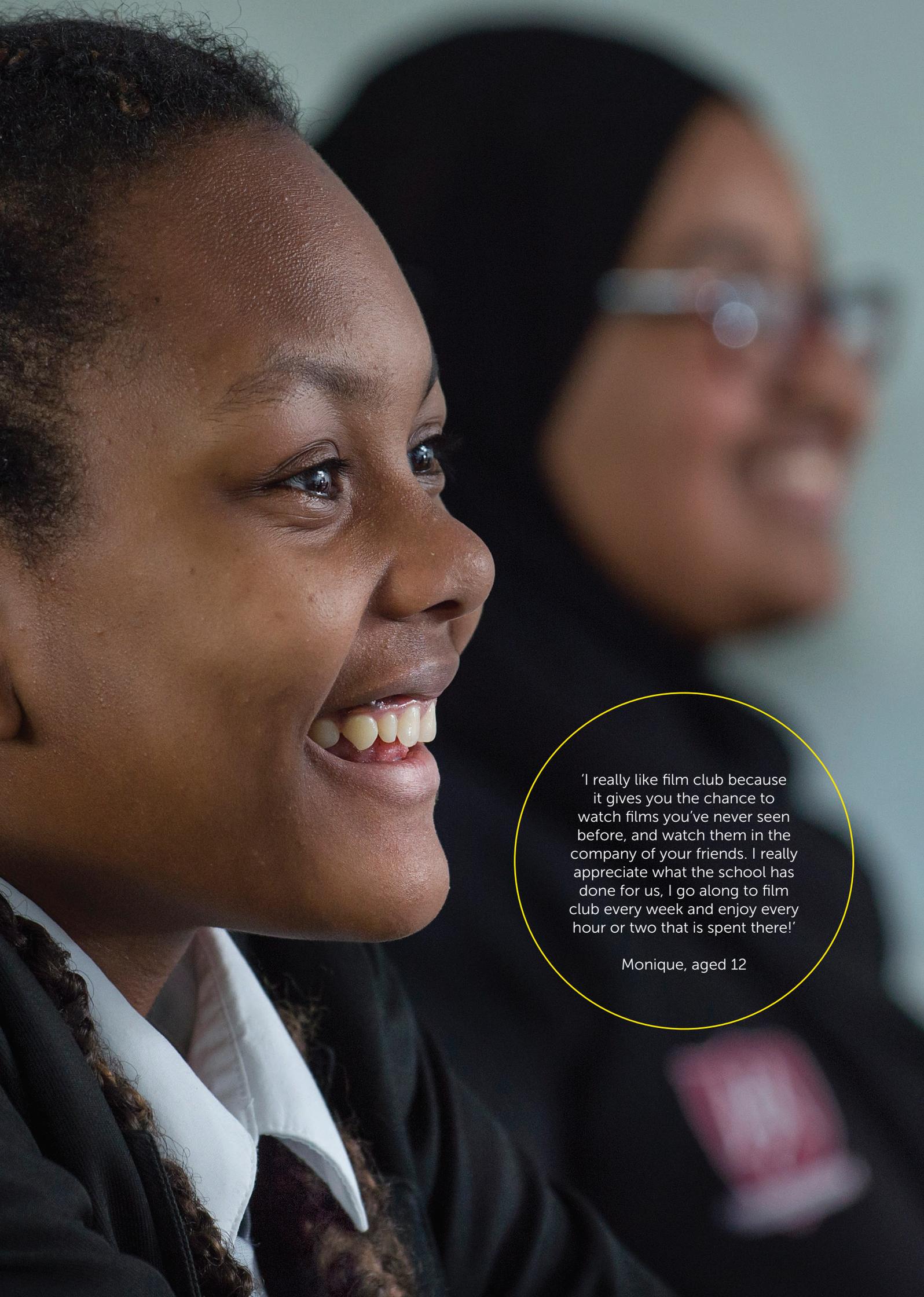


INTO FILM

Annual Review 2015/16

intofilm.org



'I really like film club because it gives you the chance to watch films you've never seen before, and watch them in the company of your friends. I really appreciate what the school has done for us, I go along to film club every week and enjoy every hour or two that is spent there!'

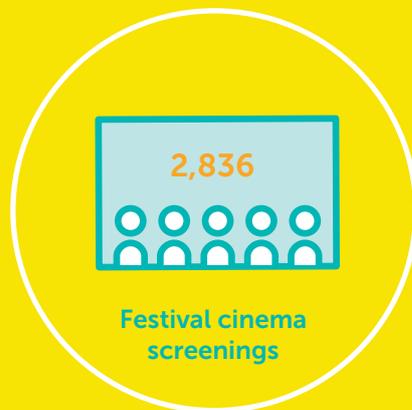
Monique, aged 12

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2015/16 AT A GLANCE

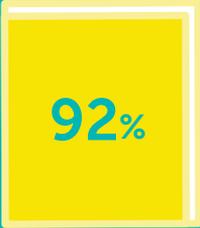
REACH



*9,042 active clubs of 16,146 registered clubs – derived from a verification survey of a 20% sample of 12,450 registered clubs, conducted by the Centre for the Use of Research and Evidence in Education (CUREE) in Autumn 2015, which estimated that 56% of registered clubs were active at that time.

2015/16 AT A GLANCE

IMPACT



92% of teachers say they were likely or very likely to recommend resources to other teachers



50% of participants in teacher training have gone on to implement strategies and resources within their practice



Film club members are **30%** more likely to go to the cinema than non-film club members



80% of young attendees are more likely to go to the cinema as a result of their Into Film Festival visit



88% of leaders say film club helps improve their young members' critical thinking skills



86% of members who attend film club say that it helps them enjoy school more

Chair introduction

I am immensely proud of our achievements this past year, which has seen thousands more schools and hundreds of thousands more children and young people get into film.

Eric Fellner
Into Film Chair

Our education programme has connected with over half of all UK schools, as well as a significant number of colleges and youth groups. Some have a deep, school-wide engagement that involves several teachers and hundreds of students; others use our learning resources or attend the Into Film Festival. In every case we are striving to extend young people's understanding of film, and teachers' knowledge of the breadth and learning potential of what we offer.

We are playing an instrumental role in expanding the range of films being discovered, viewed and discussed. And in the light of the current discussions about diversity and gender, we are developing an incomparable pool of young people, diverse in all ways, who now love film and have experiences, confidence and skills to potentially take into the industry.

Supporting our teachers with new ideas, resources and training

In my capacity as Chair, I have experienced first-hand the passion our film club leaders bring to the club experience and the enrichment their members receive. At a visit this year to Westside school (a school for children with additional education needs), I also witnessed the curiosity and interest in the film industry that was sparked by participation in their club.

If 2015–16 has been about extending our programme to new audiences, 2016–17 will be about deepening our relationship with those audiences: supporting our teachers with new ideas, resources and training, and encouraging young people's engagement with film through activities, incentives and further developments of our online offer.

Our long-term strategy will help to ensure that future generations of film audiences are more informed, curious and discerning, and that future generations of filmmakers are more diverse, with British films more reflective of the communities that view them. We hope that through our efforts, film's place in education will be reframed, so that it is more integral to the life of schools in and out of the classroom, more central to the practice of teachers, and plays a more dynamic role in the way children and young people learn.



Opening Minds, Transforming Lives – Manchester

We hope that through our efforts, film's place in education will be reframed

We would not exist nor be able to reach our long term goals without the tremendous support of teachers and educators, and I want, at the beginning of this account of our progress and plans, to recognise the huge contribution that their commitment, time, expertise and creativity make to the successful outcomes that our programme achieves.

I would also like to thank the industry in all its forms, from the individual filmmakers who visit our clubs to the companies and organisations we work with and that support aspects of our work.

And finally, sincere thanks to our partners across the UK, particularly our principal funders the BFI and Cinema First, for their determination that children across the UK should experience the very best of film watching, making and understanding – in order to contribute to their development, and enable them to become the audience and the workforce of the future.

Eric Fellner

With thanks to our trustees

Patrick Bradley
Barbara Broccoli
Alan Bushell
Mark Devereux
Eric Fellner CBE
Beeban Kidron
David Kosse
Sir Alasdair Macdonald
Col Needham
Dame Heather Rabbatts

With thanks to our funders

British Film Institute
Cinema First
Northern Ireland Screen
Big Lottery Funding
Creative Skillset
UK Space Agency
Paul Hamlyn Foundation
Isle of Man (Dept of Ed & Children)
Arts Council England

With thanks to our film industry ambassadors

Sir Kenneth Branagh
Naomie Harris
Celyn Jones
Eddie Redmayne
Matthew Rhys
Michael Sheen

CEO introduction

In last year's Annual Review I remarked on film's ability to transform children and young people's understanding of the world and enable them to see things through the eyes of others. These things, I said, had never been more valuable. Given the momentous events since that Review was published, both in the UK and across the world, 'vital' is now perhaps a more appropriate word.

Paul Reeve
Chief Executive Officer

A substantial increase this year in the reach of our training and CPD

In my visits across the year to our film clubs and other activities, I've seen continually how stories told on the screen can stimulate thought and curiosity, spark animated discussion and debate, and provide a springboard for learning. One club leader commented: *"The young people here live in a very sheltered area of the country, so it is very important that they look beyond the gatepost at life outside of their local community and what is happening to others around the world."*

I've also observed young audiences being enthralled and entertained by a hugely broad spectrum of films. On the first day of the 2015 Into Film Festival I sat in two packed cinemas. In one teenagers were clearly gripped by the new documentary *He Named Me Malala*. The live Q&A that followed with Malala Yousafzai, hosted by Emma Watson, was extraordinary for both the discussion about the issues the film raised and the many millions that viewed the recording online. In another venue I saw children literally weeping with laughter at *Steamboat Bill Jr.* (a black & white Buster Keaton film from 1928): a reminder too that the sheer enjoyment of a communal film-watching experience carries its own considerable value.

The potential of online platforms to reach audiences and enable them to access our programmes and content was a central driver of our work throughout the year. In February 2016 we launched a new website seeking to make our offer more navigable and user-friendly for teachers, who hold the key to putting film at the heart of children and young people's learning and cultural experience. The same period saw the introduction of our first classroom teaching resource in app form and first MOOC (Massive Open Online Course). Focused on teaching literacy through film, it contributed to a substantial increase this year in the reach of our training and CPD (Continuing Professional Development) activity with teachers, which established itself fully as a cornerstone of our overall programme.

We also made positive strides in our online work to connect directly with young people aged 13+ through our Get Into Film initiative that includes a YouTube channel and various social networks.

The interaction we enjoy with the film industry once again made a major contribution to our aim to deepen young people's journeys into film: from professionals visiting one of our film clubs or being interviewed by our Young Reporters to distributors and exhibitors collaborating with us to create varied opportunities and experiences.



Emma Watson and Malala Yousafzai opening the Into Film Festival

Enabling young people to learn from industry professionals nurtures their enthusiasm

Enabling young people to learn from industry professionals nurtures their enthusiasm to make films as much as to watch them. When animator Emma Lazenby visited the Mendip Special School in Bath for instance, the children not only saw a demonstration of her work; they also made their own short films.

Some of my most memorable moments during the course of the year involved screenings of films made by young people: the premiere of a film made by a Glasgow school about mental health; the inspiring talent of the nominees at our annual Awards event; a community screening of an oral history documentary made by a school in Barry Island in which ten year olds interviewed 85 year olds about their childhood memories of World War Two (part of our Make Film – Greatest Generation project with the BBC, BFI and British Council). I'll confess I shed a tear.

This Annual Review includes case studies of the powerful contribution film learning can make to children and young people's cultural, creative, academic and social development. These things will be particularly important at a time when significant change within the education system is affecting both the place of arts and cultural subjects in schools, and teachers' capacity to lead extra-curricular activity.

Our challenge now is to build further evidence of film's educational value and impact; connect with people not yet aware of it; and deepen or reinvigorate engagement with our programme of those who are. We will for instance encourage more educators that have registered as club leaders, and are often using our resources, training or Festival opportunities, to run active clubs; and we will support all leaders to enrich their members' experiences and broaden the range of films they watch. With this aim in mind, a change from previous years' reporting is that in this Review we highlight the number of clubs that were active within the overall registered clubs network.

Finally, my sincere thanks to our valued partners, our Trustees and the whole Into Film team for their inspiring commitment, creativity and expertise.

Paul Reeve

Impact

Into Film's work is being independently evaluated against a framework that includes a broad range of desired learning outcomes. At the end of the third year of funding our programme is found to be achieving consistent impact in increasing children and young people's film knowledge and skills, as well as their overall cultural development and attitudes to learning.*

The strongest outcomes were:

- an increased love of and engagement with film
- a greater understanding of the way the film industry works
- increased motivation and enjoyment of learning
- improved literacy and oracy

Other desired learning outcomes within the original evaluation framework such as improved behaviour, enhanced IT skills, increased skills for employment (such as team-working, organising, presentation and time management) and greater awareness of and respect for intellectual property (IP) were also evidenced but not to the same level.

Clubs remain a highly successful model in delivering a range of valuable outcomes. The diversity of club types, forms and sizes is found to be essential for maximising the number of participating schools and youth settings. Clubs prioritising a particular activity – e.g. filmmaking or reviewing – tend to achieve the greatest degree of depth of experience and levels of skills development.

Clubs that engage children with the full Into Film offer - watching, discussing, reviewing and making films - achieve significantly broader impact and tend to be more sustainable, as they appeal to many children and young people, for different reasons.

During this year Into Film introduced a comprehensive training/Continuing Professional Development programme, incorporating both in-depth and light touch modules, which has enabled teachers and club leaders to unlock the educational value of film and the Into Film offer.

Educators who attended Into Film's CPD were perceived to secure greater levels of impact on children and young people in areas such as literacy, understanding and appreciation of film as a cultural phenomenon.

Clubs remain a highly successful model in delivering a range of valuable outcomes.

* Independent evaluation carried out by the Centre for the Use of Research and Evidence in Education (CUREE)



Teachers welcomed the range of resources available to download from the Into Film site and also other platforms including TES and Guardian Teacher Network. 83% rated the quality of Into Film resources content as good or very good and 91.9% said they were likely or very likely to recommend the resources to other teachers.

Evidence has also consistently highlighted a link between film club leaders' engagement in film-focused teacher training and the range of films and activities being used in their club sessions, and their reported impact. They were for example likely to screen titles from what are perceived to be more challenging film genres, such as silent, black and white, world cinema and independent films.

British film was a consistent theme across Into Film's activity this year. New resources were created to promote it and there were noticeable increases in British film orders by film clubs. Beyond the club setting, 21,156 children and young people watched a film that received BFI production or development support, either through the Into Film Festival or other screening events.

The Into Film Festival supports Into Film's vision of putting film at the heart of children and young people's learning and cultural experience. It also aims to help build cinema audiences of the future by broadening the range of films young people want to go and see and showcasing cinema as the gold standard film viewing experience. The post-Festival survey indicated that 80% of young people who attended the Into Film Festival are more likely to go and see other films at the cinema as a result.

Leaders welcomed
the range of
resources available
to download from
the Into Film site

OUR PROGRAMME



The Into Film 5–19 education programme

Support from the BFI through Lottery funding, Cinema First, the Department of Culture Arts and Leisure through Northern Ireland Screen, and from other partners and funders, enables us to deliver what we believe is the widest-reaching cultural learning programme in the UK, and the world's largest free film festival for children and young people.



Clubs provide opportunities for children and young people to watch, critique, review and make film. We provide free DVDs (through our partnership with Amazon LOVEFiLM by post) chosen by clubs from our diverse catalogue, which encourages the viewing of a broad range of films beyond the mainstream. Club leaders receive guidance and advice on how to get the most from their club, including how to use our film-related teaching and learning resources, take part in competitions and to interact with film industry professionals through visits and online content.

Teaching and Learning Resources realise the huge educational potential of film to engage children and young people in complex issues and various curriculum areas, and contribute to their educational and cultural development. These range from film discussion guides to curriculum-linked worksheets, lesson plans and presentations that include embedded film clips, exclusive access behind the scenes of the film industry and guides to support filmmaking.

Training for Educators focuses particularly on literacy and filmmaking. Our programme offers a range of strategies that support teachers and group leaders in achieving effective, memorable learning through and about film, enabling them to embed this both in schools and across the curriculum, and in more informal settings such as libraries and youth clubs.

Festival & Cinema screenings through partnerships with exhibitors, distributors and the BFI Film Audience Network ensure there are year-round opportunities for young people to watch a wide range of films on the big screen. The Into Film Festival is the major element, comprising screenings, discussions, filmmaking workshops, Q&As, and other events across the length and breadth of the UK. Screenings offer young people out-of-school learning experiences and are an effective springboard for further film engagement.

Get Into Film is Into Film's youth-facing programme delivered principally through our Get Into Film YouTube channel and designed to promote mainstream cinema whilst raising young people's awareness of British and Specialised film. This is achieved by placing entertaining and irreverent content alongside interviews and special features that highlight the craft, technology and expertise of cinema in all its forms. Hosted by our own group of Young Reporters, the channel aims to respect, reflect, inform and inspire its audience.

UK-wide

Into Film's programme, delivered through a range of partners including National Schools Partnership, aims to address the particular needs and contexts of the UK's nations and regions through activities, events and tailored resources, some of which are written or made available in Welsh, Irish and Gaelic.

New film release campaigns

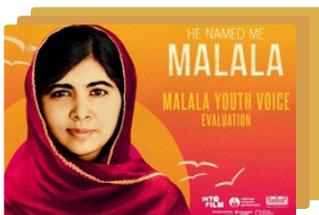
Into Film has worked for a number of film distributors to create schools-facing campaigns linked to cinema and DVD releases. These commissioned resources use the themes and assets from the film to engage educators and young people, and create positive learning outcomes.



Macbeth 'Power Players' resource

STUDIOCANAL

This English resource used film clips and stills to help students develop a deeper understanding of key characters, quotes, and themes supporting StudioCanal's cinema release of the new Shakespeare adaptation of *MACBETH*. It was aimed at 15-19 year olds and their educators and included filmmaking activity.



He Named Me Malala 'Malala Youth Voice' resource*



He Named Me Malala Youth Voice campaign was created on behalf of Fox Searchlight for teachers of students aged 13 to 19. In the run-up to the release, students shared and amplified the inspirational messages of the film through a social media campaign, with a focus on the importance of free speech in campaigning for equal rights to education.



Suffragette 'Social Changers' resource*



This resource and social media competition was created to support the cinema release of Pathé film's *Suffragette*. 12-19 year olds and their educators were encouraged to engage with history through film stills, the trailer, and wider activities to spread the word about how the Suffragettes are still relevant today.



Snoopy and Charlie Brown The Peanuts Movie 'Dream Big with Snoopy and Friends' resource*



An English, art and PSHE educational resource for pupils aged 7-11, was created for 20th Century Fox's release of *Snoopy and Charlie Brown the Peanuts Movie*. It used the universal appeal of cartoons, the much-loved Peanuts characters and the new film to inspire students to 'dream big' and become cartoonists and cartoon writers.



Zootropolis 'Taking Care of Business' resource



Preview screenings for schools of the new Disney release, *Zootropolis*, were held across the UK, accompanied by a resource that draws on characters and plotlines of the film. The resource was designed to support engaging teaching and learning in a range of subjects including maths, design and technology, literacy and art.

Working with the film industry

Close collaboration with the film industry to produce online content, inspirational events and careers information allows Into Film to bring a rich and engaging range of learning opportunities to children and young people.



Totally Worth Paying For – Respect for IP trailer

Respect for IP

Working with the creative industries, Government, the Industry Trust for Intellectual Property, Intellectual Property Office and the Federation Against Copyright Theft (FACT), we support the collective aim to educate young people about IP. In October we launched the second Creating Movie Magic resource linked to the Primary literacy curriculum. We also commissioned a trailer to play before every screening at the Festival. The trailer was seen in cinemas and online by 567,000 young people.

Industry visits and film tours

From touring British teen drama *Sixteen* and British Council selected short films in schools, to interactive workshops on everything from foley to stop motion and much more: connecting children and young people with industry and diverse on/off screen talent, and broadening their appetite for film, is key to our industry visit and tour activity. A small but important part of our work, it serves to provide inspirational content for club members as well as a valuable opportunity for the industry to give something back and connect with audiences. It also plays an important role in rewarding our hardworking club leaders, who volunteer their time for free to run the many film clubs across the UK.

Cinema Vouchers

The Into Film Festival worked with cinemas to develop bounceback incentives that directly encouraged return visits. Communications to schools and parents supported these incentives to see more films on the big screen. Odeon offered a 'free child ticket with a paying adult', Vue opted for a 'one free child ticket' and Picturehouse offered free popcorn. Vue's bounceback incentive was the most successful this year. 89,000 tickets were printed and recorded redemptions were better than the industry standard.

Special projects

Specific project funding enables us to widen the opportunities Into Film's programme can offer, and deepen both experiences and their impact, particularly for young people facing forms of disadvantage or inequality of opportunity.



Northern Ireland Screen

Funded by:



In Northern Ireland we have additional capacity to provide an enhanced level of provision to a range of Northern Irish schools identified as being located in areas of deprivation. In addition to paying for screening licences, our dedicated N.I. delivery partners, Nerve Centre and Cinemagic, provide a bespoke package of support to over 270 N.I. schools, enabling them to fully take up all of the opportunities and initiatives available through Into Film.



Opening Minds Transforming Lives

Funded by:



With three years of funding (until October 2016) Opening Minds, Transforming Lives (OMTL) will have worked with 150 schools in the Greater Manchester area and almost 4,000 participants, providing access to learning environments helping to close the gap for young people from disadvantaged areas. Within the second year, Greater Manchester on Film Festival (GMOFF) was curated for young people to increase awareness and appreciation of the local cultural offer. It ran for 21 days with 22 screenings accompanied by review-writing workshops, a youth-made pre-reel, nine pop-up cinema spaces in places of cultural interest, six educational workshops, three industry Q&As and 1,001 attendees (785 children and young people, 216 teachers/family members).



Skills Fusion

Funded by:



Into Film's national careers outreach programme promoted the breadth of industry opportunities for young people in visual effects (VFX), gaming, animation and related fields. Highlighting the more technical specialist roles that rely on strong educational foundations in STEM (Science, Technology, Engineering and Maths), and computer science subjects, young people had the opportunity to meet and talk to professionals and were introduced to jobs in the VFX industry.



Into Film Into Space

Funded by:



Into Film worked with the UK Space Agency to host the national filmmaking project Into Film: Into Space. The first of its kind, the initiative asked young people to submit short films on the theme of space and exploration, with eight chosen from 1,169 entries to be screened for British astronaut Tim Peake, onboard the International Space Station. Celebrating the end of the project, filmmakers were invited to a special event at Picturehouse Central where they saw their entries on the big screen, as well as receiving a congratulatory phone call from Tim Peake himself.

HIGHLIGHTS



Awards 2016

The Into Film Awards go from strength to strength, again recognising the best young filmmakers, film clubs, and teachers of the past twelve months. Held at the ODEON Leicester Square in London on Tuesday 15 March 2016, the event highlighted and celebrated the abundance of creativity in today's children and young people.

Sponsors

EON Productions

IMDb

Sky Store

The London Film Museum

Universal Pictures International

SONY Pictures Entertainment

Cove Pictures/Smuggler

The Walt Disney Company

Metro-Goldwyn-Mayer Studios

Independent Talent Group Ltd.

The Special Treats Production Co. Ltd.

In association:

The Guardian Teacher Network

First News

Boof

Mossend Primary School

Best live action film

(12 and under)

Presented by Director, Amma Asante



Afterlife

Students of BFI Film Academy delivered by NFTS

Best live action film

(13 and over)

Presented by actor, Simon Pegg



Hear Me Roar

Axholme Academy

Best documentary

(12 and under)

Presented by actor, Kieran Bew



A Wooden House

Arts University Bournemouth

Best documentary

(13 and over)

Presented by actor, Stephen Mangan



Political Animals

Cyfarthfa Park Primary School

Best animation

(12 and under)

Presented by actors, Morfydd Clark and James Norton



Flow

Rhymney Comprehensive School

Best animation (13 and over)

Presented by actors, Celyn Jones and Iwan Rheon





Jess O'Brien, Sean McNally and Joe Blandamer

Ones to Watch – awards for individual young people who stand out from the crowd. Presented by VFX Oscar winner, Sara Bennett and actor, David Gyasi

Jess has shown great initiative in getting her films seen on the global stage and has recently had her work screened at film festivals in Australia and Greece.

Joe is a skilled model maker and creative (his parents buy him plasticine in 40kg bulk), his work has been spotted by *Shaun the Sheep* creator, Golly Stark.

Sean won a place at the prestigious Royal Conservatoire of Scotland to study Digital Film and television. His first short film, *The Interview*, has screened at numerous UK festivals and he's using this experience to develop his first feature, *Frame of Mind*.

Stratton Primary School

Into Film Club of the year (12 and under)
Presented by actor, Ed Skrein

"Being in a rural setting, many of the people at Stratton School in Cornwall are slightly isolated, but the school's film club helps them form friendships." Chris Nichols



Warrington Youth Club

Into Film Club of the year (13 and over)
Presented by actor, Michael Sheen

"Our club... provides support within social groups for young people who have a disability and are at potential risk of becoming socially isolated." Nuvvy Sibia



Simon Pile

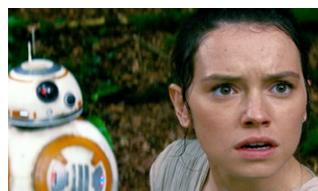
Teacher of the year
Presented by actor, Nicholas Pinnock

"It makes me equally as proud to know the work of Into Film is truly having an impact on the next generation of teachers." Simon Pile



Star Wars: The Force Awakens

Family film of the year
Presented by actor, Tom Prior



Film reviews

Review of the Year winner
Rhys presented by
BBC Correspondent,
Lizo Mzimba



2001: A Space Odyssey (U, 11+)

Review by Rhys
aged 12

Barry Comprehensive School

Review of the Year winner chosen
by film journalist, Danny Leigh
(entered via Into Film's review of
the week competition)



This film is a masterpiece. It's split up into 3 parts; the dawn of man; scientists discover something near the moon and a group of astronauts on a trip to Jupiter attempt to discover the origins of life. There are some key themes that show up consistently throughout the film: religion; rebirth; transcendence and evolution. There is barely any dialogue however the music makes up for it. I think that Stanley Kubrick managed to create an awesome science fiction film because he had a very unique and original prediction of the future. It was way ahead of its time. A must watch.

A Girl Walks Home Alone at Night (15, 16+)

Review by Jack
aged 14

Oakmeeds Community
College

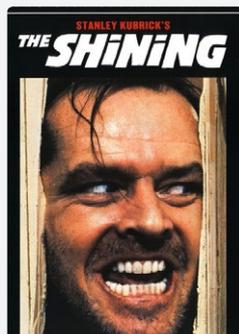


This is one of most stylish films I have ever seen. It's set in 'Bad City' which is a mixture of Iranian and Western Cultures. The film plays host to a number of eclectic characters including 'the Girl', a woman restricted by Iranian Society but with a horrifying secret; and Saeed, a drug dealer/overall bad guy. Overall, *A Girl Walks Home Alone at Night* is an incredibly beautiful and stylish film featuring some gorgeous cinematography as well as stunning direction that serves as a brilliant calling card for the debutant director.

The Shining (15, 16+)

Review by Sophie
aged 16

Greenhead College



I'm not a horror film enthusiast but *The Shining* is one of the few horror films that I did enjoy. The cinematography is flawless with some free-flowing and smooth shots. The camera seems to effortlessly follow the characters around the maze of corridors. The technical details are prototypes in themselves, helping the story build tension; the long hallway shots, the eerie musical score, the blizzard, and the tall, wide staircases establish a sense of uncertainty. Kubrick's cold and detached approach to directing works splendidly for a chilly horror film. This film absorbs you completely and I would watch it again.



FILM CLUBS

Source:

CUREE/IntoFilm – The number of film club members is calculated by multiplying the number of active clubs by 27, which is the average club membership taken from the 2015 annual survey.

Into Film monitoring data, Financial Year April '15–March '16



Active clubs



Registered clubs



Film club members (young people)

'An inspiring initiative which gives kids the chance to enjoy and discuss films at ground level. It excites me to think forward and imagine what some of these kids will achieve.'

Michael Sheen, Into Film Ambassador and actor

Films ordered by clubs covering British and specialised genres



Classic/Archive



British



Non UK/US

*9,042 active clubs of 16,146 registered clubs – derived from a verification survey of a 20% sample of 12,450 registered clubs, conducted by CUREE in Autumn 2015, which estimated that 56% of registered clubs were active at that time.

Into Film Clubs

Developing film journeys



Paul Scowcroft
Teacher

Bridge Integrated
Primary School, Bainbridge
Northern Ireland

🔹 We've been running a film club for two years. There are 26 regular members aged 8-10. We meet each week for an hour and watch a film in two parts which allows time at the end for discussion. The current group is particularly good at analysing the films. Through participating in film club, pupils have learned to look more deeply at why things happen and have developed their ability to communicate and back up an opinion. This is having a positive impact on their literacy skills and their performance in lessons.

At the start of term we look at the Primary Review Writing Guide which helps with review writing. They enjoy seeing their reviews on the website and are motivated by reading those written by other members.

The club has introduced the children to a far broader range of films than they would normally have access to. Each term we start with a couple of blockbusters and then move onto less mainstream titles. We signed up for and successfully completed the Film Buff Challenge which involved watching 10 films from a curated list that included

Film club broadens their horizons and encourages them to think about issues such as the environment.

documentaries, short, black and white, British and foreign language films. I was pleasantly surprised by their reaction—they loved *Duck Soup* and Buster Keaton, and asked to watch a George Méliès film which led to a discussion about how films and special effects were made over 100 years ago. *Le Ballon Rouge* was a great introduction to foreign language films; They also enjoyed British/French made film *Paddington* and British/German collaboration *The Thief Lord*.

Film club broadens their horizons and encourages them to think about issues such as the environment. It encourages new friendships and fosters empathy. There are pupils in the group who have special needs and are now better understood and accepted by their peers. There is a range of abilities but in film club no-one feels intimidated to contribute – everyone's opinion is valued. 🌟

Paul's five recommended films



Into Film Clubs

Diversity and inclusion



Martina Attille
Teacher

Arts and Media School
Islington, London

AMSI Film Club meets weekly during the spring and summer term. We are a multi-cultural, multi-faith school with some economic diversity. The experience of film club helps to break down social barriers that can form along tutor group and gender lines. It is a space where students can meet for the first time and continue to work towards a common purpose.

Club screenings are a good way for the whole school community to access the Into Film offer. In addition, video production and the development of students' production skills offer a platform for highlighting the valuable roles film and storytelling play in maintaining an inclusive and thoughtful school environment.

Into Film's resources, Behind the Scenes industry interaction programme and See It Make It filmmaking initiative present unique opportunities for young people to get up close to film industry personnel. Examples have included filmmaker Asif Kapadia (Senna/Amy) speaking directly to a GCSE study unit about film marketing, and a presentation about the representation of sexuality on screen by FIT director Rikki Beadle Blair and Samuel Hopcroft from LGBT charity Stonewall.

This academic year, the club topic has been film production and using films to tell a story. Filmmaking has been the primary route into understanding film's structures and its appeal to audiences. The See It Make It model, with its formal guidelines, has been invaluable for encouraging students to make the best of resources available to them to produce work that aims to be meaningful and relevant to the school community. Filmmaking skills have improved as film club members begin to value the craft of filmmaking and the discipline of working as a team.

Watching films has offered students an opportunity to experience film narratives set beyond the blockbuster context that usually pulls in large numbers for screenings. *The Way Home* (2002), set in South Korea was the first foreign language film screened by the club and was warmly received.

One significant outcome has been the club's enthusiasm for using non-English dialogue in their work, thus producing Film Club's first sub-titled movie. A wonderful outcome because there are more than 50 languages spoken in the school, so it was an opportunity for creative engagement with this reality. ♡

Martina's five
recommended films





RESOURCES

Sources:

Into Film monitoring data
Apr 2015 – Mar 2016

160,978

Resource downloads

Top 3 resources downloaded

49,507

'Master Builders' The Lego Movie

17,240

Walking with Dinosaurs

10,585

Staying Safe Online

'Into Film resources are so accessible and easy to use; they save on time and preparation and are designed to fit with curriculum requirements for a range of subjects from primary to secondary.'

Grace Eardley, Media, Film and English teacher,
Congleton High School

Into Film resources to support learning

Using archive film



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Lisa Strange
Teacher

Staveley Primary School
Cumbria

Staveley Primary School is a small village school in the Lake District. We have a diverse mix of pupils including children with SEN and English as an additional language. We have used resources from Into Film in class and our school film club to boost literacy and support calendar days and topics in the curriculum.

One of the resources we have used is the Make Film – Greatest Generation presentation and teacher notes, which contains activities and guidance to engage pupils with archive film and documentary filmmaking. We used clips embedded in the presentation to teach children about the genre of documentary. The timeline cards enabled the children to increase their understanding of chronology and ensure they were clear on the period of history their documentary needed to focus on. The clips and archive footage inspired the children and highlighted areas for them to focus on.

The project tied in perfectly with our history work on Victory in Europe day and the 70th anniversary. Many children were so motivated by it they spoke to relatives and embarked on personal research. We held our own Peace

in Europe day and invited people who were children at the time of the war to talk about their experiences. This gave the children opportunity to develop their interviewing skills.

They were thrilled with their documentaries and showed a real sense of pride in their work.

The resources also support children’s learning about filmmaking techniques, camera shots and aspects to consider like sound and lighting. The children had the opportunity to edit their work and incorporate archive footage and photographs they had taken. Additional skills they developed through making their documentaries were teamwork, communication and listening skills. They were thrilled with their documentaries and showed a real sense of pride in their work. They were able to show them to our local MP Tim Farron – who was very impressed with the hard work they had put into them. 9

Lisa’s five recommended resources



Into Film resources make learning accessible



Michael Daly

John Paul Academy
Glasgow

“ We use Into Film resources to great effect. We have tailored resources to meet the needs of our highest achieving pupils and those who require scaffolded support, using Into Film’s ideas as the framework for our personalised learning experience.

The resources blend flawlessly into the English secondary course and we also use them to complement other areas of the curriculum. For example, the *Inside Out* resource provided a wide array of personal writing stimulus for our lower school. Using the film as a context allowed our young people to engage with their thoughts and feelings, which can present a challenge. The film provided the pathway for pupils to immerse themselves within the topic and produced outstanding results.

As English teachers we are constantly seeking ways to promote literature within our classrooms. Into Film’s Book To Film resource has enabled us to forge tangible links between page and screen to capture the imagination of our pupils. We use it alongside adventurous adaptations, such as *Jaws*, *Percy Jackson* and *The Hobbit*, to illustrate literature’s place in the creative process.

The film provided the pathway for pupils to immerse themselves within the topic and produced outstanding results.

Macbeth Power Players has been our favourite resource for classroom teaching as Macbeth is a text that we teach at Higher level. To ensure continuity and challenge we used the resource as a principal text in our Media Studies class. This ensured that pupils were accessing a challenging text, just in a different format, with shared themes and character arcs. The impact was to promote engagement for pupils who had previously ruled out challenging texts as being “just too hard”, helping pupils to find their way and thus bridging the gap in attainment.

We have used Storymaker: The Gruffalo Edition to help pupils engage with the fundamentals of storytelling and how to translate ideas into the filmmaking process. The resource provides simple and straightforward instructions about shot breakdowns and explores the different roles within filmmaking. This provided a framework that pupils then applied to their own film, a re-telling of Shakespeare’s Romeo and Juliet. ”

Michael’s five recommended resources





TRAINING

Sources:

Into Film monitoring data
Apr 2015 – Mar 2016

Future Learn statistics report

Into Film resources and CPD
evaluation (NSP, March 2016)



Educators trained



Introductory



Intermediate



In-depth



Teaching Literacy through
Film Online Course



Online light-touch training

'This training session really opened my eyes and showed me ways that film can be used to really enrich childrens' learning in all areas of the curriculum.'

Charlotte Giles, Teacher training attendee

Resource survey results



of respondents rated the content quality of Into Film Resources good or very good



of respondents said they were likely or very likely to recommend Into Film resources to other teachers

Online teacher training

Teaching literacy through film



Chris Baldwin
Teacher

William Allitt School
Derbyshire

🔹 The Into Film/BFI 'Teaching Literacy Through Film' online course via FutureLearn has provided a number of options and approaches for using film in class. Before I did the course we were using film in a small way; this course has enabled us to take the next step and embrace film watching, film reviewing and filmmaking across a range of subjects, using resources and equipment, such as iPads, that we already have at our disposal. For example, we're currently exploring Sikhism and Hinduism; previously this would mainly have involved reading about the different religions in books, but now, in a more cross-curricular approach the students are able to make a podcast and a short film recording what they've learned if they wish. Activities like these promote memorable learning, and help to develop wider skills such as speaking, listening, team working and management of information.

For me, the course content extends well beyond using film to boost literacy – however as the title suggests many of the approaches in it are especially useful for that purpose. The 3Cs (colour, character, camera) and 3Ss (story, setting, sound), provide a specific structure for students to think about when working with film.

I'm now combining what I learned on the course with other Into Film resources to incorporate film firmly into our teaching.

An activity I particularly like is 'Using Short Film as a Poetry Stimulus', which invites students to interpret a poem by creating a visual storyboard from the words they've read. It's effective because it encourages them to consider the content from a visual perspective, and some children do seem to respond better to working with and imagining visual images than using the written word. The 'Sound On/Vision Off' idea of listening to a film clip and encouraging students to imagine and write about what they might expect to see by analysing the sounds, is another powerful way of sparking their imagination and creativity.

Online courses offer flexibility, which is a big advantage. I'm now combining what I learned on the course with other Into Film resources to incorporate film firmly into our teaching. 🗨️

Chris's five recommended films



In-school teacher training

Raising attainment



Alun Thomas Williams
Teacher

Ysgol Treganna
Cardiff

“I was looking for a way to engage a particular cohort of boys. I knew I wanted to use film but wasn’t sure how to get started. I took part in Into Film’s Media Literacy Training which provided strategies and resources for embedding film into the classroom; I have attended five sessions and these have given me a wealth of ideas that really drive literacy. Because the same language skills and reasoning skills are needed for any communication and any storytelling, this work allows the children to discover they have abilities they hadn’t even realised. I have been able to use media literacy to develop some of the key learning targets around writing letters, reports, media-stories and creative writing.

At Treganna the project has been most beneficial for young people who lack self-confidence and do not respond well to traditional teaching methods. The greatest impact has been on the structure of the pupils’ work. Using film shots to correspond to paragraphs has been especially helpful; the purpose of sentences and paragraphs became clearer and they were more able to sustain their ideas throughout their pieces of work, with a marked improvement in the flow

and quality of their writing. Students who took part said the sessions helped them think differently about what to put into a story. It gave structure to their ideas and let them write from the imagination with the same confidence as if they were talking. Equally, the more able and talented pupils felt freer than usual to play with their language skills.

Through taking part in the media literacy project I’ve been as enthused as the children to realise how effective film is as a teaching tool.

I began simply using films as a catalyst to engage the children and develop their literacy skills, but as we experimented in the classroom I’ve started using film across the curriculum and now try to integrate it into all aspects of learning. My students never tire of it. Through taking part in the media literacy project I’ve been as enthused as the children to realise how effective film is as a teaching tool. We are now extending the film-based strategies to our entire Junior department. ”

Alun’s five recommended films





YOUNG PEOPLE

Sources:

Into Film monitoring data
Apr 2015 – Mar 2016



Overall reach of the Into Film programme



Reviews submitted by young people



Films submitted by young people

‘The Into Film offer has allowed me to meet other people my age who are really passionate about film, and make so many new friends. It’s given me a platform for me to write and publish film reviews and access to the professional side of an industry I’d one day like to work in. There’s just nothing better than making stuff with brilliantly enthusiastic people.’

Laura, aged 19

Get Into Film YouTube channel



Views



Likes



Shares

Youth voice



Zakary and Kyle – Warrington Film Club

Zakary Cameron
 Into Film Club member
 & Youth Advisory
 Council member

Warrington Film Club

‘I was initially a beneficiary of the Buddy Up project, with our club leader as my “Buddy”. I grew more and more interested and began running the club for my friends which has given me a real sense of purpose in life. I run it with my best friend Kyle - we screen films supplied by Into Film and hold themed events such as Christmas and Halloween nights, and our own Oscars® Film Night. Everyone is welcome – we are like one big family.’

I have had many memorable moments and gained many useful skills with Into Film.

I am also a member of Into Film’s Youth Advisory Council (YAC). As a YAC member I attend regular meetings and give suggestions on how Into Film could improve its website and other social media. I got to experiment with green screen and create a short film using stop motion, and was able to share my knowledge with

fellow film enthusiasts from around the country. I have also done work experience in Into Film’s Manchester office which was a fantastic opportunity.

I have had many memorable moments and gained many useful skills with Into Film. I feel confident now talking to people in social situations and sharing my opinions. My self-esteem has greatly increased; I am a much more active person and feel I am more accepted into society. Knowing I make people smile and people rely on me gives me a warm feeling inside.

Attending and winning the Into Film Awards, meeting people such as Michael Sheen, Ed Skrein and Iwan Rheon, and hearing them talking about our club was a sensational experience. Being a part of Into Film has changed my life for the greater good and I will treasure every moment to come. 🎬

‘Our film club is open to everyone and particularly aims to offer children and young people with disabilities the opportunity to enjoy film and cinema in a safe and fun environment. It is an “add on” of the Buddy Up project, which supports children and young people with disabilities who are at risk of becoming socially isolated.’ Nuvvy Sibia, Film Club Leader.

Zak’s five
 recommended films





FESTIVAL + CINEMA

Sources:

Into Film monitoring data
Apr 2015 – Mar 2016

Into Film Festival

3 5 3,4 1 6

Children and young people in attendance at the Festival

5 2 7

Cinemas involved in the Festival

4 3,4 5 6

Children and young people attended accessible screenings at the Festival

'Film festivals are really important as a platform for people to get their films seen; [they] are essential for allowing people who love film to come and see stuff they would not otherwise get an opportunity to see.'

Ewan McGregor, actor

BFI Film Audience Network (FAN) screenings

1 4,5 2 7

Children and young people attended screenings

7 3

Preview screenings

Into Film Festival



Linda Cramer
Teacher

St Mark's Catholic School
Hounslow

👉 I took 34 Year 12/13 students to the *Suffragette* screening and Q&A session at the Regent Street Cinema. This year I will book earlier as I just managed to get tickets for the whole group. I used the event to inform which UK independent film I would use as a case study for Y12 AS Media.

For the majority of students this film would not normally have been on their radar. To see it in such a beautiful historic venue and to have the Q&A session with the actor and screenwriter afterwards was an amazing opportunity. The event tied in perfectly with their study of the film industry, and also led to discussions about inequality and how the themes in the film are still relevant today.

They were able to use the information from the session in their AS Level examination.

The Regent Street Cinema opened their eyes to hidden gems in central London and to the history of cinemas. The Q&A session with the actor and screenwriter breathed life into our study of the film industry and was of direct and invaluable benefit. The students

had planned their questions beforehand and were interested to learn about the different roles involved in the production process, particularly the less visible roles such as Producer. They learned a great deal from Abi Morgan about the continually evolving process of writing a screenplay, and looked at how this film compared with Hollywood films. They were able to use the information from the session in their AS Level examination.

The resources to accompany the screening were also very useful – I passed them onto our PSHCE coordinator who used them across school for sessions on equality.

The students really enjoyed the whole experience. It has made them more receptive to films that may not have initially appealed to them. Visiting the cinema is quite expensive for them – this was a fantastic opportunity to see a film they wouldn't normally see in an amazing venue that they wouldn't normally visit. 🎬

The most popular films during the Festival



Primary



Secondary

BFI Film Audience Network (FAN)



Girlhood © Studio Canal (2014) All rights reserved.

Eleanor Thornley
Film Hub Central East
Manager

Broadway Cinema
Nottingham

“The BFI Film Audience Network (FAN) is an initiative bringing together over 2,000 film exhibitors, from community pop-ups to large cinemas, working collaboratively to engage new audiences with a wide variety of non-mainstream films.

Led by Broadway Nottingham, Film Hub Central East (FHCE) is one of the nine geographical Film Hubs that make up the network. As well as managing FHCE, I lead on FAN’s young audiences initiatives on behalf of, and in collaboration with, the entire network—many of which are delivered in close partnership with Into Film. Since becoming strategic partners in 2015, we have worked together on free schools previews of award-winning French film *Girlhood*, built the foundations of a new network of young programming groups across the UK, partnered on thousands of events at the Into Film Festival and worked together to support FAN’s New Release Strategy which aims to shine a spotlight on exciting new films ensuring they are seen by more people.

We hope that this partnership goes from strength to strength, giving young audiences across the UK the chance to engage with cinemas, spark their creative talents and become lifelong lovers of film.

Developing and growing Young Audiences is an area our membership is passionate about, and partnership between FAN and Into Film is key to helping them to achieve those aims and provide interesting and engaging programming, events and education activities. We hope that this partnership goes from strength to strength, giving young audiences across the UK the chance to engage with cinemas, spark their creative talents and become lifelong lovers of film.”

Eleanor’s five recommended films



Successes and opportunities

Having achieved considerable growth in the reach and scale of activity during the previous year, our strategy during 2015/16 was to strengthen the focus of our programme and further clarify the offer for our audience.

Successes

The year saw notable success and progress:

The number of registered film clubs increased and more young people watched more British and Specialised films than ever before.

The Centre for the Use of Research and Evidence in Education (CUREE) research confirmed that club membership contributes to the development of future cinema audiences and identified significant impacts on young people's personal, social and educational development.

We launched our first MOOC (massive, open, online course with FutureLearn) with over 1,678* teachers learning how to use film to support the raising of literacy attainment.

Evaluation indicated that the range of activities being undertaken (and films being shown) in clubs and their reported impact was consistently linked to club leaders' participation in Into Film's training.

Teachers told us, in research conducted by National Schools Partnership, that our resources for learning through and about film were good or very good and that they were likely or very likely to recommend the resources to other teachers.

The number of young people viewing our YouTube channels increased by 43% and over 5 million young people saw our Festival opening interview on Facebook between Malala Yousafzai and Emma Watson.

Opportunities

Evaluation and research have highlighted a number of areas in which there is an opportunity to improve and further strengthen our work in 2016/17:

In Autumn 2015, an extensive survey by CUREE concluded that we have a substantial number of active film clubs; however, we plan to develop activities and mechanisms to engage larger numbers of registered club leaders in regular activity.

A new CRM (Customer Relationship Management) system is being developed which will deliver more effective means to monitor and report on the activities of club leaders and others engaging in Into Film's programme, and enable us to communicate more effectively and work more efficiently.

New club enhancements, plus the further development of our digital platform and integration of our club offer within it, will improve leaders' and members' experience, and their ability to discover and explore British and Specialised film.

The success of our Storymaker for Educators: The Gruffalo Edition app (filmmaking and literacy) and Make Film – Greatest Generation (archive-based documentary making) initiative provides a springboard for us to develop new formats for innovative and interactive classroom resources.

We wish to explore how our programme can further support the development of a diverse, skilled future workforce for the film and wider creative industries: through learning opportunities, careers information for under 16s and specific initiatives to engage currently under-represented groups in film.

We will continue to pursue new sources of income and partnership in order to further our mission and strengthen our sustainability. We are in the process of setting up a Development Board to support this work.

*Calculated on basis of 52% of those accessing MOOC being UK based educators – FutureLearn

Finance

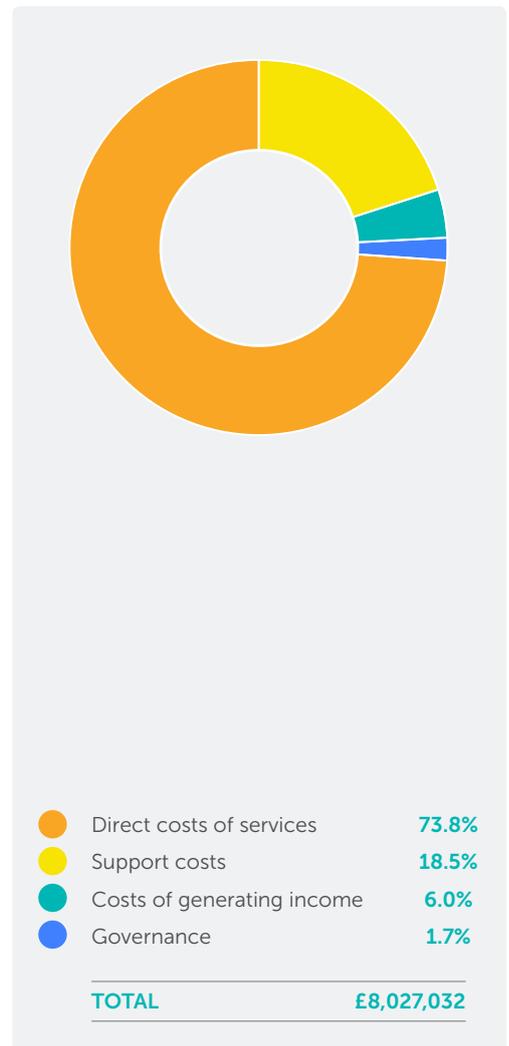
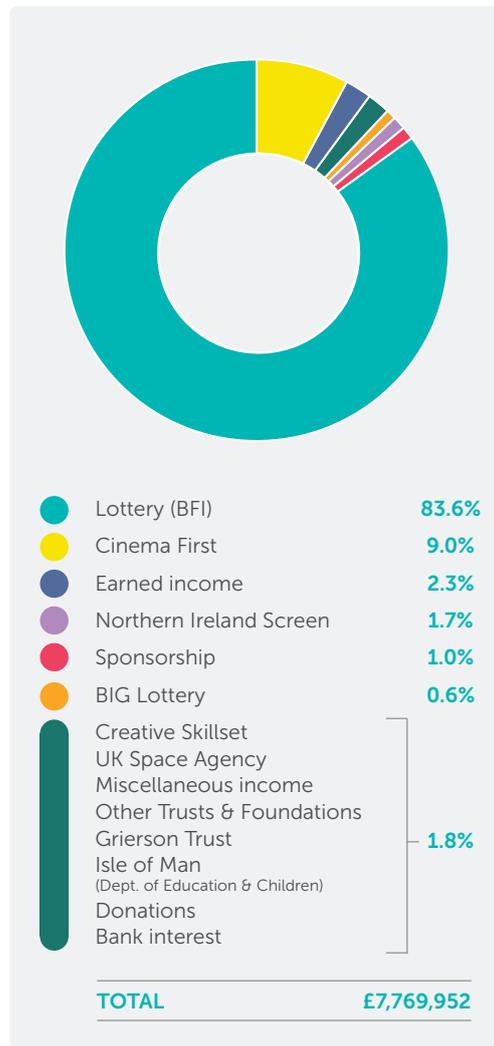
2015/16 has seen Into Film build on its first full year of operation and continue to maintain a substantial programme of activities across the UK, with staff and offices in each of the four nations. Income and expenditure have remained broadly in line with the previous year but overall expenditure exceeded income by £0.25m due to expenditure on activity this year relating to income received in the previous financial year.

Income

Total income for the year was just under £7.8m, a decrease of £0.7m (8%) compared to 2014/15 due a reduction in the level of Lottery funding carried forward between the years. The largest source of Into Film’s income is from Lottery funding from the British Film Institute (BFI) and non-Lottery funding has remained consistent at just under £1.3m in both years.

Expenditure

Following the rapid growth of Into Film’s operations during 2014/15, total expenditure has fallen as expected by 7%, from £8.6m to £8.0m. Although we have now achieved the full scale of our infrastructure and education programmes across the UK, we are still committed to investing in new technology and support to ensure that all our schools, children and young people get the best possible service from Into Film.





'We've been to the Into Film Festival every year for the last 3 years and the children love it! They love the whole cinema-going experience. The comfy seats, being able to discuss the movies when they come back and they really focus on the story aspect.'

Paul Scowcroft
Film Club leader



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