

UK: Wondrous Oblivion Presentation - Presentation Transcript

1. A mini extracurricular project DVD cover design project
2. Wondrous Oblivion
 - A sweet and moving story about a young boy in 1960's England.
 - The story presents many of the issues relating to our project:
 - The Jamaican family experiencing racism
 - The Jewish family struggling to fit and find acceptance within with the English society.
 - Young David's experience's: school life, peer pressure, friendship groups, sporting success.
3.
 - The main objective of this project was to explore some possible ways in which film could be used pedagogically to raise awareness of issues regarding intercultural dialogue and tolerance.
 - This was an extra curricular project delivered to sixteen students from years 9 and 10 students(13-14years old). They were mostly selected as being high ability art students who were also in the top set for humanity subjects.
4.
 - Lesson 1 (2 hours)
 - Watch film before discussing main themes of the film, and introducing the aim of the project; to produce a DVD cover for the film. Discuss briefly what imagery/scenes could be good starting points for a creative response to the film.
 - HWK: To rough draft initial ideas for a DVD cover.
5.
 - Lesson 2 (1 hours 15 mins)
 - In groups of 6-7 analyse existing DVD cover (a cover that is universally agreed to be quite uninteresting). Students can then Feedback conclusions about the cover to the whole of the group.
 - Powerpoint showing good examples of book and DVD covers, with particular reference to symbolism, type and imagery, and appropriate mediums that the students can use; still life photography of collected objects, printmaking, collage, and photomontage (from stills of the film).
 - Back to groups of 6-7 to discuss rough drafts of DVD covers that the students have produced for homework. This gives the students a platform on which to explore, develop and refine their ideas with the aid of constructive criticism, and encouragement from other students.
 - HWK: To collect resources ready for the production of the artwork.
6.
 - Lesson 3 and 4 (2 ½ hours)
 - Students have the opportunity to produce their artwork with the support and guidance of a number of specialist teachers. (some students required more time to finish the art work)
7.
 - Other tasks:
 - Aside from the main task of producing art work for the DVD cover a number of auxiliary roles were created to see the project to its conclusion.
8. The cover art work A number of students were enlisted to re-write the blurb for the rear cover. A different group were enlisted to watch the film and select a number stills that could be used to describe the film to potential viewers on the rear cover. A further group worked on producing transparencies in a graphic software package that would be used to turn the art work into finished DVD covers.
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- 10.
- 11.
- 12.
- 13.
14.
 - Notes:
 - The project was spread over 3 non consecutive days over as many weeks. This strategy was designed to reduce cover for teachers as where possible our PPA time was used and KS4 lessons were avoided. It was also intended that the students could use the time in between sessions to plan and prepare.
15.
 - Being spread over a number of weeks the project lost impetus and students due to illness and other commitments. The work produced was fantastic and as a project it was successful, although a lot of lessons were learnt and the way it was delivered would be refined before being attempted again. We also noted that aspects of the project worked particularly well on their own and encouraged meaningful analysis of the film, such as writing the blurb for the rear cover, or selecting

key skills from the film. This provoked ideas about how a project like this could be broken down and delivered through regular timetabled Art, English, and Design and Technology lessons.

16. Shadow Puppet performance The Kautokeino Rebellion
17.
 - This was a cross curricular project based around the Norwegian film The Kautokeino Rebellion, and involved Art, English and Music.
 - The project was not part of the regular curriculum, but a one off project, delivered to 25 students over the course of one day.
 - The students were hand picked from years 9 and 10 (13-15 years old) for their talents in one of the three subject areas.
 - The idea was to watch the film and over the course of the day to produce, rehearse and perform an abridged (shortened) version of the film, as a piece of shadow puppet theatre.
18. Session 1: 9.05-11.30am
 - Introduction to project, with short explanation of the Sami people and some background about the film
 - Watch film
 - Students were then given a sheet detailing the 11 scenes that as teachers we decided should be included in the short film. In 3 mixed groups the students then worked for the remainder of the time to story board which characters should be in each scene and what would need to happen in each scene for the story to be told successfully.
19. Session 2: 12.00-1.30
 - The students were then divided into the three specialist groups of musicians, artists and script writers to produce the different aspects of the theatre.
- 20.
- 21.
- 22.
- 23.
24. Session 3: 2.00-3.30
 - Students bring the three elements together to rehearse and then perform the show.
 - For this a camera was set up on a tripod and recorded continuously for the full one and a half hours, so that all material was available for editing, and numerous takes of each scene could be taken. Music was recorded separately and added during the edit.
- 25.
26.
 - From our perspective, some of the most meaningful work seemed to occur in the session immediately after the film as the students worked in their mixed groups. The task prompted in depth analysis of the film and the conversations that the students had, and the work produced in this session was very encouraging.
27.
 - Although we wanted to create a project where the important issues of the film could be raised and analysed, we didn't want to make that the main focus, and we wanted to give the students enough freedom to decide for themselves what the main issues were.
 - We wanted to create a project that was exciting and memorable, and that generated the right environment in which meaningful discussion and analysis could take place.



Stuart Walker, 1 month ago