



# Stage 2-3 – English/Science Nature Documentary

Incursion at your school

## Program Overview

Get ready to unleash the next David Attenborough. Nature documentary is an amazing literacy focused program that will introduce students to documentary making

using iPads. Students will work as filmmakers to create their own astounding documentary focusing on living things found in their school grounds or local environment.

## Learning Experiences & Content

### Introduction – 1/2 day session What is a documentary?

We will conduct a pre visit at your school to prepare students for the program. During this time we will help you and your students to identify plants and animals around the school grounds. Prior to filming day (in class time), students will research more information about what they want to feature in their documentary.

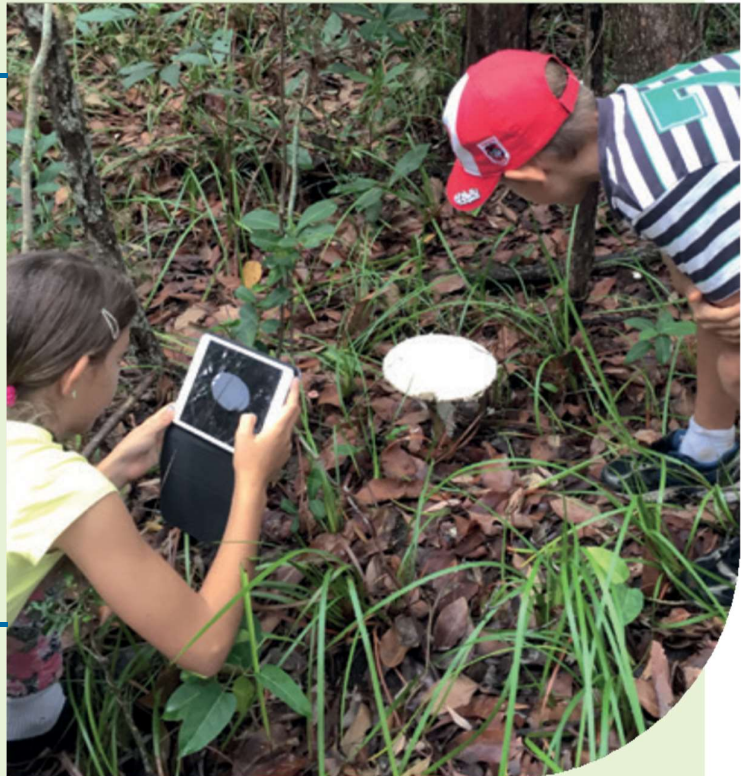
We will provide an example of a student made documentary with corresponding storyboard and script template, along with information regarding tips and tricks on photography and cinematography.

### Producing the documentary – Incursion day

During the school visit each student will take turns to play the three roles used to produce a nature documentary. The Cinematographer controls the iPad to capture video and images. The Presenter reads the script on and off camera. The Director directs the action, sound and the scenes. During the filming the students will walk through natural areas and stop at a variety of sites to record video and stills to match scenes in their storyboard. iPads will be provided by Rumbalara EEC.

### Post production – Editing the documentary

During this session the students will review the footage recorded during the day and use



iMovie on the iPads to edit and sequence video to create a short documentary. Voice-overs and soundtracks can be added to the documentary during this time if required.

### Movie Premiere

Students will present their Nature Documentary on the 'big screen' during the afternoon session to showcase their filming, presenting and editing efforts. Documentaries will be provided to the school for further viewing.



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## Outcomes

### English K-10 – Stage 2

#### EN2-1A

Respond to and compose texts:

- \* interact effectively in groups or pairs, adopting a range of roles.
- \* use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume.

(ACELY1688, ACELY1792)

#### EN2-2A

Respond to and compose texts:

- \* plan, compose and review imaginative and persuasive texts.
- \* plan and organise ideas using headings, graphic organisers, questions and mind maps.



#### EN2-3A

Respond to and compose texts:

- \* use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements.

(ACELY1685, ACELY1697)

### English K-10 - Stage 3

#### EN3-1A

Respond to and compose texts:

- \* plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.

(ACELY1700, ACELY1710)

#### EN3-2A

Respond to and compose texts:

- \* compose imaginative and informative texts that show evidence of developed ideas.
  - \* compose texts that include sustained and effective use of persuasive devices, e.g. texts dealing with environmental issues.
  - \* compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics.

#### EN3-3A

\* Understand and apply knowledge of language forms and features.

- \* recognise the effect of multimedia elements, e.g. film techniques, animation, voice-overs, sound effects, framing, close-ups.