

CLAP Lesson Cycle

Term:	Level:
Theme: Film Study	Time:
Text Type:	

Week	Objectives	Activities	Time
1	To identify a newsworthy topic that would be of interest to the whole school	Brainstorming <ol style="list-style-type: none"> 1. Pupils list topics they think are newsworthy 2. Pupils work in groups and discuss areas of interest 	2 periods
	To identify who their audiences are to show sample video script	Scripting <ol style="list-style-type: none"> 1. Pupils will work in groups and discuss the outline of script 2. Pupils select an appropriate focus and develop ideas that are relevant to the topic 3. Pupils will draft a script on selected topic 4. Pupils will discuss draft script with one another 	4
2	To investigate, research, read up on topic	Literature Review <ol style="list-style-type: none"> 1. Pupils will source for more detailed information on topic from the books, magazine, texts or websites 2. Pupils will research on different views on topic 	2
	To learn how to sift through information to see if it is of interest	Reflection <ol style="list-style-type: none"> 1. Pupils reflect on materials read 2. Pupils will select relevant information for script 3. Pupils will include information in the script 	2
	To omit irrelevant material	Feedback <ol style="list-style-type: none"> 1. Teacher will give written feedback on the script 2. Pupils will refine script individually 	2
3	To visualize how the script will appear on screen	Storyboarding <ol style="list-style-type: none"> 1. Pupils will construct visuals on the storyboard template 2. Pupils will describe action and recognize sequence 	2

	To synthesize information elements	Comprehension 1. Pupils evaluate plot for level of interest and excitement 2. Pupils orientate to storyline 3. Pupils appreciate extract from either film script or narrative 4. Pupils will answer questions that require literal, inferential and evaluative responses	2
	How to assign roles to group members	Reflection 1. Pupils will talk and discuss on appropriateness of role assigned	2
4	To teach broadcast writing skills	Language 1. Pupils will learn Media vocabulary 2. Pupils will draft, revise and edit a text with peers 3. Pupils will regard this writing exercise as a group project	2
	To plan video shots – LS, MS, CU	Shot List 1. Pupils plan the shot list as a group 2. Pupils will	2
	How to assign roles to group members	Casting 1. Pupils assign roles to one another 2. Pupils negotiate roles with one another	1
	How to time the sequence of the video clip	Reflection 1. Pupils read the film script aloud in groups	1
5	To rehearse their acting role	Rehearsal 1. Pupils will speak fluently and expressively	2
	To project their voices	Rehearsal 1. Pupils will vary pitch tone pace and volume	2
	To critique their work	Group Review 1. Pupils will review their video storyline 2. Pupils revise their script as a group	2
6	To listen attentively for personal oral techniques that need improving	Reflection Pupils will pay attention to the delivery of the lines and how different characters use tone, pitch, volume and stress patterns to develop a character and convey emotion	2

	To learn basic filming skills	Filming 1. Pupils learn about basic film techniques	2
	To practice looking into the eye of the camera	Filming 1. Pupils monitor and adjust presentation to sustain audience interest 2.	2
7	To learn point of emphasis and necessary inflections	Filming 1. Pupils understand body language and audio cues	2
	To rehearse their roles	Rehearsal 1. Pupils understand differences in accent and vocabulary between Standard English and Singlish	2
	To memorise their parts	Rehearsal 1. Pupils will commit script to memory 2. Pupils will perform orally before the group	2
8	To perform before the camera	Filming 1. Pupils learn how film techniques are indicated in a film script 2. Pupils will perform in groups at the studio 3. Pupils will evaluate their own performance and give constructive criticism to others	6
9	To critique each video clip after production	Reflection 1. Pupils critique with audience, purpose, setting and media in mind	2
	To teach basic video editing skills	Editing 1. Pupils will learn basic media techniques: special effects, music	4
10	To edit and cut out the unnecessary portions	Editing 1. Pupils will analyse techniques used to achieve a specific purpose	4
	To recall details about characters, their motives, events and setting	Reflection 1. Pupils write a description of their most memorable scene or image	2

Assessment Framework

Integrated approach enhances language learning

Assessing the four language skills of listening, speaking, reading and writing within an integrated context of the curriculum model:

- Text types enable students to communicate and write effectively for different purposes, audiences, contexts and cultures
- Skills-based process stresses the application of thinking, analytical and creative strategies
- Grammatical knowledge is explicitly taught for greater accuracy in language literacy
- Language use in the areas of language for information, language for literary response and expression, and language for social interaction is promoted through providing authentic materials.

Students will need to know and do the following:	
<p>Know:</p> <p>Students will know the principles and rules of script writing</p> <ol style="list-style-type: none"> 1. The script should have a synopsis of the story at the introduction. 2. Each film script will indicate a film genre 3. Each script will indicate the cast and speech lines 4. Each script will have a beginning, middle and end <p>Essential new vocabulary:</p> <ol style="list-style-type: none"> 1. Emotive words 2. Discourse markers: connectors, fillers, pauses 3. Active voice 4. Media language 	<p>Do:</p> <p>Students will be able to recall, talk and write about texts read</p> <ol style="list-style-type: none"> 1. Use prior knowledge of topic 2. Plan and organize a film script 3. Use an appropriate style, register and tone 4. Draft, revise and edit script so that storyline is suitable for screenplay

Oral presentation

Oral presentation task provides opportunity for students to think through questions and problems; express their ideas and explanation; demonstrate and explain what they have learnt; justify their own opinion; and reflect on their own understanding and on the ideas of others.

Oral presentation tasks can be classified as non pre-structured and pre-structured tasks as shown :

Non pre-structured oral presentation tasks	Pre-structured oral presentation tasks
<p><i>Specific tasks:</i></p> <ul style="list-style-type: none">• Questions that are posed during instruction;• Students' responses to questions that are posed or asked;• Students' work that are represented on the board during instruction;• Students' work that are given in the homework, class work, worksheets, or textbooks; Students' summary of each day's lesson.	<p><i>Specific tasks:</i></p> <ul style="list-style-type: none">• Questions that are pre-designed and given to students prior to lessons;• Students' previous writing tasks on their learning reflection or perceptions;• Students' previous solutions to test questions;• Students' previous writing tasks about film topic;• A selected topic that is pre-agreed before discussion;• To report results or findings of a CLAP group work;• To report on pair or group work discussion.
<p><i>Students' responsibilities:</i></p> <ul style="list-style-type: none">• Students answer teacher's impromptu questions;• Students are given opportunity to critic and discuss peers' solutions and questions posed;• Students are given time to express, comment, explain and correct peers' work by using own ideas.	<p><i>Students' responsibilities:</i></p> <ul style="list-style-type: none">• Students to express and present own ideas;• Students to construct knowledge with whole class and teacher;• Students to decide presentation format;• Students to design, create and invent.
<p><i>Teacher's responsibilities:</i></p> <ul style="list-style-type: none">• Teacher must give wait time for students' discussion;• Teacher elicits and guides further thinking by questioning;• Teacher answers check and reinforce correct solution.	<p><i>Teacher's responsibilities</i></p> <ul style="list-style-type: none">• Teacher monitors from a distance;• Teacher facilitates discussion;• Teacher summarizes each presentation and reinforce ideas learnt.

Communication Assessment

The current conventional assessment focuses formative assessment. Hence teacher feedback is crucial for the development of engaged learning.

Both script writing and oral presentation in CLAP is used quite extensively as individual work, at times as pair work, most times as groups and sometimes as a whole class activity.

Students will need to know and be able to do the following:	
Know: Students will know the principles and rules of an oral presentation <ol style="list-style-type: none">1. Participate in discussion.2. Listen for a sustained period of time3. Give reasons to support a point of view or decision Essential new vocabulary: <ol style="list-style-type: none">5. Emotive words6. Discourse markers: connectors, fillers, pauses7. Active voice8. Media language	Do: Students will be able to recall, talk and write about texts read <ol style="list-style-type: none">1. Use prior knowledge of topic2. Use appropriate language , terms of address, tone and choice of vocabulary3. express an opinion or dissatisfaction politely4. Seek clarification

Students will need to know and be able to do the following:	
Know: Students will know the principles and use of media techniques <ol style="list-style-type: none">1. Enjoy the creative use of language in a movie2. Demonstrate understanding that tone, pace, volume, intonation and stress patterns convey meaning3. Construct meaning from visuals Essential new vocabulary:	Do: Students will be able to reflect on movies <ol style="list-style-type: none">5. Use prior knowledge of topic6. Respond to questions in the text7. reflect what they have learnt about film studies

9. Emotive words 10. Discourse markers: connectors, fillers, pauses 11. Passive voice 12. Media language	
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Journal writing

- *Reflection* tasks provide students with opportunity to do self-reflection on their own learning of what has been learnt and give thoughts to how they could improve themselves;

Task in *Affective domain* focuses on writing that allows students to express their feelings and attitudes toward their own learning and their teachers' teaching.

Self Assessment using Rubrics, Checklists, Peer Reviews and Reflective Journals:

REFLECTION TASKS

Oral Presentation Criteria for Students' Self Reflection

Name: _____

Topic: _____

A. Delivery

- Spoke clearly
- Talked loudly enough
- Talked at a normal pace

1	2	3
Unclear, inaudible	difficult to hear at times	clear, loud

B. Nonverbal

- Eye contact
- Body posture
- Hand gestures
- Energetic/enthusiastic

1	2	3
Out of touch	some touch	in touch

C. Length

- 5 – 7 minutes

1	2	3
3 minutes	4 minutes	5 minutes

Speaking Rubrics

Task: Students will present their views on the video clip produced by their group

Criteria	1	2	3	4	Total Points
Vocal Delivery	Adequate volume and pace	Good, even volume and pace	Uses volume and pace to emphasize statements	Uses professional quality volume and pace	
Content	Addresses and organizes topic adequately	Topic is clear; organization is logical	Addresses and organizes topic well	Presentation and organization of topic engage audience	
Eye Contact	Looks at notes and at audience	Looks more at audience than at notes	Maintains eye contact with audience	Uses eye contact to emphasize statements	
Behavior	Waits for appropriate time before speaking	Encourages other group members to participate	Demonstrates leadership qualities	Sets positive tone and pace for discussion	

Rubrics for Oral Presentations

Oral Assessment Form

Task: Interview between teacher and student groups

Title : Camera, Lights and Action Programme (CLAP)

Date : 24/07/06 - 31/08/06

Time :

Please give your assessment of the students' oral competence by ticking the relevant box for every item below.

1 Beginning
 2 Developing
 3 Meeting
 4 Competent
 5 Exemplary

	Criteria	1	2	3	4	5
1.	Forthcoming					
2.	Size of Utterance					
3.	Fluency in Speech					
4.	Quality of Ideas					
5.	Pronunciation in Speech					
6.	Grammatically well formed Utterances					
7.	Self-confidence in expressing himself or herself					

Definition of each quality

1. Forthcoming

How ready is the student to respond? Is he withdrawn? Is he reluctant to speak? Is he withdrawn to the point of inarticulateness?

2. Size of Utterances

What is the size of his utterances? Does he provide chunks or monosyllabic responses? Does he provide very short answers?

3. Fluency in speech

Does he speak fluently or disfluently? Does he stumble over words? Does he speak clearly and coherently in familiar situations? Does he vary language to suit audience and purpose?

4. Quality of Ideas

Are his ideas fresh, original and thoughtful? Or are his ideas commonplace and trivial? Is he able to describe ideas, attitudes, and values? Does he discuss connections between ideas, attitudes and values?

5. Pronunciation in speech

Is his pronunciation generally standard or bad? Is it generally accurate but with occasional inaccuracies or is there a high level of inaccuracy?

6. Grammatically well formed Utterances

Does he make a lot of errors even though he is forthcoming? Are his utterances generally accurate, rather inaccurate or highly inaccurate?

7. Self-confidence in expressing himself or herself

Is he confident or self effacing? Does he speak confidently and effectively? Does he manipulate verbal and non verbal techniques to engage an audience and to achieve specified purposes?

**JOURNAL WRITING for DEVELOPING
THE AFFECTIVE DOMAIN**



Reflection Journal camera lights and action programme

By:
Dept:
Week:

What struck me about CLAP

Learning Points

Issues to ponder over

Suggested Assessment Modes for Learning within the Curriculum

