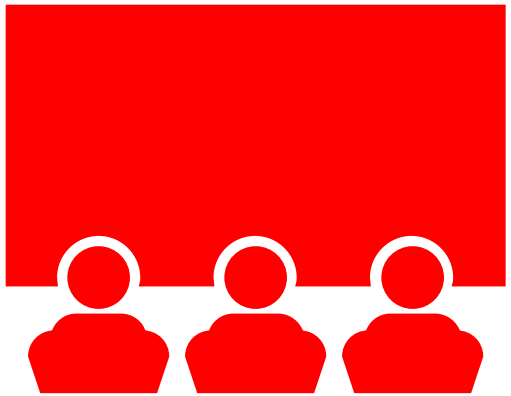
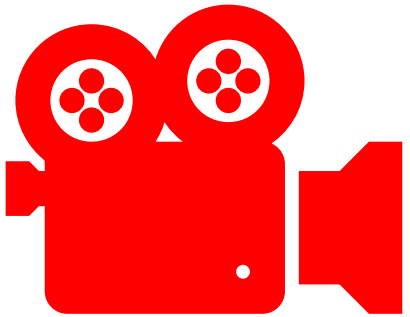
SCREEN SCOTLAND
SGRÌN ALBA

SCREENING SHORTS





Curriculum for Excellence

BGE LITERACY:
EXPERIENCES AND OUTCOMES MET USING FILM

Literacy:
Listening and Talking

SCREEN SCOTLAND SGRÌN ALBA

SCREENING SHORTS

Listening and talking	Early	First	Second	Third	Fourth
Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c	I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a / LIT 2-01a		I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. LIT 3-01a / LIT 4-01a	

Listening and talking (continued)	Early	First	Second	Third	Fourth
Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a	When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-02a

LIT -01: ENJOYMENT AND CHOICE

- Lead discussions about what the class have been watching
- Write film reviews and add these to a 'Film Tree'
- Allow pupils to choose films to watch/ types of film to make
- When filmmaking, let them choose appropriate costumes, props, music, etc.

LIT -02a: TOOLS FOR LISTENING AND TALKING

- Discuss issues related to films watched (multiple interpretations/opinions of film and cultural differences within audience allow for wide debate)

Literacy:
Listening and Talking

Listening and talking (continued)

	Early	First	Second	Third	Fourth
Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a	As I listen or watch, I can: • identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements • identify and discuss similarities and differences between different types of text • use this information for different purposes. LIT 3-04a	As I listen or watch, I can: • clearly state the purpose and main concerns of a text and make inferences from key statements • compare and contrast different types of text • gather, link and use information from different sources and use this for different purposes. LIT 4-04a
		As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a	As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a	As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-05a / LIT 4-05a	
		I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-06a	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a	I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a / LIT 4-06a	

LIT -04/05/06: FINDING AND USING INFORMATION

- Identify purposes of film from Media roles: meeting needs (entertain, inform, educate; achieving particular purposes (profit, promote, public service); influencing attitudes and behaviour
- Compare the approach of a documentary to a fiction film on same topic, or differing approaches of two news networks
- Use the Cs and Ss/Grid Analysis for notetaking (found on Screening Shorts)
- Fact-check film claims on Internet.
- Use new notes to create own news report/ documentary for target audience

Literacy:
Listening and Talking

Listening and talking (continued)

	Early	First	Second	Third	Fourth
Understanding, analysing and evaluating – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a	I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. LIT 3-07a	I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. LIT 4-07a
		To help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a	To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a	To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. LIT 3-08a	To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources. LIT 4-08a

Listening and talking (continued)

	Early	First	Second	Third	Fourth
Creating texts – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a	When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a	When listening and talking with others for different purposes, I can: • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions. LIT 3-09a	When listening and talking with others for different purposes, I can: • communicate detailed information, ideas or opinions • explain processes, concepts or ideas with some relevant supporting detail • sum up ideas, issues, findings or conclusions. LIT 4-09a
	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources[3] as required. LIT 1-10a	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a		I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. LIT 4-10a

LIT -07/08: UNDERSTANDING, ANALYSING AND EVALUATING

- Develop close reading-style RUAE questions on film texts
- Use the Cs and Ss as an initial guide to identifying and analysing film techniques

LIT -09a/10a: CREATING TEXTS

- Analyse the film through class or group discussion
- Use Grid Analysis as note-taking basis and support for discussion
- Use film stills in PowerPoint as the support for a solo talk on film - can label/draw on them to underline points

Literacy: Reading

SCREEN SCOTLAND SGRÌN ALBA

SCREENING SHORTS

Reading

	Early	First	Second	Third	Fourth
Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a		I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can identify sources[4] to develop the range of my reading. LIT 3-11a	I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can independently identify sources to develop the range of my reading. LIT 4-11a
Tools for reading – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a	I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a	I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. LIT 3-13a	Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need. LIT 4-13a

LIT -11/12: ENJOYMENT AND CHOICE

- Read film reviews/articles related to films watched to compare against personal response to film
- Use Internet research skills to source these articles)

LIT -13: TOOLS FOR READING

- Provide (a suggested list of) film-related resources to assess reliability/usefulness
- Give tips about how to assess reliability (e.g. blogs vs news reviews vs press releases) and get pupils to perform and present as assessment of a film

Literacy: Reading

SCREEN SCOTLAND SGRÌN ALBA

SCREENING SHORTS

Reading (continued)

	Early	First	Second	Third	Fourth
Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a	Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a	
		I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a	I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a	I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-15a / LIT 4-15a	
Understanding, analysing and evaluating – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a	To show my understanding across different areas of learning, I can: • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. LIT 3-16a	To show my understanding across different areas of learning, I can: • clearly state the purpose, main concerns, concepts or arguments and use supporting detail • make inferences from key statements and state these accurately in my own words • compare and contrast different types of text. LIT 4-16a

LIT -14/15: FINDING AND USING INFORMATION

- Gather evidence on a film in the form of quotes, key scenes, character profiles, etc.
- Use the Grid analysis/Cs and Ss formats for notetaking

LIT -16: UNDERSTANDING, ANALYSING AND EVALUATING

- Write a film summary (in storyboard form)
- Identify key scenes/quote/techniques that outline purpose/concerns
- Compare a documentary to a fiction film

Literacy:
Reading

Reading (continued)

	Early	First	Second	Third	Fourth
Understanding, analysing and evaluating (continued) – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes		To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 1-18a	To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a	To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. LIT 3-18a	To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. LIT 4-18a
	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a				

LIT -18/19: UNDERSTANDING, ANALYSING AND EVALUATING

- Write/draw film summaries (in storyboard form)
- Create character profiles for a film
- Use Sound On/Vision Off (see Screening Shorts for more detail)
- Identify and analyse film technique choices (mise-en-scéne, camera, editing, sound) and evaluate their impact on the scene/film/theme/ overall understanding

Literacy: Writing

Writing	Early	First	Second	Third	Fourth
Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a		I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a / LIT 4-20a	

LIT -20: ENJOYMENT AND CHOICE

- Make a film, letting pupils lead the process
- Present options for film form (trailer, short film, documentary, animation, advert, music video, news report) that show awareness of audience needs and ask them to explain their choices
- Allow pupils to choose genre for film to show awareness of audience/ purpose and ask them to explain their choices

Literacy: Writing

SCREEN SCOTLAND SGRÌN ALBA

SCREENING SHORTS

Writing (continued)

	Early	First	Second	Third	Fourth
Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. ENG 0-12a / LIT 0-13a / LIT 0-21a	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a	I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. LIT 3-21a	I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate. LIT 4-21a
	As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a	As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3-22a / LIT 4-22a	
		Throughout the writing process, I can check that my writing makes sense. LIT 1-23a	Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a	Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. LIT 3-23a	Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading. LIT 4-23a

Writing (continued)

	Early	First	Second	Third	Fourth
Tools for writing (continued)		I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a	I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a	I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. LIT 3-24a	I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. LIT 4-24a

LIT -21/22/23/24: TOOLS FOR WRITING

- Get pupils to use a film glossary to check correct spelling and vocabulary (can be found on Screening Shorts)
- Make a film poster, adding/explaining appropriate images, fonts, colours, taglines, etc.
- Get pupils to carry out a self-evaluation outlining the decisions made for filmmaking choices (set/costume design or sound/music/ lighting or camerawork/editing, etc.)

Literacy: Writing

Writing (continued)

	Early	First	Second	Third	Fourth
Organising and using information – considering texts to help create short and extended texts for different purposes		I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a	I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a	I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. LIT 3-25a	I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. LIT 4-25a
	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a	By considering the type of text I am creating,[5] I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a	By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a / LIT 4-26a	

LIT -25/26: ORGANISING AND USING INFORMATION

- Write a film review (guides can be found on Screening Shorts)
- Write a critical essay on a film studied in class (guides can be found on Screening Shorts)
- Use articles about film as sources
- Evidence for learning can come from developing skills in how to reference film techniques/ sequences
- Use a film glossary in writing to ensure use of correct terms (find one on Screening Shorts)

Literacy: Writing

SCREEN SCOTLAND SGRÌN ALBA

SCREENING SHORTS

Writing (continued)

	Early	First	Second	Third	Fourth
Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary		I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a	I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a	I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a	I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. LIT 4-28a
			I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a	I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT 3-29a	I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. LIT 4-29a
	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a				

LIT -28/29/31: CREATING TEXTS

- Film review
- Self-evaluation of film created by pupils
- Critical response to a film text studied in class
- Discursive essay based on an issue explored in a film
- Creative piece on a subject inspired by a film/character/ setting

CREDITS

Resource developed by Gail Robertson on behalf of Screen Scotland.

For more information on Film Education resources and opportunities, go to Home | Screen Scotland.