



## Alternative Art Films Anticipating Stratford City



**Young people film their views on the regeneration of Stratford City and use it to as a medium to inspire GCSE Art course work and gain new skills associated with the creative media industry**

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**In partnership with Forest Gate Community School**



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## Forward

Stratford City Education Project (**SCEP**) aims to ensure all young people of Newham are informed of the regeneration employment opportunities in their borough focusing on:

- The regeneration of Stratford, in particular Stratford City, the Olympic Village and the Olympic Park
- The future employment opportunities that will be created over the next 10 year, in particular in construction, retail, and the creative and leisure industries

This is delivered through young people accessing relevant learning resources and engaging with employers that will enhance:

- Their own entrepreneurial flair and inspire them to fulfil their economic well being.
- Greater understanding of the opportunities in the world of work and related careers
- Confidence and aspirations to the professional career opportunities emerging in Stratford City
- Employability skills through contact with employers by using and testing out relevant skills and knowledge

SCEP projects involve key employers in developing a range of educational resources that are transferable across curriculum areas. The legacy is that these are embedded within the curriculum to enrich and inspire the learning experience of future generations of young people.

# 1. Introduction

Welcome to KS4 Y10 Art project delivered in summer term of 2008 at Forest Gate Community School that has achieved Art Mark Gold Award.

The project was delivered through a partnership involving Steve Gillatt an Art teacher, Steve Okeiyi and James Brown local film makers and entrepreneurs and Paul Cannons Manager of Stratford City Education.

The brief was for young people to make 3 *alternative* films focusing on Stratford City and what regeneration means to them; *alternative*, because the brief was to take a different angle from 5 existing documentary films made by another secondary school in the borough.

The results are imaginative and reflect how the students readily engaged in using artistic talent to design and produce their take on regeneration. It will also enhance their portfolio of GCSE course work.

## **2. Curriculum Planning**

### **Evolving the curriculum brief**

#### **Lesson 1 – 3**

A presentation from the Manager of the Stratford City Education Project on Westfield and the regeneration of the raillands and Olympic Park together with a screening of previous films made by another local school. The brief was then reintroduced by the teacher in the context of the GCSE Art lesson.

#### **Lesson 4 – 7**

The teacher asked the students to map out ideas and possibilities for a film and then produce their own brief and plan individually. This was to ensure the students were prepared when they were introduced to the two local film makers - Steven Okeiyi and James Brown.

### **Working with Employers**

#### **Lesson 8 – 10**

A presentation from the local film makers was useful for the students to understand their levels of expertise and industry. Planning then took place and the film makers encouraged the class to form teams as it was thought feasible to produce three films given the time constraints.

The advantage was that the film makers were very flexible with regards to this tight curriculum time table and constraints on getting out in the field to start filming.

### **Fitting into Curriculum**

#### **Lesson 11 - 13**

The Project from implementation to finish took 20 Guided learning hours in two hourly lessons per week and by lesson 11 the theme of the three films was taking shape with detail added to the plan in terms of a story board.

The coordination of the employers was handled by the Manager of Stratford City Education which took the pressure off the teacher. Exchange of text and mobile numbers facilitated the ability of the teacher to change and adapt with employers at short notice.

## **Field Trips**

### **Lesson 14 - 15**

There was only time for one field trip over a lunch hour and afternoon counting as two of the double lessons. Students had to make instant decisions about where to film in relation to their story board and plans. Some risks were taken in that more film was shot for editing back in school with the disadvantage that this would increase time needed for final cut.

## **Using film in Art**

### **Lessons 15 – 20**

Film, as a new medium not used in Art lessons before, had immediate appeal to the students. They enjoyed seeing instant results and enjoyed the challenged of the technical and editing aspects of film making.

However, this aspect was more that estimated and the film makers had to come back after school hours to work with the teams – showing commitment by all parties.

As a finished product the three films are a celebration in their own right but also seen as a catalyst and starting point to work from to inspire other art work.

### **3. Impact**

#### **Enrichment**

Students worked to tight deadlines to meet a precise and challenging brief and their boundaries of learning were stretched. Working with professionals fostered committed attitudes among the teams and enhanced communication and script writing skills.

#### **Learning outcomes**

The learning outcomes were achieved in creating a young person's voice in film, investigating and challenging stereotypes and developing an expertise in a new medium.

#### **Teachers**

Planning was the key to the success of the project but also flexibility on the part of the employers. An opportunity to use new technology along side the students and watch them stretch their boundaries of learning was satisfying.

Film has not been used in Art before and is definitely a medium to be repeated.

#### **Students**

The impact on the students can be seen through project based active learning, enhancing their technical and employability skills.

The project allowed students to use their artistic skills through the medium of IT and ensured a greater contribution from students who prefer this medium to express their ideas. Some students also saw links to Media Studies and applied their learning across subjects. ("It was really good and it helped me with some Media Studies skills including using the camera").

It was clearly active and enjoyable learning for the students to have an opportunity to put their ideas into practice in the field, using state of the art cameras. They learned to work in teams, gained technical knowledge in terms of translating story boards to films and editing. ("Very enjoyable getting our point of view heard / shown.").

The other benefit was the noticeable gain in confidence in term of taking risks ("To be more creative.") and being unafraid to express their ideas and opinions ("It helped with the development of my ideas (AO2).").

## **4. Employers Perspective – working with young people on Film making**

### ***Our strategy***

In designing a student programme it was important for us to make it focused on student creativity and hand the responsibility and control to the students themselves. We felt this would engage them and lead to greater freedom and artistic expression and creativity in their work.

We took a great deal of variables into consideration, assuming little. Ultimately, this proved highly successful as all three groups, scripted, filmed and produced three very diverse, engaging documentaries.

It was agreed early on, that three groups would mean Steve and I could each take a group and Mr Gillett could take the other to Stratford in one afternoon for filming, rather than film on separate days and over a number of weeks. The three groups came up with varied names for their projects to represent their documentaries. They were as follows:

- ***The Fridge***

What better way to make people take notice of your cause than to make them laugh? The use of humour on a depressing subject was adopted by the fridge to make fun of the current image they have of their area of residence. Comical, important and thought provoking.

- ***The Best***

The Best were very professional and focused on achieving their results. They made almost a political statement of their concerns to the after effects of the Olympics and Stratford becoming a city. While working with them, they clearly have concerns for their future with regard to jobs, accommodation, litter and crime, which is shown in their documentary. A brilliant subtle undertone was the use of traditional 'gangster' music from the movie 'The Godfather' to represent their fear of a crime run undesirable city.

- ***Creative Minds***

Creative minds suffered initially from a lack of team spirit much needed with this type of project. During editing however, they came together and assembled some interesting ideas and concepts that make their documentary very impressive to watch.

### ***In retrospect***

Engaging student attention will always be challenging, and while many students had ambitious desires to make a 45 minute or even hour-long documentaries, some students may have responded more enthusiastically had we had smaller groups for each documentary. Time allowance also played a challenging role in the completion of the documentaries. As many students wanted animation or graphics, it increased the time allowance for editing, as the rendering process was increased.

### ***Overall***

The success of the programme is represented in the students' work, which we consider to be of a high standard. While editing takes many months or even years to fully master, the students' basic understanding of the editing suite and camerawork as well as storyboarding, planning and location scouting must be admired.



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## 5. Employer Pathways

The Art Department also had a visit from a Design Director, Kathleen Morrison from Bovis Lend Lease.

On Friday 13<sup>th</sup> June Kathleen came to the School to give a talk to the students about her job role and experience. She started by telling the students a powerful tale of her career pathway and the choices that had lead her to become a leading Design Director with Bovis Lend Lease. Kathleen had trained as an architect on a part time basis whilst working, this helped highlight how non-traditional routes can lead to extremely successful careers allowing the young people to realise that their options were not limited.

After talking about her experience Kathleen went on to talk about what an architect does. She showed the students images of a number of prestigious projects the company has built including Euro Disney, The Sydney Olympics and Bankside 1-2-3 in London. This talk inspired the young people as they were able to see the impact that a designer could have on landscapes and the breadth of different things they could work on.

The penultimate part of the day focused on thinking about different types of architects, Kathleen gave the young people a task to draw their choice out of different types of architect (e.g. landscape, transport, hospital, office etc). The students became very involved in the task and came up with creative and original ideas allowing them to understand that in architecture and design there are a wide variety of types of role and types of people.

The session finished with questions from the young people focusing on the best ways to get into architecture, work experience and her current work. The hour passed quickly and all the students were engaged by Kathleen's presentation and activities. After the session many students expressed an interest in design and architecture, speaking about gaining work experience in the area. Many of the students were going on an Art trip to the Tate Modern the following week so planned to go and see Bankside 1-2-3, which Kathleen has worked on.



## 6. Pupil Voice.



### ***How was this project different to a normal lessons?***

"It was more fun."

"Because we did different things to a normal lesson."

"No lesson plan just working."

"Instead of just using Art we also used IT for this project."

"Because we were out filming and it was more active."

### ***How enjoyable was the project – what was most beneficial?***

"It was very enjoyable learning about how to make films."

"It was really good and it helped me with some Media Studies skills (using the camera)."

"I found it interesting, it helped me too."

"Very enjoyable getting our point of view heard / shown."

"I liked it because we were able to show our Arty skills as well as our IT skills, this also help some people contribute with the things they liked."

"Filming was enjoyable we get to see different places."

***What were the advantages of working with a local film maker?***

"learn to make a film."

"They wasn't stuck up."

"That it will help me in the future."

"Better quality , learning new skills."

"They can give us some pointers on how to film and edit it."

"We knew how to know (how to) use the equipment. He taught us more about the film."

***How did this enhance GCSE course work?***

"It helped with the development of my ideas (AO2)."

"Different method of using media."

"We were able to show different types of Media we used Art to show story boards etc."

***What recommendation if this project were to be run again?***

"It's fun and I recommend it to any age group from (Y7 – Y11) ages of 11 - 16 years."

"Take our time to design the film and design it."

"More one to one time with film makers."

"Don't waste time plan quicker – maybe use your own drawings on the animation."

"To be more creative."

***What knowledge was gained about local regeneration and employment opportunities?***

"You have to work hard to achieve the very best."

"I learned how to edit the film."

"Westfield make 25000 jobs available."

"Young people can now participate in helping developing business."

Contributions from six Year 10 (now y11) students including Saidul Victoria, Jessica, Neelima.

## **7. Bring it to a close.**

### **Celebrated**

The three films were shown at the School Fashion and Media Show in the summer term, July 2008.

### **Resource development**

The Art resource has been validated by the Art teacher and students who helped design the front cover and resource card. The teacher ensured this project was tailored to the Art GCSE curriculum and can be used to inspire next years GCSE intake.

The resource is also a foundation for the type of teaching and learning students will encounter on the Creative & Media Diploma that places a strong emphasis on work-related learning.

### **Uptake and Wider dissemination**

This resource will be available on the school's intranet and the Newham secondary website as well as existing teacher networks, and the "TES" website. See:

[www.Secondary.newham.gov.uk](http://www.Secondary.newham.gov.uk)(click on secondary networks)

[www.Forestgate.Newham.sch.uk](http://www.Forestgate.Newham.sch.uk)(click Curriculum/Business & Enterprise)

<http://www.nebp.premonition.co.uk/SCE/>

[www.tes.co.uk](http://www.tes.co.uk)

## **8. Evaluation**

### **Teacher point of View**

#### **What went well**

The enthusiasm of the young people working on the project and the support from the Manager of the Stratford City Education Project.

The flexibility and good relationship between the employers and the young people who found the film makers easy to work with and relate.

The project was celebrated and presented by the young people at the end of term Fashion & Media Show, giving a sense of pride and ownership that their voice was being heard in the community.

Overall the students have a great piece of GCSE course work to add to their portfolio.

#### **What I would do differently next time**

I would place greater emphasis on paper based resources showing how the brief evolved from individuals.

Given the time constraints, produce a visual time line of milestones and planning on a week by week basis.

Try and squeeze an extra field trip to reconnoitre the possible locations to film before setting put to shoot

#### **Advise to teachers using this resource**

Do not underestimate the expertise needed to edit the films into a finished product.