

Digital video across the curriculum

Pupils should be taught the techniques, skills and language associated with digital filming and editing. This will normally take place in ICT lessons. With a sound grasp of these concepts, pupils can apply what they have learned to communicate and present ideas in other areas of the curriculum.

The techniques, skills and language associated with digital video filming and editing build on both the ICT and English Programmes of study where pupils should be taught, for example:

Programme of study: ICT Key Stage 2

- how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate
- how to share and exchange information in a variety of forms, including email
- to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information
- to review what they and others have done to help them develop their ideas
- to describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others.

Programme of study: ICT Key Stage 3

- how to use ICT to measure, record, respond to and control events by planning, testing and modifying sequences of instructions
- how to interpret information and to reorganise and present it in a variety of forms that are fit for purpose
- to use a range of ICT tools efficiently to draft, bring together and refine information and create good-quality presentations in a form that is sensitive to the needs of particular audiences and suits the information content
- how to use ICT, including email, to share and exchange information effectively
- to reflect critically on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work.

Programme of study: English Key Stage 3

- how meaning is conveyed in texts that include print, images and sometimes sound
- how choice of form, layout and presentation contribute to effect
- how the nature and purpose of media products influence content and meaning

- how audiences and readers choose and respond to media.

In order to use digital video effectively across the curriculum, pupils need to be familiar with:

- using the camera, hardware and software for filming and editing
- importing, exporting, saving, retrieving and managing a range of file types
- the language and key concepts of film making.

See also the 'Film language glossary' section and the 'Analysing film sequences' section on the Teaching and Learning using Digital Video CD-ROM.

In the primary school, pupils could be taught key ideas and techniques in the ICT lesson using a subject-specific context. Younger pupils should focus on sequencing existing assets before moving on to filming and editing. Teachers should build in opportunities for progression across the schemes of work, so that pupils have the chance to apply and develop what they have learned in new contexts.

In the secondary school, subject teachers should liaise with the ICT teacher to check what pupils have been taught. The ICT schemes of work could include opportunities to apply and develop what pupils have learned across a number of subject areas. Progression needs to be built in, so that pupils can apply and develop what they have learned in new contexts.

Examples from the pilot where digital video is used to enhance learning across the curriculum include:

Primary

Manor Green Primary School:

in art and technology, where pupils depict production processes

Robin Hood School:

in art, where pupils examine concepts, such as colour

St. Austin's Catholic Primary School:

in history, where pupils use archive material and incorporate voiceovers and re-enactments

St. Austin's Catholic Primary School:

in science, where pupils record and analyse experiments

St. Davids C of E First School:

in science, where pupils explore concepts, such as 'push and pull'

Secondary

City of Norwich School:

in art, where pupils produce animations

Dyce Academy:

in dance, drama and PE, where pupils make recordings of performances

Kilgraston School:

in French lessons, where pupils record a role-play at the dentist

Stocksbridge High School:

in an after-school art club, where pupils exploring continuity and editing of continuous sequences

Special

Frank Wise School:

in Spanish lessons, where pupils with special educational needs produce a short dialogue

Mere Oaks School:

in drama, producing drama films using film language to tell a story

These examples and the accompanying video clips can be viewed on the Teaching and Learning using Digital Video CD-ROM.

What teachers said:

'Children used language which they would not normally use. Less able children [were] given opportunities to create finished stories which they have completed.'

'The impact on literacy – speaking, listening, writing – has been amazing.'

'[Pupils displayed] increased subject knowledge in composition, timing, pitch, and patterns in music.'

'The medium encourages pupils to spend longer investigating the subject area [French] and this has led to them requesting further vocabulary in order to complete the task to their satisfaction.'

'Extended exposure to the evidence and a need to consider in depth how to use it led to a much higher standard of knowledge and historical skills ... The pupils had to consider carefully what to choose and how to use it to put across their message

well. The ability to choose appropriate evidence and use it to support your point is a key historical skill, which I find hard to communicate effectively to pupils. With digital video it was a natural process, which prompted comments such as 'what else could we have done?'

Links:

- Becta's Digital Video Awards winners' showcase
[\[http://www.becta.org.uk/corporate/display.cfm?section=21&id=2669\]](http://www.becta.org.uk/corporate/display.cfm?section=21&id=2669)