



Festival of Literacy

It's so much more than books.

Writing involves many processes, yet we tend to focus on the physical act of mark making with a pen on paper as the be all and end all.

We are not saying that this is not an important skill or that it is redundant in the computer age, but **one can love writing and be a great writer in so many other ways.**

Literacy is about making oneself understood, about publishing ideas to an audience, about stirring the spirit and generating an emotional or intellectual response.



We are blessed with so many ways to communicate, it is a shame to limit the definition of literacy to a tradition that has only in the last hundred years become universally available to all. So this festival focuses on historic methods of communication such as **storytelling**, universal languages such as **dance**, modern technologies such as computerised **animation**, and popular cultures such as the **graphic novel**.

By exploring and celebrating a variety of different literacies we aim to inspire every child to recognise their potential as a writer.

We aim to open eyes to possibilities for communicating in different ways, so that people are able to make informed choices about the medium for the moment.

Innovative approaches to literacy - Summer Term 2013

Project Plan and Timetable

Year 3	Year 4	Year 5	Year 6	Mixed
			Commissioning Each class to define up to 6 titles to stimulate writing in other year groups	
Settings Either using previous work or Y6 titles as a starting point, children write detailed descriptions that can be visualised and built, photographed or painted by others	Characters Either using previous work or Y6 titles as a starting point, children write detailed character descriptions, including appearance and personality			
		Plot Using the 100 word challenge structure, children take a Y6 title, a Y3 setting, and between 1 and 3 Y4 characters and write a short story with a dilemma and resolution.		
				Pre - Production Teams consisting of up to 5 from each year group meet to plan their movie. The movie will be about 1 minute long. Agree on what form the scenery will take, and how big it and the characters will be.

<p>Production Groups work on scenery, which may be photographs, digitally enhanced, or paintings, or models. Scenery can either be real or can be “green screened” in. A member of the Y6 production team may be assigned as a mentor.</p>	<p>Production Groups work on character models, which may be articulated drawn puppets, or photographed “puppet pals” or plasticine or pipecleaner models. A member of the Y6 production team may be assigned as a mentor.</p>	<p>Production Groups work on storyboards, planning how their story will be shot at min 8 frames per second, ie 480 frames to make 1 minute animation. A member of the Y6 production team may be assigned as a mentor.</p>		
			<p>Production Groups set up film studio and film over the course of a week. One rep from Y3, 4 and 5 groups assist and advise , adapting scenery and models as necessary.</p>	
<p>Workshop activities Oral storytelling / drama</p>	<p>Workshop activities Expressive dance / movement / physical theatre</p>	<p>Workshop activities Graphic Novels</p>	<p>Workshop activities Stop frame animation</p>	<p>Post Production Groups made up of one rep from each year group edit the completed film, adding music, sound effects and titles.</p>

In addition to contributing to a short animated film, each year group will explore a different form of communication, involving at least one visit by a professional in the field, which may happen at any time between January and May. This can be dovetailed with the usual content of the year group’s planning, rather than an added distraction to be fitted in. When planning for the summer term, year groups should consider which aspect of their work would best lend itself to expression through the chosen medium.

All work must be completed in time to be presented at the Celebration Evening at the end of June, which should feature performance, exhibition and interactive participation.