

Using Digital Video to present a television news programme.

Year Group: Year 6



Resources

Video footage of TV news programmes, Digital Movie Creator camera, laptops

Context (Pupils' prior experience)

Pupils had previously learnt about the styles and conventions of written news in newspapers. They had also used Digital Movie Creator camcorders to record movies and edited them using Digital Movie Creator.

Task Description

In Literacy lessons pupils were learning about news reporting and the similarities and differences between television news reporting and newspapers. Video footage of TV news programmes and newspapers was used as stimulus material. Pupils were given a short synopsis of a news story and from this created a short role play, based on the story. Pupils worked in groups to present their news story and to evaluate other's presentations. Digital Movie Creator cameras were used to record the presentations and to inform the evaluations.

Learning Intentions

Literacy: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding
Plan and present a short role play in the style of a TV News Programme.	Use ICT to share ideas by presenting information in a variety of forms.
Identify similarities and differences between TV News and newspapers	Show understanding of how to be sensitive to the needs of an audience when communicating information.
Show understanding of the way a newscaster uses language and gesture to present points.	
Know what makes an effective group learner and evaluate the success of another group's performance.	Review what they and others have done to help them develop their ideas.
Literacy PoS related to task: Speaking & Listening Objectives: 59 (listening), 63 (group discussion and interaction), 65 (speaking)	ICT PoS related to task: 1a, 3a

Teaching Approach

The whole class were introduced to the TV News activity. Pupils worked in mixed ability pairs for discussion purposes. Pupils worked in small groups to create their own presentations and then to evaluate their own and each other's presentations.

Subject Learning Gains

The use of the Digital Movie Creator video sequences provided the visual stimuli to enable pupils to make more informed comments on their own and other's presentations.

thinking questions for 'identifying the features of a TV news programme'

- What did you notice that was the same as a newspaper article?
- What did you notice that was different to a newspaper article?
- How is the programme structured?
- How do you know which piece of news is the most important in a TV news programme?
- Think about the news presenter.
- How do they use these things during the programme?
- Facial expression: Tone of voice: Gesture: Style of language:
- What do the live reports and interviews add to the programme?

thinking questions for 'watching and evaluating the success of another group's performance'

- Comment on what you saw.
- Was there an introduction by the presenter? What did it do?
- Was there a live report?
- What purpose did it serve?
- How did the group show different points of view?
- What style of language was used?
- How effective was it?
- How did the group use: Tone of voice? Expression? Gesture and body language?
- What was done really well?
- What could have been improved?
- How would you rate their group collaboration skills?

Teacher's evaluation

The lessons were really successful. Children's speaking and listening skills were noticeably enhanced by the use of ICT. Closely watching and analysing the video footage in lesson one enabled the children to gain a deeper understanding of the genre. They were also able to understand the terms gesture and expression because they had observed both in the video. This may have otherwise been difficult for them to grasp. The use of the Digital Movie Creator camcorders changed a familiar drama lesson into something new and exciting for the children. I noticed that they paid much closer attention to their performance because it was being filmed. This helped the children to gain a sense of audience and purpose for their learning. Using ICT meant that the children could save their learning and play it back allowing them to analyse their performance against the learning objectives.

Judged by Ofsted to be an example of outstanding practice

English

Excellent planning and use of ICT and media gave pupils very good understanding of the demands of television and print, and enabled them to make and evaluate their own presentations.

The lesson began with an enthusiastic and lively review of the previous lesson's work on the role of expression, tone and gesture in communication in television, in contrast to the demands of writing.

Pupils then worked in small groups on their own presentations, based on a range of story lines on the theme of conflict and resolution. Topics were chosen to meet the range of learning needs in the class, and discussion was keen, focused and cooperative. Pupils then showed high levels of skill in using camcorders to film their presentations, and one group edited its film using ICT.

They then evaluated their own and each other's presentations, using the criteria they had identified at the start of the lesson. Each group recorded its evaluations using questionnaires prepared by the teacher, and reported to the class on strengths and weaknesses in the work.

Finally, the class watched the edited film with great enjoyment.