

Project Planner

Language Futures

Project name: Digital Story Telling

Subject(s): MFL, Technology

1. Project Summary

What are your students going to do, and why are they doing it?

Students will create a DVD in their chosen language which tells a story about an aspect of culture, identity, lifestyle and perceptions of that culture. The stories can be from a variety of genres, for example, traditional tales, fantasy, personal interest, social and moral issues and the local area. The project will involve the students in carrying out research into the culture, developing improved digital skills, becoming more independent and autonomous by making decisions about what to include whilst negotiating with their peer group on planning and implementation. Above all, the project will provide an authentic context for language learning where students can develop a range of language skills related to pronunciation, vocabulary and grammar as they need them to progress the work. This project will motivate and engage students as they build on their prior learning and decide for themselves the context, methods, and language structures to be included. The outcome will be a 7 minute DVD which will be presented to others receiving feedback from peers

2. Essential Question(s)

An essential question should inspire students, require them to conduct serious research, and relate to a real world issue

What are the key things about this culture that I want to share?

How can I make my work interesting and accessible?

3. Products

What do you want students to do/write/create/build?

The end product will be a 7 minute piece of video in the target language which students have created and designed

4. Learning Goals

What do you want students to learn?

Curriculum content

- a) Students will be able to say and write in the present tense in the 3rd person to discuss and describe aspects of the culture. They will make appropriate use of adjectives and adverbs to enliven their narrative
- b) When discussing historical events, students will be able to use past tenses, especially in the 3rd person singular and plural

Identify key **skills** students will learn in this project. List only those skills you plan to assess

- a) Students will be able to work in groups and negotiate roles
- b) Students will be able to access and produce appropriate story boards
- c) Students will develop the technical skills to be able to produce a video
- d) Students will be able to present their work to an audience and discuss their motivations
- e) Students will be able to challenge stereotypes of their language/culture

5. Timeline/Milestones

List the key dates and important milestones for this project. (e.g. check-ins, critique sessions, deadlines for drafts and specific product components)

Week 1	Teacher presents a model of a suitable video clip which is then discussed and analysed. In language groups, students research and discuss the aspect of their language/culture which they want to present. Out of school challenge is to watch other examples of video clips. Students draw up a draft plan and begin to make a story board, deciding on film location, use of titles
Week 2	Students produce a story board. They begin to research the language structures and vocabulary they will need to know, with support from teacher and language mentor. Each language group presents their initial thoughts to the class – followed by discussion and suggestions
Weeks 3, 4 and 5	Students work in language groups to produce a draft script with descriptions/discussions in the 3 rd person present and past. Mentors support and check the accuracy of the language
Weeks 6 and 7	Students make the film. Develop skills of effectively combining different modalities and shaping stories to engage a multilingual young audience. Mentors to support with language structures.
Weeks 8 - 9	Editing of film and presentation of final product to an audience.

Language Futures was originally developed by Linton Village College as part of a Paul Hamlyn Foundation initiative. Management of the initiative passed to the Association for Language Learning in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.

6. Personalisation

Say how you will personalise the project, especially for individual students who will need specialized support

By allowing students to explore aspects that they are interested in and to decide how to develop and present the story, each student produces a personalised project. When teachers provide the space, encouragement and support for students to envision and create personal digital stories, the quality of learning frequently exceeds expectations

7. Exhibition plan and venue

Where will the exhibition take place?

The films will be presented to the class, at assemblies and to the wider community through an evening of a Film Premier. The students will need to plan in detail the format, send invitations, refreshments etc

8. Resources

The following websites are suggested for aspects of the project work:

www.linguascope.com many schools subscribe to this. Languages covered include French, Spanish and Italian

www.languagesonline.org.uk good for vocabulary and grammar in French, Spanish and Italian

www.bbc.co.uk/languages good for basic steps in Spanish, Italian and Chinese and good for basic listening activities

www.masteranylanguage.com topic vocabulary and grammar for Chinese, Italian and Spanish

www.wordreference.com a good online dictionary for many languages

www.ielanguages.com an excellent array of phrase banks for many languages, particularly in Italian and Spanish

www.busuu.com a range of multimedia resources for lots of languages.

9. Assessment Criteria

How will you be assessing each of your learning goals you identified?

Curriculum content: The proposed assessment criteria to be used for this content section is the Common European Framework of Reference for Languages (CEF)

- a) CEF Reading A2
- b) CEF Writing A2
- c) CEF Listening A1 and Speaking A1/A2
- d) CEF Writing A2 and Speaking A1

Intercultural Understanding – mentors discuss with the students to support their work in challenging cultural stereotypes

Skills:

- a) Observation by teacher and self-reflection by students
 - b) Skills developed to be able to give feedback to peers on language content and film making techniques
- Assessment and marking of final product

Suggested assessment formats:

Curriculum content: the Common European Framework of Reference for Languages (CEF)

Skills:

Peer assessment - Please tick the most appropriate category and give your reasons

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Notes, feedback, advice, comments
How do you think that the group works together? Please give an example						
To what extent did the storyboard provide a useful planning tool for the final result?						
To what extent was the language content interesting, correct, challenging?						
How effective was the final product of the film?						
Was the film engaging, interesting for the audience?						
Give one suggestion about how the performance could have been improved						

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