

**AAC ICL 7**

**P5 / 6**

**French**

### Aims of Project

### Curriculum for Excellence

This project aims to enable participants to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors and targets the following outcomes and experiences.

Modern Languages	LAN 251MA	Listening and Talking
	LAN 252MB	
	LAN 253MB	
	LAN 256MC	Reading Writing
	LAN 259ME	
	LAN 265MI	
Literacy and English	LIT 2-14a	Reading Writing
	LIT 2-20a	
<b><u>5 – 14</u></b>	French Level C/D	Talking Listening Reading

### Media Techniques

<b>Presenter</b>	Piece to camera, guest Interview, vox pops, voice-over
<b>Production</b>	Storyboard, camera angles, framing, movement, shot selection

### Other Learning Outcomes - Relating to 5 National Priorities to Improvement

- **#1 Context for developing literacy skills**  
Storytelling / communication / Script work  
Presentation and recording of information
- **#2 Sustainable resource for teachers (DVD)**
- **#5 Participation in arts / cultural activity**  
Teamwork / Delegation (Entrepreneurship)

### General Approach

These sessions used drama and media techniques to reinforce and develop pupil's French skills by creating a documentary / travelogue of their local area. Pupils decided what aspects they would like to showcase by working from script and storyboard templates. These were subsequently translated into French, then rehearsed and filmed.

### Contact details

## Provisional Session Outline

<b>Session #1</b>	Introduction and presenting technique. Vox pop. Piece to camera.	
<b>Session #2</b>	Planning and Decision-making. Camera movements – shot selection	
<b>Follow up</b>	Create provisional shooting list.	
<b>Session #3</b>	Info Gathering Voice over	Selection – Locations and content
<b>Session #4</b>	Info Gathering Guest interview	Sequencing - Storyboard
<b>Follow up</b>	Create narrative from sessions #3 and #4 and translate	
<b>Session #5</b>	Rehearsal	Mic technique
<b>Session #6</b>	Shooting	Working on camera Action shots – football/skipping Record V/O
<b>Follow-up</b>	Check rushes, evaluate technique and make choices for edit	
<b>Session #7</b>	Shooting	Working on camera Piece to camera Vox pops
<b>Session #8</b>	Shooting	Working on Camera Guest interview
<b>Follow-up</b>	Check rushes	Select clips
<b>Session #9</b>	Rough cut	Decisions
<b>Session #10</b>	Finish and Show	Evaluation

# Evaluation

## Key success factors

- Clear links between 5 – 14 and curriculum for excellence
- Excellent preparation and follow-up work
- Clear and achievable production outcomes
- DVD production
- Good weather – pupils enjoyed working outside

The following CfE experiences and outcomes as well as the overarching experiences were clearly met.

## Modern Languages

### Listening and Talking

#### Listening for information

**LAN 251MA**

*I can listen to and show understanding of familiar instructions and language from familiar voices and sources.*

#### Listening and talking with others

**LAN 252MB**

*I can listen and respond to familiar voices in short, predictable conversations using straightforward language and/or non verbal techniques such as gesture and eye contact.*

**LAN 253MB**

*I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures.*

#### Organising and using information

**LAN 256MC**

*I can deliver a brief presentation on a familiar topic using familiar language and phrases.*

### Reading

#### Finding and using information

**LAN 259ME**

*I have worked on my own and with others to understand a text using appropriate resources. I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.*

## **Writing**

### **Organising and using information**

**LAN 265MI**

*I can use familiar language to describe myself and to exchange straightforward information*

## **Literacy and English**

### **Reading**

#### **Finding and using information**

**LIT 2-14a**

*Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.*

### **Writing**

#### **Enjoyment and choice**

**LIT 2-20a**

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.*

## **Pupil Comments**

### **From DVD vox pops**

...Felt quite confident about speaking a new language...

...It's easy when you get the gist of it...

...The best bit was the filming. Getting to do team work it was really good...

...I enjoyed the filming. We learnt how to do zoom, pan and tilt...

...I liked seeing and hearing myself on TV...

...It was really good fun presenting in front of camera...

...We learnt new things every time...

### **Overall assessment by Teacher:**

I felt that the notion of creating the DVD gave the children a context to actually speak French for, given that very few (if any) of them are likely to visit France or have contact with French people.

The children responded well and although reluctant at first as the unit progressed they showed increasing confidence in speaking to camera. As Joe observed I do not think the pupils realised how the individual sections would mesh together until they viewed the DVD. I had some French visitors staying with me from East Ayrshire's twin town in France – Jous les Tours. They viewed the DVD and were impressed with the work done. They told me they had learned facts about Dalmellington they had not known. The pupils themselves were very pleased with the end result and this definitely boosted their self esteem. All outcomes were met and the end product showed the pupils that "I can".

## **Artist's Observations**

I was delighted by the enthusiastic response to all the activities. Participation levels were excellent, particularly from those who were habitually reluctant to volunteer. The anticipated challenges in terms of behaviour and ability seemed to be successfully overcome and encouraged us to create opportunities for inclusion.

Despite the pupils' limited vocabulary we were able to produce a substantial amount of material, albeit fairly simple in content. Concentration and studio or camera discipline were difficult to sustain at times but the pupils coped remarkably well under the circumstances.

I got the impression that the processes involved in making a TV programme were a little mystifying to them until they saw the finished product, when the penny finally dropped. You don't have to shoot everything in order. Mistakes can be cut out. Illusions can be created. And the camera can and does sometimes lie.

In terms of curricular outcomes, pupils seemed completely unaware of the extent to which their French skills were developing. There was a noticeable improvement in their confidence when speaking French aloud and an increased vocabulary with which to work.

I am confident that all the above-mentioned aims were met successfully and that this will be another valuable model for future use.

**Joe Gallagher**