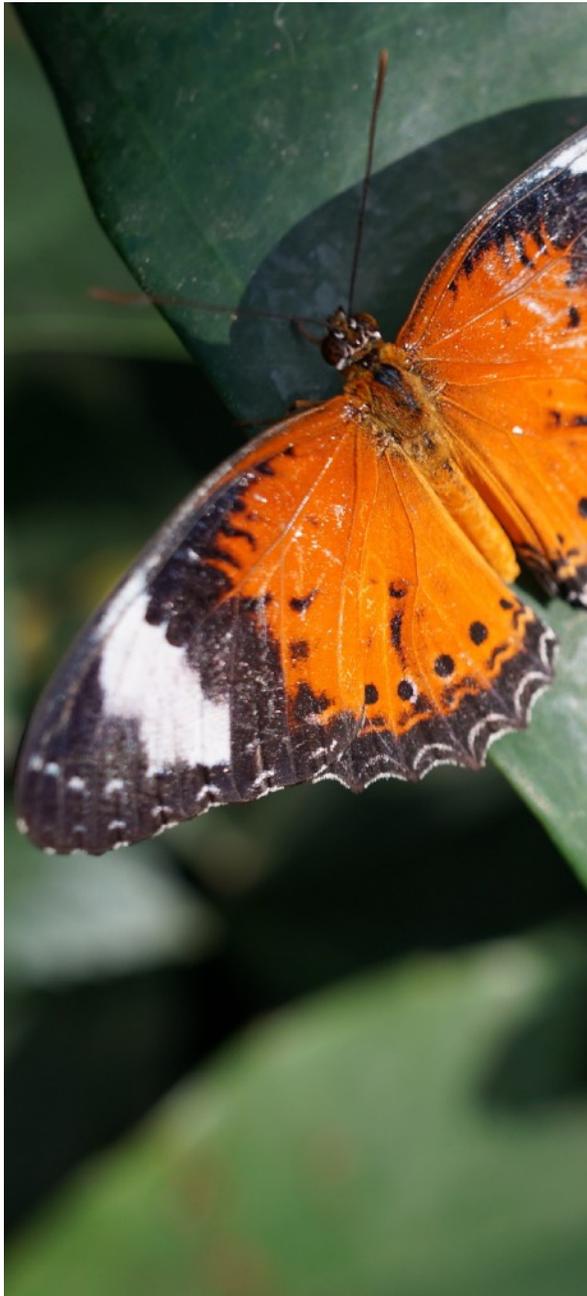


# Documentary

## Field of Mars Reserve - Stages 2 & 3



School name:	Sample Public School
School phone:	9999 9999
Organising teacher - first name:	
Organising teacher - last name:	
Email:	<a href="mailto:fieldofmar-e.school@det.nsw.edu.au">fieldofmar-e.school@det.nsw.edu.au</a>
Mobile:	04188888888
Excursion:	Sample Program
Start time:	9.00am
Finish time:	2.30pm
1st date (refer to the booking calendar above):	
Approx student numbers:	62
Number of classes:	2
Grades:	4
2nd date (if required):	
Approx student numbers:	62
Number of classes:	2
Grades:	5

## Teacher checklist

**Location** – [Field of Mars Reserve](#), western side of Pittwater Road, East Ryde.

**Bus access** - give supplied access information to driver. No bus entry into Field of Mars Reserve.

**Cost** - DOE \$16.00 per student, no GST. Non Gov School Cost: \$26 per student (GST free, minimum charge \$550)

**Bring** - essential items only: medications, food, water, sunblock, hat and raincoat in a small backpack.

**Clothing** - sports uniform recommended. Hats and sturdy closed shoes essential for all visitors.

**Staffing** - classroom teachers will be involved in all activities including rugged bushwalking.

**Parent helpers** - welcome, no preschoolers. Closed shoes essential.

**Name tags** - reusable and pinned on.

**Extreme or wet weather** - may result in the excursion being modified, postponed or cancelled. This includes days predicted to be above 35°C, high winds, extreme bush fire danger and dust storms.  
Ph: 98161298

**Cancellations** - less than two weeks notice \$100. This does not apply to cancellations due to weather.

**Medical or special needs** - please notify EEC staff.

**Limited bin access** - all student waste will be taken home by students so 'nude food' containers are encouraged.

**Student welfare** - students will be outdoors most of the day walking along rugged terrain. It may not be suitable for students who have been recently unwell.

**Pre-excursion preparation** - To prepare for Documentary, students need to prepare using our iTunes course or the Field of Mars EEC [website](#).

## Learning activities

Documentary introduces students to documentary making using an iPad. In teams of 3, students work as filmmakers to create their own documentary focussing on natural areas in local bushland.

We recommend you begin preparing for your Documentary excursion at least 4 weeks before the day of filming.

### Pre-production iTunes U course - pre-excursion activities

The activities in the Pre-Production section **must** be completed in class before the filming day. To assist with this, Field of Mars EEC has created an *iTunes U course: Documentary*. This course contains a complete breakdown of the teaching and learning sequence and all the resources required to assist students in creating a successful documentary.

The iTunes U course will always contain the most up to date and comprehensive resources and materials for the Documentary program. Any updates or new resources will be instantly updated on your device. The course suits the flipped classroom model or could be used as in-class sessions. The course is available in teacher and student editions.

To access iTunes U you will need an iPad, iPod touch or an iPhone and the [iTunes U app](#).

### Teacher edition

[Documentary iTunesU course Teacher Edition](#)

Enrol Code - J9V-2NZ-WJC

### Student edition

[Documentary iTunesU Course Student Edition](#)

Enrol Code JQB-XN5-DS6

For more information on iTunes U visit:

[Information on iTunes U](#)

[Field of Mars iTunes U courses](#)

## Pre-production pre-excursion activities - if iTunes U is unavailable

The activities in the Pre-Production section **must** be completed in class before the filming day. As explained previously, they are available in the Field of Mars EEC iTunesU Documentary course.

If you do not have access to an Apple IOS device all resources and links can be found on the Field of Mars EEC [website](#) and following.

### Introduction - what is a documentary?

Ask students to describe a nature documentary they have watched.

Discuss and list the words that could be used to define a nature documentary. Watch an example of a nature documentary such as David Attenborough's [Life in the Undergrowth](#).

Create a joint definition of the word 'documentary'.

### Filmmaking techniques

All filmmakers use a range of filming techniques to make their documentaries interesting. These techniques include the style of camera shots, camera angles, music, sound effects and, most importantly, the information or story provided by the documentary. View the filmmaking techniques video on [YouTube](#).

This video is created by a student and outlines various filmmaking techniques. The first two minutes are critical and most of the video remains relevant until the 4:50 minute mark.

Watch David Attenborough's [Say Boo to a Sloth](#) clip. Identify the shots and camera angles using the [Documentary Shots PDF](#).

## Creating a documentary

Watch [An Ant's Life Documentary](#)

Students created this documentary to showcase the elements required to create a successful short documentary.

Brainstorm - What would the students have needed to do to create the An Ant's Life Documentary? For example, the students needed to choose a site, assign roles, pick a topic, research the topic of ants, collaborate, write a script, produce a story board (documentary plan), practise presenting, adhere to a time limit, film and edit.

Watch the [Making of An Ant's Life Documentary](#).

This short film shows the steps used to create a documentary, from writing a script (information report), to creating a storyboard, filming and finally how some of the scenes were filmed.

Notice that some of the footage is referred to as 'B roll'. Essentially, these are photos or videos that support the main storyline.

## Team roles

Form students into groups of 3 (or 2 if there are not enough students).

Each student will be assigned a role: director, presenter and cinematographer. These roles can rotate during filming. Discuss the roles of each person in the group:

Director - directs the action, sound and the scenes.

Presenter - reads the script both on camera and as a voice over.

Cinematographer - films using the iPad.

Watch the [Team Roles Video](#) for a breakdown of each role and how they operate in the field.

## Site selection and overview

Students will be creating a documentary in bushland local to the school. Display the site on Google Maps and view the satellite and photos layer. Also view photos of the area in Google Images.

## Topic or theme

Topics for a documentary should be based on the site selected and should reflect or support classroom programs. Topics should be broad rather than focusing on an individual species. Students will use the topic to create a 1:30 minute documentary.

Suggested topics include:

- Biodiversity - describe the ecosystem and the plants and animals that live within it.
- Animal evidence - go on a journey to discover animal evidence such as scratches, nests, scats, etc.
- Habitats - describe the habitats and associated animals that are found in an area.
- Shelters - show the range of shelters that can be found within an ecosystem.
- National parks - describe the values of a national park or talk about the species found within it.
- Bush food - describe how traditional Aboriginal people used the bush to provide food, medicine and shelter.
- Caring for nature – describe how people are helping nature and looking after special places.

[View the Topics Overview video.](#)

## Creating a script

For Documentary the script is in the form of a simple information report. [Documentary Script Template](#)

Once the students have conducted their research they need to develop the script for their documentary. Use the [An Ant's Life Documentary Script](#) as an example of a detailed script.

The documentary will run for a maximum of 1 minute 30 seconds. It is recommended that students read their script out loud to ensure the spoken part of their documentary is only around 1 minute long. Students must allow non-spoken time to include photographs and other visuals as part of B roll footage.

The script should include sections spoken by the presenter on camera as well as scenes with a voice-over in the background.

## Creating a storyboard

When the script is complete students begin visualising what their documentary will look like. This involves creating a storyboard that provides an outline/sketch of the types of scenes and camera angles that will be used to tell the story. A good storyboard simplifies the film making process and ensures students gather the images and videos they need to construct a quality documentary.

Refer to the An Ant's Life Documentary Storyboard as an example. This storyboard is available in two versions, simple and detailed.

[Ant's Life Storyboard - detailed](#)

[Ant's Life Storyboard - simple](#)

Both storyboards contain the same script but vary in the amount of drawn detail.

Two storyboard templates are available.

[Storyboard Template 1](#)

[Storyboard Template 2 - scaffolded](#)

The scaffolded storyboard provides a scaffold as an adjustment for students that require explicit instruction. The standard storyboard is for students with a good understanding of the storyboard process.

A3 is the recommended size for printed storyboards.

Watch the [Making of An Ant's Life Documentary](#) to reinforce the relationship between the script, storyboard and filmed documentary.

Refer to the [Documentary Shots PDF](#) to remind student to include information relating to camera angles etc.

## Filming and voice recording

A range of videos is available on the Field of Mars website to assist students in preparing for filming. These include:

[Using iPads in the Field](#)

[Using the Camera App](#)

[Using a Microphone](#)

[Using the Clapboard](#)

[Using a Disc Reflector](#)

## Producing the documentary - excursion day

### Filming - Field of Mars Reserve

During the visit to local bushland each student will take turns to play the three roles used to produce a documentary. The Cinematographer controls the iPad to capture video and images as outlined in the storyboard. 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 outlined in their storyboard.

### Post production - editing the documentary (EEC classroom)

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 (EEC classroom)

Students will be invited to present their documentary on the 'big screen' during this session to showcase the efforts of class members. Documentaries will be provided to the school for further viewing.

## Syllabus outcomes and content

### 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, eg 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, eg film techniques, animation, voice-overs, sound effects, framing, close-ups

### Other syllabus links

Learning experiences will also support but not explicitly teach outcomes and content in the Science and Technology K-6 Living World strand. Documentary can all support the communication stage in a geographical inquiry in support of the Geography K-6 syllabus.

### Environmental education objectives

Students will develop

*knowledge and understandings about:*

- the nature and function of ecosystems and how they are interrelated (K1)

*skills in:*

- communicating environmental problems to others (S3)

*values and attitudes relating to:*

- a respect for life on Earth (V1)