

# INTO FILM



Film in Education

# INTO FILM: FILM IN EDUCATION

## INTRODUCTION

This document makes the case for the use of film watching and filmmaking in the curriculum. It exemplifies and advocates the benefits of the Into Film programme, which utilises film in the classroom to increase engagement in learning and support the raising of attainment. Referencing independently evaluated research projects as well as quotes from educators, parents and young people, it primarily seeks to demonstrate the educational value of incorporating film in formal education.

Into Film's offer is broad and encourages young people to connect with film both inside and outside the classroom. Within this document, we focus predominantly on our work within the formal education setting, and secondarily on how this work is supported by non-formal education activities. Into Film has a UK-wide remit to work with teachers across the curriculum, inspiring their use of film for educational purposes. In the past year, Into Film has trained 17,462 educators, and 195,556 Into Film teaching and learning resources have been downloaded for use with young people aged 5-19 in 29 different curricular subjects.



To have this level of resource at my fingertips when I'm possibly embracing something new in the curriculum is a fantastic opportunity.

SENIOR EDUCATION OFFICER,  
EDUCATION SCOTLAND <sup>1</sup>



Into Film resources save time in terms of planning, provide inspiration, and can be adapted to help engage students in a range of topics and texts.

SECONDARY ENGLISH TEACHER <sup>2</sup>

1. Louise Glen, Education Scotland (Into Film Annual Report 2016/17)
2. Grace Eardley, Secondary English and Head of Media and Film, Congleton High (Into Film Annual Report 2016/17)





## ABOUT INTO FILM

Into Film is an education charity that puts film at the heart of children and young people's educational, cultural and personal development. It is founded on a passionate belief in the transformational power, the civilising effect and the motivational force that film can bring to the lives of all children and young people.

Over half of UK schools engage with our programme of Into Film Clubs, special cinema screenings, and resources and training to support classroom teaching. Alongside rich online content for young audiences, this provides 5–19 year olds with unparalleled opportunities to learn about and with film, and develop a passion for cinema.

Into Film runs two flagship annual events. The Into Film Festival enables over 400,000 children and young people to access the cinema for free. Our Into Film Awards celebrate the filmmaking and learning achievements of pupils from across the UK.



# SUPPORTING THE RAISING OF EDUCATIONAL ACHIEVEMENT



From our observations and discussions with teachers and young people, it is absolutely clear that film helps to engage all young people in the class. Teachers felt that film played an important role in acting as a 'leveller'. Unlike reading or listening activities, film-based activities allow every young person in the room to take part on an equal footing. The images acted as a gateway for young people connecting with the activity.

MEDIA LITERACY PROJECT, TRILEIN EVALUATION REPORT <sup>3</sup>

Into Film supports teachers in their use of film through training (face-to-face and online) and downloadable teaching resources. Resources are mapped against the curricula and assessment objectives of each nation and region and, when applicable, engage with specifications of examining bodies. Through a broad range of physical and digital formats pupils can learn the subjects and topics they would normally study, with film acting as a stimulus or method of consolidation. They are guided by their class teachers, who in turn strengthen their own professional development by learning dynamic new active learning strategies centred on film watching and filmmaking.



Excellent, practical and informative  
– active learning in action.

AIM HIGHER CUMBRIA <sup>4</sup>



Literacy has improved due to higher levels  
of engagement when using film in lessons.

TEACHER <sup>5</sup>

## SUPPORTING LITERACY

Into Film advocates the use of film as a text that can be 'read' and decoded in a manner common to, and transferable to, the written word. An emerging body of evidence indicates the supporting of raised attainment when incorporating moving image texts into literacy learning. For example, working with over 1,000 children in 37 schools over a three-year period, the Bradford Media Literacy Project found that:



Over the course of the project our sample students gained an average of 4.28 points in writing and 4.15 in reading over a point higher than the three points progress students are expected to make over the course of a year.

BRADFORD MEDIA LITERACY PROJECT <sup>6</sup>

3. Media Literacy Project Final Report, 2016

4. Janet Collins, Aim Higher Cumbria, CPD participant evaluation form

5. Louise Sedgewick, St Margaret's Academy, West Lothian, Scotland (Into Film Annual Report 2016/17)

6. Tim Bleazard, [www.intofilm.org/news-and-views/articles/film-raising-literacy-attainment](http://www.intofilm.org/news-and-views/articles/film-raising-literacy-attainment)

The following comprehension skills used in the reading and understanding of written texts apply equally to film texts, and for many young people are easier to access and develop when introduced first via film.

- Decoding
- Deduction
- Inference
- Deconstruction
- Analysis
- Contextualisation
- Information retrieval
- Structure evaluation
- Purpose and tone of voice
- Language analysis

Using film as a text supports comprehension skills and provides pupils with opportunities to develop speaking and listening skills, through analytical discussion on what they have seen and heard, with the benefit that moving image is immediately accessible to all learners regardless of their stage of learning.



At Ysgol Bryn Castell, pupils performed above the expected levels of achievement. Film contributed to their reading and writing and oracy, as they were able to explore freely and without the fear of written text that some pupils had developed.

MEDIA LITERACY PROJECT, TRILEIN EVALUATION REPORT <sup>7</sup>

The '3Cs and 3Ss' is a core teaching and learning tool which runs throughout Into Film's education programme. It has been developed by the BFI and other film education specialists over a number of years. The title of the tool refers to the key elements that make up a film: character, colour, camera, story, setting and sound. Analysing these individual elements helps pupils to segment and analyse the content. This process is equally transferable to the analysis of written texts once pupils have built their confidence and foundational skillset using a medium which is both familiar and engaging.

An example from the repertoire of 3Cs and 3Ss film literacy activities is Sound On/ Vision Off. Pupils listen to the sound from a selected film clip without the images. They are asked to visualise and predict what is happening in the scene – where it is set, who the characters are, and what they are doing. Sound is suggestive rather than prescriptive; using it helps to ignite the imagination and processes of visualisation and interpretation, which in turn stimulate creative writing.



Teachers and young people felt that film helped the pupils to understand how a story was structured, in turn influencing their writing and creative thinking.

MEDIA LITERACY PROJECT, TRILEIN EVALUATION REPORT <sup>8</sup>

7. Trilein, Media Literacy Project Final Report, 2016

8. Trilein, Media Literacy Project Final Report, 2016

## LEARNING THROUGH FILMMAKING

Filmmaking provides outstanding opportunities to promote active learning and help raise educational achievement. It utilises a multi-sensory approach that speaks to all learning styles, and helps pupils to demonstrate understanding of curricular subjects and contextualise their understanding of topics in real-world situations.

Since Into Film's launch in 2013, over 4,000 films have been created by young people. Filmmaking has taken place in over 2,000 Into Film Clubs, involving over 40,000 young people.<sup>9</sup>



This was my first time doing filmmaking. I learnt how to use lots of cool equipment and how to edit. We also learnt how to work as a team and communicate.

YOUNG PERSON, AGED 17<sup>10</sup>

Into Film promotes the use of 'curricular filmmaking', facilitating young people to capture and demonstrate learning on a range of topics, and exhibit and discuss with peers.

There are many pedagogical benefits of curricular filmmaking.

- Pupils become fully engaged in the process of sharing their ideas through film.
- To create a film, pupils must understand fully the topic they are exploring, leading to deeper initial engagement with what they are studying.
- Creating a film requires constant reiteration through planning, filming and editing, leading to higher retention of information.
- Filmmaking creates evidence of learning which can be assessed by the teacher.
- Filmmaking instills a sense of pride for pupils in their work, which they often want to share more widely with peers, family members and their local community.
- Pupil and peer evaluation and reflection lead to reflective learning, which can be implemented within future tasks.
- Filmmaking creates a revision/teaching aid for revisiting learning.

9. Into Film Annual Report 2016/17

10. Hodari, aged 17, winner of Into Film Best Documentary (Into Film Annual Report 2016/17)

Within STEM subjects, filmmaking provides an excellent learning bridge between the arts and science, facilitating a creative approach to these key subjects. Into Film continues to support the case for STEAM: the inclusion of Art into Science, Technology, Engineering and Mathematics.



The effect of the project on confidence in maths was prevalent, with many parents remarking that enjoyment of maths had also risen; for example, 'more logical approach when solving problems' or 'great increase in maths confidence and competence.

FULL STEAM AHEAD – IMPROVING LITERACY AND NUMERACY THROUGH FILM <sup>11</sup>



In numeracy, it was fascinating to watch children of all abilities deconstruct learning to explain a process to others.

ANONYMISED SENIOR LEADER,  
FULL STEAM AHEAD <sup>12</sup>

11. CM Works Independent Evaluation 2016-2017

12. CM Works Independent Evaluation 2016-2017





# INCREASING ENJOYMENT OF LEARNING



The projects Into Film is offering are valuable in themselves and also make learning enjoyable. They open up all sorts of possibilities in the curriculum and go well beyond that which you might think film can contribute to education.

PROFESSOR GRAHAM DONALDSON, LEADING THINKER IN EDUCATION AND CONSULTANT ON EDUCATIONAL INNOVATION <sup>13</sup>

Film forms a part of most students' cultural experience and is a medium to which they can relate, and with which they feel comfortable, right across the age ranges. Into Film strives to capitalise on the natural affinity young people have with film and the opportunity this presents for using it to help achieve memorable, enjoyable learning.

During a two-year Paul Hamlyn Foundation-funded project, Full STEAM Ahead: Literacy and Numeracy Attainment Through Film, it was reported<sup>14</sup> that pupils creating film as a part of curricular projects had an increased motivation to learn about and understand a topic, and a greater ability to retain the topical learning. The enjoyment fostered by filmmaking can be applied to subjects across the curriculum.

Pupils in one school exemplified the effects of energy on water molecules by filming paper balls on top of a classroom chair. While filming from a bird's-eye view, pupils shook the chair (in turn energising the paper balls) while narrating the impact on the 'water' molecules.

This creative approach to learning in science is an example of a 'Record and Playback' film – a core filmmaking activity taught to teachers as part of Into Film's CPD training offer. Record and Playback utilises readily available technology to simply record a pupil's idea or experiment and play it back to the rest of the class to aid learning, stimulate debate and offer alternative ways of looking at a problem. Record and Playback offers an example of active learning, whereby pupils take the key role in discovering, understanding and communicating information.

Additionally, outside the classroom, extracurricular engagement with film supports formal learning, enjoyment of school and broadens pupils' horizons. For teachers, opportunities like running an Into Film Club offer the potential to build and develop relationships with pupils who might be disengaged from their school experience.



Into Film Club enriches the pupils in many ways. Socially, they are part of a group for which there are no qualifications. They just have to enjoy watching films. Academically, I have witnessed previously disengaged young people becoming more motivated in their learning and presenting less challenging behaviour in lessons.

TEACHER <sup>15</sup>

13. Professor Graham Donaldson, National Assembly for Wales, Nov 2016

14. CM Works Independent Evaluation 2016-2017

15. Louise Sedgewick, St Margaret's Academy, West Lothian, Scotland (Into Film Annual Report 2016/17)



## SUPPORTING PERSONAL AND SKILLS DEVELOPMENT



The filming has brought me closer to other people. I get along with loads more people now that we do filming so much. This mixes us up and I'm not with the same people as much.

YOUNG PERSON <sup>16</sup>

Filmmaking provides a safe space where young people are encouraged to experiment, take risks and communicate with others in a variety of ways. This can help them to feel liberated and motivated to reach new goals. Despite any differences, pupils come together to work on one project, and find connectivity where they may have thought none existed. It enables children and young people to take on new identities through different filmmaking roles and positively impacts on the personal, social, health and economic (PHSE) aspects of a young person's development, including: self-awareness, confidence, communication and social skills, resilience and motivation.

Learning how to make film can also empower young people to tell their own stories; to become active participants in the making of culture, not just consumers of other people's. Young people become authors of their own creativity, whilst also developing key digital skills, which in a constantly evolving technological landscape are more important today than ever before.

Filmmaking and animation activity support the development of essential life skills which can be drawn upon later in education, training and employment settings.

Key skills associated with filmmaking include:

- Problem solving
- Research skills
- Analytical skills
- Communication
- Teamwork
- Negotiation
- Leadership
- Initiative
- Decision-making
- Planning
- Presentation
- Creativity.

The filmmaking projects on the Full STEAM Ahead – Improving Literacy and Numeracy Through Film project followed a five-stage 'Think, Plan, Create, Exhibit and Evaluate' model. This logical problem solving process not only encourages deep engagement with and enjoyment of the learning but supports contextualised skills acquisition.

In addition to literacy and transferable skills, Into Film promotes the exploration of wellbeing and PSHE through a range of resources that utilise film watching and filmmaking to address themes such as bullying, online safety and risky behaviours. By identifying with characters on screen who represent dilemmas that children themselves may be facing, and seeing solutions and outcomes modelled, young people are able to analyse and articulate their responses to difficult situations and weigh up the wisdom of choices made. Experiencing different viewpoints through film also helps to foster greater empathy and understanding.



## BUILDING ASPIRATION

The UK's creative industries, including film and TV, advertising and marketing, design, digital creative, and museums and galleries are now worth almost £92bn – up from £85bn in 2015. The sector is growing at twice the rate of the economy and now makes up more than five per cent of the UK economy's GVA.<sup>17</sup>

In light of the Department for Education's [Careers Strategy: making the most of everyone's skills and talents](#) (2017), Into Film has identified how careers-related resources can support teachers and career advisors as they start to introduce the key actions outlined in the White Paper. Informing this is CEIAG (Careers Education, Information, Advice and Guidance).

Into Film acts as a bridge, both between the film industry and the education sector, and between the industry and young people. We work closely with industry colleagues to produce inspirational film industry careers resources, events, extensive online content and careers information. The programme is enriched with access to special cinema screenings, film industry talent, and teaching resources linked to new film releases.

In 2016/17 we organised over 50 visits by film industry professionals to schools and Into Film Clubs, which engaged over 100 schools and nearly 5,000 pupils. This enabled them to find out more about the process of bringing films to the screen and about working in film. Events were designed to demonstrate the wide choice of potential career options, from STEM-related technical roles such as VFX producers to finance roles, and from audio describers to history advisors. Visits ranged from a Q&A with *Harry Potter* star Matthew Lewis to practical workshops in special effects and hair and make-up. All of our industry events are filmed and feature in our downloadable careers resources and on our YouTube channel.



I was lucky enough to join Into Film at 17, and had a great time being a member of the talent development programme for two years. During this time I was sent to red carpets, presented online shows and got to work closely with the wonderful Into Film team. I saw a variety of fantastic films and met some amazing people on the programme. I maintain regular contact with Into Film and it's continued to give me a fantastic insight into the industry I hope to work in.

INTO FILM ALUMNI MEMBER, AGED 21 <sup>19</sup>

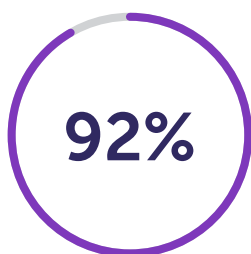
17. [www.gov.uk/government/news/creative-industries-record-contribution-to-uk-economy](http://www.gov.uk/government/news/creative-industries-record-contribution-to-uk-economy)

18. Into Film Annual Report 2016/17

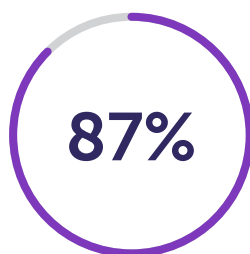
19. Molly, aged 21, Into Film Alumni member ([www.intofilm.org/news-and-views/articles/molly-harding-reporter-ajyal](http://www.intofilm.org/news-and-views/articles/molly-harding-reporter-ajyal))

## ENHANCING CULTURAL ACCESS

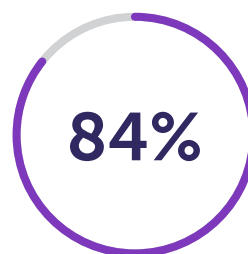
Film is an art form, arguably the most influential of the last century. It depicts great stories from our histories and of contemporary life, and is a central element of our shared cultural heritage. Film has the ability to transport young people to other countries and cultures of the world, opening up alternative perspectives and experiences outside of their current world view. Like all good art, it can enable us to imagine and understand the world differently, better understand ourselves, and see things through the eyes of others.



OF LEADERS AGREE THAT INTO FILM CLUBS ENHANCE ACCESS TO CULTURE <sup>20</sup>



OF PUPILS AGREED THAT FILM CLUB HAD HELPED THEM TO LEARN ABOUT OTHER CULTURES AND TO BETTER UNDERSTAND HOW PEOPLE IN OTHER COUNTRIES LIVE, 93% OF LEADERS NOTED ALL PUPILS IMPROVED IN THIS AREA <sup>21</sup>



OF PUPILS AGREED THAT FILM CLUB HAD HELPED THEM TO BETTER UNDERSTAND HOW OTHERS FEEL <sup>22</sup>

We believe that learning the language of film and discovering its repertoire should be a fundamental entitlement for all children and young people. Into Film provides young people with an unrivalled opportunity to watch, critique and make films. Our diverse catalogue of titles is available to all Into Film Clubs and includes foreign language, documentary, British, archive and short films, alongside classics from across the history of cinema and the latest blockbusters. This exposure to a rich diet of film is opening young people's minds, broadening their horizons and supporting creative writing.



Those from disadvantaged backgrounds have particularly benefited, as they have had the opportunity to access film and cinema which they may not have had before. [...] The broadening of horizons, particularly culturally, is enormously important.

TEACHER <sup>23</sup>

20. Responses to Into Film's 2016/17 annual survey

21. Inclusion Project Report for the Paul Hamlyn Foundation, January 2015

22. Inclusion Project Report for the Paul Hamlyn Foundation, January 2015

23. Louise Sedgewick, St Margaret's Academy, West Lothian, Scotland (Into Film Annual Report 2016/17)





I cannot state how wonderful this experience was for my pupils... I felt honoured to be able to take some of these children to the cinema for the first time. I believe this is a trip which they will remember and think back on for a very long time. Thank you so much for making this possible. I teach in a deprived area and this trip was very special for staff and pupils alike.

TEACHER, INTO FILM FESTIVAL <sup>24</sup>

The Into Film Festival and our year-round programme of cinema screenings enable young people from all backgrounds and corners of the UK – including many who would not otherwise have a chance to visit the cinema – to culturally and socially experience film on the big screen. This is a valuable cultural experience in itself and can contribute to the development of a life-long love of cinema. Over half of the Festival programme is offered as audio-described, subtitled or autism-friendly to make the big screen experience accessible to even more young people.



There is such a buzz around school with all the cinema trips going on at the moment, we've been able to offer trips for every Key Stage with so many different learning objectives supported by them, it's been brilliant!

JOSEPH GLOVER, WILLIAM ELLIS SCHOOL <sup>25</sup>



It was really useful to go during school time. It gave my pupils (severe & complex learning) the opportunity to develop a range of social skills and experience the cinema without stress. An Autism-friendly viewing meant we didn't need to keep them quiet or still.

TEACHER, INTO FILM FESTIVAL <sup>26</sup>

Film watching also supports further cultural and artistic experiences; the cinematic auditorium becomes an accessible step towards the theatre or concert hall. Film watching can support curricular learning, for example it can bring to life the trenches of the First World War to support the study of Wilfred Owen's poetry, and provide historical and social context for the works of Dickens or Shakespeare.

24. Into Film Festival, 2016 Report

25. Into Film Festival, 2016 Report

26. Into Film Festival, 2016 Report



## SUMMARY

From improved literacy and engagement to enhanced creativity, communication skills and cultural awareness, film, when used in a considered and contextualised manner, can play a highly valuable role in education. Placing film at the heart of learning, and supporting more educators to use it confidently and effectively across the curriculum, will provide new opportunities to raise attainment and support the development of many more young people.

# INTO FILM

