme embeds MIE within literacy, using a cross-curricular, holistic approach. The programme began in Primary 6, and will involve all year groups P6-S2 by year four (2007-08).

Scottish Screen strongly endorses the aspirations of A Curriculum for Excellence. Our purpose in supporting this publication is to bring to the attention of Scotland’s educational communities the enormous benefits that moving image education can bring to pupils and teachers – indeed, to all learners – to schools and to communities.

We would say that, wouldn't we?

Of course, Scottish Screen would be expected to advertise the merits of moving image education: after all, it is part of our remit, given us by the Scottish Executive Education Department. However, all the material in this booklet was conceived and written by class teachers and headteachers (and pupils), since this provides concrete and detailed evidence from those directly involved.

Finally, it is important to stress that this is not a complete, polished or final picture, but a preliminary audit against the aspirations of *A Curriculum for Excellence*. More evidence and further lessons will emerge as the programme matures. And, like all FLAT-funded programmes, it will be subject to independent evaluation throughout, in this case by the University of Glasgow's Faculty of Education.

We would like to thank all who were involved in its production, and all the organisations and individuals who are developing the programme on a daily basis.

Scott Donaldson

Education Development Executive

Scottish Screen

www.scottishscreen.com

What is it?

The MIE (Moving Image Education) programme aims to teach and develop literacy skills using moving image texts. In practice, the programme consists of three elements:

- ✘ Discussing and analysing moving image texts
 - reading film clips as if they were printed texts.
- ✘ Using films as stimuli for imaginative, personal and functional pieces of writing.
- ✘ Creating a class moving image text - storyboarding, filming or animating, then editing a short film.

MIE is more than just a literacy programme. It is a rich context for learning that allows children to develop across the curriculum.

The primary aim of the FLAT-funded programme is to see how the integration of moving image education into the P6-S2 curriculum will raise attainment in literacy. Traditionally defined as the ability to read and write, literacy is now understood to be the ability to locate, evaluate and communicate using a spectrum of media resources including text, visual, audio and video. The model being developed has positive implications for classroom teaching methods, not only in literacy but across a wide range of curricular areas and activities.

“Young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity.”

The Curriculum Review Group 2004 *A Curriculum for Excellence*

“Education is a kind of continuing dialogue, and a dialogue assumes, in the nature of the case, different points of view.”

Robert Hutchins US educator (1899 - 1977)

The concept of dialogue and discussion is central to the philosophy of the Moving Image Education programme. Pupils have the opportunity to reason aloud, to support and develop the opinions of their peers, to verbalise solutions to problems, and to collaborate with their peers to reach consensus. Open-ended questioning techniques deepen pupils’ thought processes and allow teaching and learning to develop within a pupil directed context.

In the following pages, you will find a wealth of evidence demonstrating how Moving Image Education techniques can meet the aspirations of *A Curriculum for Excellence* and help develop the four capacities. To make the links between the Moving Image Education programme and *A Curriculum for Excellence* clear, the learning activities are categorised into the headings of the four capacities - Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Andrew Gallagher
MIE Project Leader
Angus Digital Media Centre
www.admc.tv/mie.htm



Successful Learners

with enthusiasm, motivation, determination and openness

able to use literacy, communication and numeracy skills

Talking & Listening

- ✘ Listening to films without the picture.
- ✘ Listening to character voice auditions in order to vote for the most appropriate one.
- ✘ Listening in groups to discuss and develop a storyboard for a scene in a movie.
- ✘ Listening to others' ideas for a movie title.
- ✘ Discussing closely-examined films.
- ✘ Discussing ideas within a group when storyboarding a movie.
- ✘ Discussing plot development with whole class.
- ✘ Reporting to whole class on group progression when storyboarding.

Reading

- ✘ Reading storyboards to check for coherence and relevance.
- ✘ Reading imaginative stories to peers.
- ✘ Reading help notes when using software programmes.
- ✘ Reading storyboards.
- ✘ Reading scripts.
- ✘ Reading character descriptions.
- ✘ Performing part of written scripts.

Writing

- ✘ Functional writing.
- ✘ Personal writing.
- ✘ Imaginative writing.

Numeracy

- ✘ Patterns and sequence to establish and continue a series of landing lights during paper-cut animation.
- ✘ Working out number of frames per second to fit with audio recordings for animation.
- ✘ Measuring height of paper-cut animation characters and comparing adult and child sizes.
- ✘ Making spreadsheets to record animated scenes.
- ✘ Making spreadsheets to record number of shots per scene and props and characters needed.
- ✘ Estimating time taken to fly to other countries from Scotland.

ded, people followed him, looks posh,
fall off the tightrope. Always smiling
vicar who blessed him. A Travelling
ner. He makes other people happy but

Commentary

MIE has given children who find difficulty in accessing mainstream curriculum the opportunity to contribute towards group and class projects. MIE also enables many poor readers of printed text increased opportunities to access and enjoy high quality demanding texts, as well as supporting pupils for whom English is an additional language in writing tasks.

By providing a relevant context for reading - preparing to be the voice of a main character in a film - MIE has raised dramatically the self-esteem of pupils who find reading a challenge.

Pupils can participate fully and are highly motivated throughout the process of familiarising themselves with their scripts, and improving their performances.

"I worked hardest on communicating in the group, although I still need to improve on it."

Through creating characters for an animated film, pupils have had the opportunity to immerse themselves in describing characters – not only physically, but socially and emotionally. Looking at characters in this depth and detail has enabled less able pupils to transfer these new skills to their writing with great effect.

A wide range of skills and problem-solving strategies are evident in all aspects of film-making. Pupils recognise the need to be systematic in both their individual roles and as part of a whole class group.

"I'm better at describing"

"I think writing for a reason helps me"

The range of technology employed by the pupils within MIE – from TV to eMacs and web-cams, allows for the development of a range of technology and ICT skills. These skills are confidently applied and transferred through the project and across the breadth and depth of the curriculum.

Successful Learners

with enthusiasm, motivation, determination and openness

able to use technology for learning

- ✘ Children become familiar with software (iMovie, GarageBand, iStopMotion) and hardware (eMac, webcam, digital camera, sound recording equipment).
- ✘ Wordprocessing skills are developed through various writing activities
- ✘ Email and telephone calls are used by the pupils to communicate with other agencies e.g. Angus Digital Media Centre.





Commentary

Powerpoint and Publisher have been integrated into MIE writing activities

"I've improved on my computer skills."

iMovie has allowed children to recognise that there are other ways of communicating a 'story' or 'message', and that narrative structure is similar in any medium.

GarageBand opens doors for creating and designing music. An understanding of musicality is reinforced through the programme design. Children are made aware of the relevance of key, dynamics, pitch, rhythm, instrument quality - at their own level - and how it is relevant to the atmospheric or background sound they are trying to create for the moving image.

Successful Learners

with enthusiasm, motivation, determination and openness

able to think creatively and independently

- ✘ Pupils are encouraged to think outside the box.
- ✘ There is no such thing as a wrong answer – every contribution is valid.
- ✘ The direction of any MIE activity is determined by the pupils' reactions, responses and questions.





Commentary

In a “what happens next?” activity based on the film *Misa Mi*, no two classes developed the story in the same way.

*“I have more ideas now and think of things
in different ways.”*

On a dark, frightful October night, as the wind was howling through the trees, a shiny silver people carrier came crawling along a bendy, steep lane. Its lights shone through the mist as it approached a dirty, ramshackle mansion next to a graveyard at the top of the hill. The car drove through rusty old gates which opened with a blood curdling screech.

By Primary 5/6 Group 1, working collaboratively in groups to develop a film narrative.



Successful Learners

with enthusiasm, motivation, determination and openness

able to work independently and as part of a group

- ✘ Throughout the programme, children have the opportunity to work independently, for example in individual writing tasks and in character and backdrop design.
- ✘ Children take responsibility for and ownership of the storyboarding, animating/filming and editing of their film, supported by the teacher.
- ✘ Children regularly work collaboratively in groups of varying sizes.





Commentary

Pupils often find writer's craft tasks the most challenging of the imaginative tasks set. We have found that the MIE programme can work hand in hand with the Critical Skills approach to teaching and learning where children work through challenges in groups to support each other and develop their skills.

The children responded well to the challenge set and the assessment of the final pieces showed a high level of creativity, evidence of peer support in the technical aspects of writing (levels B-D in mixed groups), the ability to compromise and make decisions, and a shared understanding of what is required of a writer's craft task.

"I enjoyed doing the sound and working in a group."

Peer tutoring is evident in both the writing process
- formative assessment of writing - using buddies
- and in the film making process - working in small groups sharing skills learnt.

"What I enjoyed most about MIE was getting so much out of working in a group, because I usually prefer to work by myself."

Successful Learners

with enthusiasm, motivation, determination and openness

able to link and apply different types of learning in new situations

- ✘ Pupils are encouraged to see the links between different areas of the curriculum and apply familiar strategies in new situations.
- ✘ Most frequently, children practise and employ problem solving strategies; group work skills and talking and listening skills.





Commentary

Children are more comfortable working in groups now. This aspect of MIE fits very well with our Critical Skills approach. Children readily accept roles within the group and co-operate to get the job done.

Many of the skills developed in MIE are the same as those developed through Enterprise activities and children are beginning to recognise the links between these themselves.

The success each child achieves through MIE has an impact on all their learning and boosts their self-esteem. A pupil who normally found it very difficult to cooperate with her peers was able to work in a group to animate part of our class film. Following this success, she was more willing to take part in group discussions and looked forward to MIE lessons, making her whole school week a more positive experience.

A surprising but positive impact of the MIE programme has been an increase in the children's enthusiasm for Drama and their ability to understand a character and develop a role. Practice doing this through film analysis has given the children a much clearer understanding of how emotions can be expressed through voice, movement and expression and the children often cite examples from different films to help each other.



Confident Individuals

with self respect, a sense of well being, ambition, secure values and beliefs

able to relate to others and manage themselves

- ✘ Listening to opinions of others during film analysis and offering confident views.
- ✘ Accepting roles within the making of a film.
- ✘ Discussing ideas within group when storyboarding and reporting to class.
- ✘ Planning their writing.
- ✘ Using formative assessment during writing.
- ✘ Accepting creative ideas from others and compromising on own ideas.





Commentary

Film Director recognised need to be organised and take on his leadership role. Knew his personal targets and responsibilities. Used personal organiser to record any changes to arrangements or script. Was found practising skill relevant to filming – using camera, saving and editing clips.

Children are willing to stand back and let others take on leading roles in the film making process because they have been in ‘starring’ roles previously. This was not teacher prompted, but during discussions amongst themselves.

In a P1-7 composite class P1-2 children were found ‘planning’ their writing, unprompted, because they routinely saw the older children doing it.

Formative assessment is now part of the writing process, and is used confidently to organise the writing and decide on ‘next steps’.

There is ongoing evidence of pupils listening to others and being confident to offer opinions. This has come, firstly, through watching and discussing film clips, and secondly, in working together to create their own film.

Welcoming creative ideas of others, and – in set-building for example - providing encouragement to a team member whose contribution was perhaps not as artistic as might have been hoped.

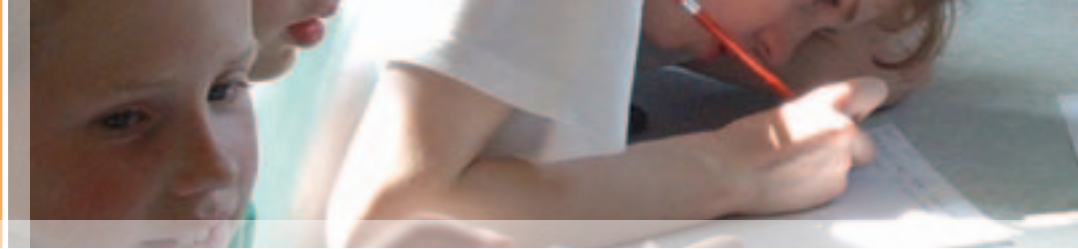
Confident Individuals

with self respect, a sense of well being, ambition, secure values and beliefs

able to be self aware

- ✘ Film analysis provides discussion topics relevant to children's experiences.
- ✘ Film analysis and film making develop a sense of fairness.
- ✘ Formative assessment is used during the writing process.
- ✘ Peer assessment, both orally and written, encourages children to give and take positive criticism.
- ✘ Role responsibility, during film making, raises self confidence and self esteem.





Commentary

No child is allowed to feel their contribution to the film outweighs that of another.

Children are very aware of areas of improvement within the different aspects of their writing through the use of formative assessment.

"I still need to work a bit faster."

"I think I need to improve on working together."

Children use peer assessment as a yardstick to measure where they are. The reading aloud of the writing has become very important. Children, regardless of age and ability, now read their writing because they are confident in their own success, and are accepting of praise from their peers.

After discussing the film clip, *Second Helpings*, about the girl with the image problem the class wrote and collated their stories into a book about being happy with who you are. A reluctant dyslexic reader and writer, with low self-esteem, was able to write a story, and was thus able to contribute to the class book.

Every child can be acknowledged for genuine achievements, and the team effort - the completed film - is evidence of this.

Confident Individuals

with self respect, a sense of well being, ambition, secure values and beliefs

able to develop and communicate their own beliefs

- ✘ Discussion in film analysis of different cultures.
- ✘ Respect is gained through film analysis for different views, customs and differences.
- ✘ Film making and writing allow individual expression of strongly held beliefs.





Commentary

The Swedish film clip, *Misa Mi*, involves discussion about children being raised in a different culture. Discussion arose about Misa's behaviour and the reasons for it, and how they would have reacted in her situation.

"The thing I need to improve this week is to talk out to my group."

When discussing films, children are confident to express opinions and ask questions which help to challenge their own beliefs.

Children use great freedom of expression when storyboarding their film, and use it to express their own views of the world around them.



Confident Individuals

with self respect, a sense of well being, ambition, secure values and beliefs

able to live as independently as they can

- ✦ MIE allows children the chance to take on leadership roles, making decisions and developing confidence in themselves.





Commentary

In 2005, schools nominated pupils to make acceptance speeches for the BAFFIES (Brechin Awards For Films In Educational Settings) awards. This involved the children speaking on a stage in front of dignitaries and 200 people. Each child did this with confidence.

During the process of planning their writing, it is evident that the children are confident with what is being asked of them, and can work independently on this.



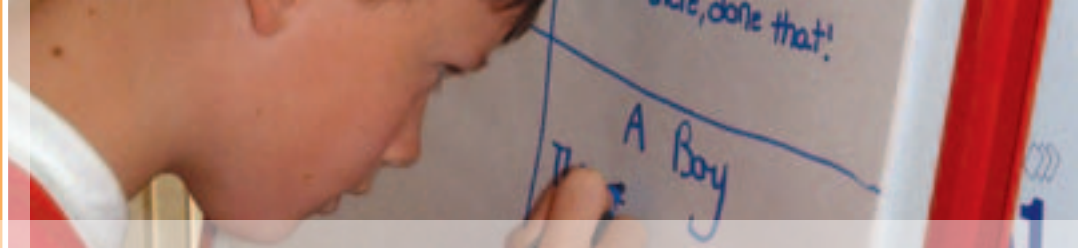
Confident Individuals

with self respect, a sense of well being, ambition, secure values and beliefs

able to assess risk and take informed decisions

- ✦ Many of the film clips deal with various aspects of healthy living, and the making of lifestyle choices.





Commentary

Through watching and analysing the film clips the children are involved in discussions about attitudes, and acceptance of the differences in others, for example:

Otherwise – a chameleon who challenges convention from the moment of his birth.

Lucky Dip – the negative image of a large scary man, perforated with piercing, is challenged by his care of a little girl.

Second Helpings - a girl dealing with a self image problem.

Misa Mi – group discussion about whether she should have risked her own safety for the sake of the cubs.

Little Wolf – was the sheep's behaviour sensible?



Confident Individuals

with self respect, a sense of well being, ambition, secure values and beliefs

able to achieve success in different areas of activity

- ✦ Opportunities are planned for pupils to develop their learning within cross-curricular activities, giving them the chance to learn within meaningful contexts.





Commentary

Language

Some of our films involved the children creating an imaginative story for their film. This has involved them brainstorming the basic idea as a group then developing the story line.

Creating the characters, developing the setting, script writing and story boarding involves all of the children and depends upon total commitment by the group to listen to the opinions and ideas of everyone. The pupils themselves have recognised this as one of their major achievements and quite readily listen to and respond to suggestions from their peers.

Environmental Studies

Our first film was linked to our Environmental Studies topic about the Picts in Scotland. The children used the knowledge and understanding acquired in class to create a storyline. The local outside environment was used for the majority of the shoot. The children used their story boarding to plan where each shot was to be filmed.

Expressive Arts

All pupils are actively involved in creating scenery and props for their films. This involves developing skills in perspective, scale, life drawing, storyboarding, set-building, constructing characters for animation etc.

Music was chosen to suit the atmosphere of the film: a group of children were set the task of listening to a variety of tracks and had to choose those which they thought would be most appropriate for the mood of the film. This involved intense discussion, and developed decision making skills and compromise.



Effective Contributors

with an enterprising attitude, resilience & self-reliance

able to communicate in different ways and settings

- ✘ Children use a variety of media to convey thoughts and ideas.
- ✘ Children have opportunities to communicate with others and develop audience awareness.

Lonely.

(A poem inspired by Baboon On The Moon)

As desperate as a junkie too poor to afford a joint.

A heavy-hearted soul who is fed up with his life.

Addicted to sadness which he can't quit,

He plays his trumpet to let out his sadness like a baby crying.

The notes are played to drown his torment -

Each note is a tear flowing into a sea of musical tunes.

As weary as the last person in the marathon;

As dismal as a hearse heading to a graveyard;

As miserable as someone sitting through an hour long lecture about behaviour.

His life is as boring as a wheel on the locks in a jail.

Sad, like a paralysed man watching his friends play football, he looks at the ball of earth.

The earth is like the football, and the stars are like his friends -

Visible but untouchable.

The monotony is as bad as a river that keeps on going, never changing, with no fish.

He walks to the machine room, like a child in trouble.

And so this poor tormented soul walks his life on the deep, dark, deserted moon.

By Primary 6/7 - Maisondieu Primary School



Commentary

iMovie (the editing software) has allowed children to recognise that there is more than one way to communicate a story or message, and that the structure of telling a story or transmitting information is similar in any medium.

“Sharing ideas has made me more confident.”

Finished films have been presented at school assemblies and open evenings, with pupils explaining the background, reasons for, and methods used, within the films. Pupils have also communicated with a wide range of agencies outwith school in order to secure permissions and organise productions e.g. Historic Scotland, BBC, Scottish Water, Lord Dalhousie.



Effective Contributors

with an enterprising attitude, resilience & self-reliance

able to work in partnership and teams

- ✦ The MIE programme provides opportunities for children to work in pairs, small groups and as a whole class across all aspects of the language curriculum.





Commentary

Peer assessment of written tasks; collaborative story planning; group discussion surrounding analysis of film; decision making; storyboarding; designing and creating; animating; editing; inventing music.

*"I worked hard on everyone working together.
I still need to work at working with
different kinds of people."*

"The thing I enjoyed most was working as a team."



Effective Contributors

with an enterprising attitude, resilience & self-reliance

able to take initiative and lead

Assume and carry out the roles of:

- ✘ spokesperson for groups – reporting back after group discussion about “what’s happening next” in a scene for an animation film.
- ✘ voice coach – motivating pupils who are recording character voices to ensure the best clarity and expression.
- ✘ quality control for animation – checking for fluidity of paper cut animation, range of shots per scene, position and perspective of scenery and backgrounds.
- ✘ quality control for characters and props.





Commentary

Ownership of, and responsibility for, the entire film-making process is taken by pupils, with adults in a purely supportive role. Class decisions are made about: planning the film; auditioning for parts/voices; allocation of roles & responsibilities – director, editors, music inventing team, character designers, animators, captureurs and quality checkers.

“I worked very hard on trying to get everyone to listen.”



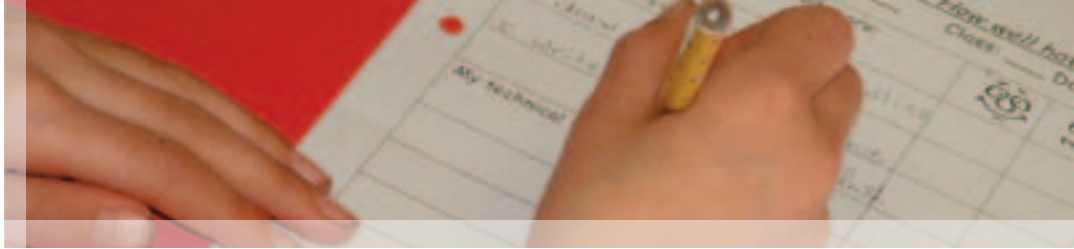
Effective Contributors

with an enterprising attitude, resilience & self-reliance

able to apply critical thinking in new contexts

- ✘ During analysis of moving image texts, pupils are encouraged to distinguish between fact and opinion, to consider cause and effect and to take account of different viewpoints.
- ✘ Children evaluate the quality of work and respond accordingly across the MIE programme.





Commentary

After watching and analysing a short film, pupils went on to complete a functional writing task at levels B - D. Following the initial teaching and learning input, involving shared target-setting for the content of a set of instructions, and the first draft being completed in jotters, pupils went on to produce their final draft in the form of a PowerPoint slide show. Pupils then presented their slide shows to their peers.

This use of IT, as a medium for presenting writing tasks, showcases both the transferable skills and the strong cross-curricular links which are embedded in the approach to literacy teaching through MIE.

Effective Contributors

with an enterprising attitude, resilience & self-reliance

able to create and develop

- ✘ Children are given opportunities to create and develop by responding to an MIE text as a stimulus for creative/imaginative, personal or functional writing.
- ✘ They are given responsibility for creating and developing the narrative, characters and setting for both group/individual writing activities and the creative film-making process.
- ✘ During discussion and analysis, children are encouraged to develop their own ideas and the ideas of others.
- ✘ Pupils have full responsibility for creating and developing the narrative, artwork and music for their film.





Commentary

Whilst watching films, pupils have to recognise the importance of the music in creating atmosphere, deciding whether the music was appropriate and effective in each film. This then linked to their own film making. When using GarageBand, children with different levels of musical knowledge were able to work together and share ideas to explore sound, use instruments, create and design, listen and reflect, evaluate, communicate and present.

"It has made me more creative."

"MIE because I just love to draw."

(‘Most enjoyable’ entry in a learning log by a child with English as an additional language)



Effective Contributors

with an enterprising attitude, resilience & self-reliance

able to solve problems

- ✘ In taking ownership of the film, the onus is on the pupils to identify and solve any problems arising.
- ✘ Using various problem-solving strategies, pupils evaluate and test possible solutions. Strategies have included working together, making models/pictures, lists/tables and guess, check and improve.
- ✘ During discussion and analysis, children are encouraged to develop their own ideas and the ideas of others.
- ✘ Pupils have had to moderate their own ideas in the light of practical limitations such as resources, time, equipment and the medium used – animation or live filming.





Commentary

When the last scene of the movie was assessed by the pupils, they identified that a lot of important information was missing and thus there was a coherence problem. Immediately our director asked for ideas from the class to solve this problem. Suggested ideas included recording additional audio voices or making other props to add to the animation of the scene. A class vote was organised and the result was to go with the latter – problem solved in a most positive fashion.

Responsible Citizens

with respect for others, participating responsibly in political, economic, social & cultural life

with respect for others

- ✘ Selecting voices and artwork for film-making.
- ✘ 'Piggy-backing' ideas in discussion work.
- ✘ Democratic decisions and accepting majority votes.
- ✘ Electing and acknowledging film roles.





Commentary

Assumption of roles and responsibilities in group work has spread to other curricular areas (and the Critical Skills Programme).

*"It is helping me co-operate and
make more friends."*

*"I worked on letting every one gets a chans
to speke. I still ned to not be as bosy."*



Responsible Citizens

with respect for others, participating responsibly in political, economic, social & cultural life

with commitment to participate responsibly

- ✘ Democratic decisions and accepting majority votes.





Commentary

Voting for voices and artwork has been based on the greater good of the film and not on a friendship basis.

"I now know to let other people have their say."

"It has helped me to cooperate with others."

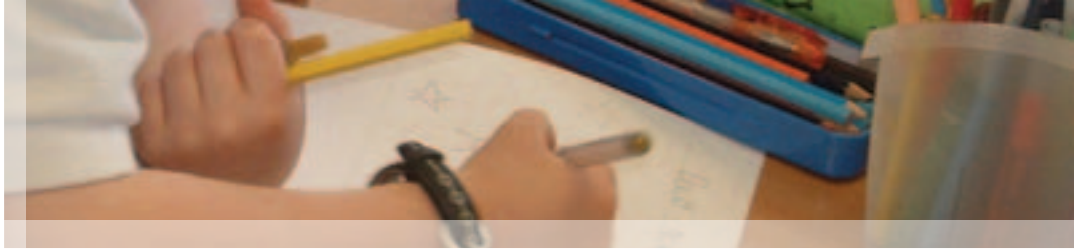
Responsible Citizens

with respect for others, participating responsibly in political, economic, social & cultural life

able to understand different beliefs and cultures

- ✦ Through a range of carefully chosen films and film clips, pupils have the opportunity to experience cultures that they may not otherwise be exposed to.





Commentary

Pupils have developed an increased awareness of other cultures and explored differences from their own way of life.

Children have recognised differences between cultures during film analysis discussions, and have acknowledged that these differences are not a matter of 'right' and 'wrong' - each set of values is different but equally valid.

"I've learned about paying attention to other people."



Responsible Citizens

with respect for others, participating responsibly in political, economic, social & cultural life

able to make informed choices and decisions

- ✦ Whilst working to pre-set targets and deadlines, pupils are aware of the need to fulfil criteria efficiently.





Commentary

Throughout the film-making process pupils have to make decisions, deal with the consequences of the choices they make, and learn from any mistakes.

“In MIE you get a chance to make your own decisions”

Children recognised that their chosen film site was under protection for historical evidence and wrote to Scottish Heritage to seek permission to use the site for filming.

Pupils are aware of music copyright issues. They have been required to decide whether to compose their own soundtrack music or write to the agencies involved to obtain copyright clearance.

Acknowledgements

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