

National Literacy and Numeracy Week 2009 Project Report

Project title: Year 9 cross-KLA action learning writing project 2009: Scriptwriting and moviemaking

Project description:

The project is aimed at providing professional learning for staff around boys' education as well as engaging boys in writing in order to improve literacy outcomes. Selected pedagogy was consistently implemented across three KLAs: PDHPE, Science and Social Science (Commerce). Collaboratively developed teaching & learning strategies addressed the following through a scriptwriting focus:

- ❖ Range of learning styles: visual, kinaesthetic, verbal / language learners, auditory/music
- ❖ Embedding competition
- ❖ Cooperative learning strategies
- ❖ ICT – specifically filmmaking software
- ❖ Explicit quality criteria
- ❖ Student engagement (measured through class observations)

Students created a script (in groups) for a segment of a current affairs show based on a subject specific topic. The script (3 minutes duration) includes setting, action, narration, camera use, audio (soundtrack), dialogue. It incorporates conventions of terminology and punctuation, and is appropriate to the identified audience. The script was then filmed.

Person responsible for project: Caitlin Dwyer

School, region, diocese: Homebush Boys High School, South West Sydney

Contact person's email: caitlin.dwyer@det.nsw.edu.au

Number of students, teachers, parents, other community members directly involved:

- Five teachers: Two head teachers, two classroom teachers, one intern
- 85 Year 9 students

Intended literacy and/or numeracy outcomes:

Literacy outcomes were developed from analysis of NAPLAN 2008 data. The project specifically targeted:

- vocabulary development
- effectively modifying writing for various audiences
- improving punctuation – capitalisation, indirect/indirect speech, colons

Evidence of achievement of intended literacy and/or numeracy outcomes:

- pre-and post-test results

The same marking rubric was used for both tests, assessing information (subject-specific content and vocabulary) as well as three literacy aspects: use of script conventions, audience and punctuation. Substantial growth was evident across the three classes in all four areas assessed, with highest growth evident in information and the use of script conventions.

- structured teacher observations of student on-task behaviour

Teachers used a student observation checklist at various points throughout the project to assess student learning and on-task behaviour. Students demonstrated greater on-task behaviour during tasks which incorporated ICT (eg creating a basic script which was then animated using the Xtranormal website) and embedded competition (eg vocabulary memory game).

Other information:

There is a range of generic pro formas that were applied across the relevant KLAs. A sample is provided here.

- Pre-test
- Marking rubric
- Staff observation checklist
- Script scaffold
- Group roles
- Script writing memory game
- Narrative rewriting activity

Feedback about making grants available for such projects:

The provision of the NLNW grant enabled further support for professional learning and literacy development in our school. The ability to provide a full day for staff planning of activities and development of resources enhanced the project's achievement of outcomes.

See materials below:

Year 9 Writing Pre-Test

Student's name

Class

Using the pictures provided and your own knowledge of *INSERT TOPIC*, write a script for a television segment for a current affairs show.

In your script, explain features of *INSERT TOPIC*, including:

- ❖ *INSERT FEATURES*
- ❖ *INSERT FEATURES*
- ❖ *INSERT FEATURES*

You will be given time to plan and edit your response. You will be given 25 minutes to write your response.

This task must be done under exam conditions.

You will be assessed on:

- ❖ The accuracy and detail of your information
- ❖ Use of script structure, including an introduction, idea development and a conclusion
- ❖ Clear and logical progression
- ❖ Correctly written sentences including accurate punctuation

Planning space

Write your ideas in this space

Start your writing here.

A series of horizontal dotted lines for writing.

Staff Observation Checklist, Student Motivation

Date: _____

- 1 Number of students in class.
- 2 Number of students completing task today:
- 3 day of the week (circle)..... Mon, Tue, Wed, Thur, Fri
- 4 Period of task (circle) 1, 2, recess, 3, 4, 5, 6, lunch, 7, 8
- 3 a How many students are still writing after 1/3 of time?
- b How many students are still writing after 2/3 of time?
- c How many students are still writing at end of task?
- 5 a How many students are off task after 1/3 of time?
- b How many students are off task after 2/3 of time?
- c How many students are off task at end of task?
- 6 Was there any outside noise during the task
- a minimal eg students talking outside room
- b some eg school announcement
- c extensive eg lawn mower, constant interruptions
- 7 Were there any internal disruptions. Student, Teacher talking, other
- 9 What was the students' body language like during the task:

	All	Most	Some	None
Students willing to engage task				
Students appear unhappy during task				
Students reluctant to start task				
Students restless: moving, shuffling etc				

Any other comments or observations:

.....

SCRIPT WRITING - MEMORY GAME

- Revise the terms and phrases below.
- When you are confident that you have a solid knowledge of the terms you are ready to play the memory game. Collect the memory cards from your teacher.
- One person in your pair will time the game and the other person will play.
- Turn the cards face down and arrange them into a grid pattern. Begin timing.
- Turn two cards over at a time. Match the terms and their meanings. The person who is timing the game will need to confirm that you have matched the terms and their meanings correctly.
- Record your time with your teacher.

action description: the overt, physical actions that happen on screen, such as “He falls down the stairs” or “She pulls a gun, hands shaking.”

camera angle: the angle from which a shot is to be taken (e.g., a close-up angle is a shot that should be made from a close proximity to the subject, either through tighter lens focusing or by the camera being placed physically closer to the action).

camera move: an action description in a screenplay that stipulates a specific move of the camera (such as “CAMERA PANS a crowded supermarket at rush hour.”)

cut: the transitional movement on screen from one scene or shot to the next.

cutaway: a quick transition to another secondary shot (often of some lesser or ironic element of the setting) and back to the main shot. (E.g., a brief shot of a dog listening to a human conversation that is the subject of the scene).

dialogue: the façade of heard language that reveals the subtextual struggles going on between characters.

elements: the smaller parts of a movie that must be written and noted during the breakdown and budgeting process (e.g., cast, set pieces, vehicles, music, etc.).

environmental facts: the geographical location, time of year, season, day, period of history, and economic, political, social, moral, or religious environment of the special world of the screenplay.

flashback: a transition from a scene to one that has taken place prior to it.

legend: written information superimposed on an image or blank screen (e.g., “Long ago, in a galaxy far away...”)

montage: a sequence of images or short scenes that reveal story points or important exposition in an encapsulated manner.

post production: the phase of production that follows principal photography, in which raw footage is cut and assembled into a finished movie with added soundtrack and visual effects.

scene: continuous action with or without dialogue that takes place in one setting

scene heading (or slug line): basic set description at the top of a script scene, written in all caps, providing information as to whether the scene is interior vs. exterior, day or night, and where it takes place (e.g., INT. THE BADDA BING CLUB – DAY)

set: wherever camera is in place for a shot that is being set up for shooting (or being shot) at a location or studio.

setting: the place in which a scene happens (not to be confused with location or set)

shooting schedule: a principal photography production schedule created by a production manager and assistant director to organize the shooting of scenes out-of-continuity in the most economical and time-saving way possible.

theme: an underlying philosophical, social or spiritual message that gives the plot meaning and elevates the story to its essential, universal human ideas.

title sequence: a scene or sequence of scenes over which the title roll of the movie credits are superimposed (usually at or near the beginning of the movie).

transition: a direction in a screenplay that informs the filmmakers as to the quality of the cut from one scene to the next (such as "DISSOLVE TO:"); it appears flush right between the end of one scene and the beginning of the next.

visual effect: a special visual technique used to enhance storytelling (such as computer animation, slow motion, or time-lapse photography).

voiceover narration: a narration heard over the images of a scene.

action

The overt, physical actions that happen on screen, such as “He falls down the stairs” or “She pulls a gun, hands shaking.”

camera angle

The angle from which a shot is to be taken (e.g., a close-up angle is a shot that should be made from a close proximity to the subject).

cut

The transitional movement on screen from one scene or shot to the next.

dialogue

The language communicated between characters

elements

The smaller parts of a movie that must be written and noted during the breakdown and budgeting process (e.g., cast, set pieces, vehicles, music, etc.).

environmental facts

The geographical location, time of year, season, day, period of history, and economic, political, social, moral, or religious environment of the special world of the screenplay.

legend

Written information superimposed on an image or blank screen (e.g., "Long ago, in a galaxy far away...")

montage

A sequence of images or short scenes that reveal story points or important exposition in an encapsulated manner.

post production

The phase of production where raw footage is cut and assembled into a finished movie with added soundtrack and visual effects.

scene

Continuous action with or without dialogue that takes place in one setting

scene heading (or slug line)

Basic set description at the top of a script scene, written in all caps, providing information as to whether the scene is interior vs. exterior, day or night, and where it takes place (e.g., INT. THE BADDA BING CLUB – DAY)

set

Wherever camera is in place for a shot that is being set up for shooting (or being shot) at a location or studio.

setting

The place in which a scene happens (not to be confused with location or set)

title sequence

A scene or sequence of scenes over which the title roll of the movie credits are superimposed (usually at or near the beginning of the movie).

transition

A direction in a screenplay that informs the filmmakers as to the quality of the cut from one scene to the next (such as "DISSOLVE TO:"); it appears flush right between the end of one scene and the beginning of the next.

visual effect

A special visual technique used to enhance storytelling (such as computer animation, slow motion, or time-lapse photography).

voiceover narration

A narration heard over the images of
a scene.

Scaffold for a script for a current affairs TV show

HEADING:	
Character(s)	
Setting (General)	
Time	
Sound	
Introduction	ACTION:
	CHARACTER:
	LOCATION VIEW (specific):
	DIALOGUE:
Development of ideas	VOICE OVER/NARRATION:
	ACTION: _____
	Interview 1:
	CHARACTER:
	ACTION:
	DIALOGUE:
	Interview 2:
	CHARACTER:
	ACTION:
	DIALOGUE:
	Interview 3:
	CHARACTER:
	ACTION:
DIALOGUE:	
Role play/re-enactment/file footage:	
CHARACTER(S):	
ACTION:	
DIALOGUE:	
Conclusion	CHARACTER:
	ACTION:
	DIALOGUE:

GROUP ROLES

Each member of the group will have a specific role. All of the crew (the staff members of a film production) will need to work together in their individual roles to produce the news report. The roles in the group are outlined below:

Director: the main orchestrator of the various creative activities that go into film production, the director collaborates with and guides designers, editors, cinematographers, technicians, and actors in their interpretation of the script within a single organic vision.

Editor: the technician who “cuts” and assembles a movie from raw footage shot during principal photography, cutting it into a completed film with an eye to pacing, rhythm, suspense and cinematic image storytelling.

Location manager:
a film crew worker who scouts, contracts, and manages the location sets for film productions. Locations are usually real places used as found sets with a minimum of set dressing or construction.

Production manager:
the main supervisor of the crew in charge of keeping a film project on time and on budget; the PM negotiates all financial and contractual affairs for the project during pre-production, principal photography, and sometimes post production.

Technician: a crew person who performs some kind of technical (as opposed to design) function (such as grips, gaffers, sound mixers, boom operators, script supervisors, etc.)

Who will fulfil each role within your group? Write the names of your group members next to the appropriate role

Director –

Editor -

Location manager –

Production manager –

Technician -

*Rewrite the prose passage below in the form of a script.
Make sure you use the correct script conventions!*

Uranium Minerals

Reporter Dr Paul Willis entered the mine site facing the camera, ready to deliver his first few lines. He paused and lifted up a few grains of soil.

He delivered the following lines and paused, "a nuclear future holds the promise of power, without environment destruction. But that will only happen if we can find solutions to the safe, long-term storage of uranium."

As trucks from the mine rolled past Dr Willis he continued to describe the positive aspects of the mine and the minerals found at the mine.

"The new uranium phosphates are stable and insoluble – they lock up uranium for millions of years. And they readily formed here at Lake Boga.

He continued to pose a question as to the importance of the mine.

"Why did they form here, what was unusual about this environment on the face of it the chemicals in the minerals, calcium copper, uranium and phosphors they occur in other big uranium deposits around the world so what was it about the Lake Boga quarry that made it different?"

He explained to the viewers that if nature can lock up uranium and store it in a safe way, then we should be able to do the same for uranium use by humans.

As his story to the audience has almost finished he concluded by saying, "a nuclear future holds the promise of power, without environment destruction. But that will only happen if we can find solutions to the safe, long-term storage of uranium."

His last statement leaves the audience thinking. Uranium can be beneficial, only if its storage can be solved.



An Australian Government Initiative



Script Marking Rubric

Name: Class:

	OUTSTANDING ACHIEVEMENT	HIGH ACHIEVEMENT	SOUND ACHIEVEMENT	BASIC ACHIEVEMENT	LIMITED ACHIEVEMENT	NOT EVIDENT
Accuracy of information	Highly accurate, relevant, detailed information; highly effective use of relevant subject specific terminology 5	Mostly accurate, relevant information; effective use of relevant subject specific terminology 4	Reasonably accurate, relevant information; use of relevant subject specific terminology 3	Fairly accurate information covering limited content areas. Some use of relevant subject specific terminology 2	Limited accurate information with minimal detail. Limited use of relevant subject specific terminology 1	Very brief; lacks accurate information 0
Use of script conventions	Highly effective use of script structure (including introduction, well structured development of ideas and an effective wrap up); Effective use of all of the following: suitable heading, scene location /time, camera angles, narrative description/ actions, audio, dialogue. 10/9	Mostly effective use of script structure (including introduction, reasonably structured development of ideas and an effective wrap up) Effective use of most of the following: suitable heading, scene location /time, camera angles, narrative description/ actions, audio, dialogue. 8/7	Reasonable use of script structure including an (introductory statement, a series of development statements and a concluding statement). Reasonable use of many of the following: heading, scene location /time, camera angles, narrative description/ actions, audio, dialogue. 6/5	Uses an introductory statement and at some development of ideas. May not conclude. Uses some of the following: heading, scene location /time, camera angles, narrative description/ actions, audio, dialogue. 4/3	May have an introduction, limited development, may not conclude. 2/1	Very brief; No use of script conventions 0
Audience	Effectively targeted towards appropriate audience - language, content, format 10/9	Mostly effectively targeted towards appropriate audience - language, content 8/7	Reasonably effectively targeted towards appropriate audience - language, content, format 6/5	Some targeting towards appropriate audience - language, content, format 4/3	Limited targeting towards an appropriate audience - language, content, format 2/1	Very brief; inappropriate for audience 0
Punctuation	Writing contains accurate use of all relevant sentence and script punctuation - Capitals, colons, parentheses, full stops, commas, question marks, exclamation marks 5	All sentence punctuation correct. Mostly correct use of script punctuation - Capitals, colons, parentheses. 4	Most sentence punctuation correct. Reasonable use of script punctuation - Capitals, colons, parentheses. 3	Some sentence punctuation correct. Lacks correct use of script punctuation - Capitals, colons, parentheses. 2	Limited correct use of sentence punctuation (eg capital letters to start sentences OR full stops to end sentences). Very limited use of script punctuation 1	No evidence of correct punctuation. 0

Mark /30