

School Profile: Sandwich Technology College is an 11–18 school with additional Vocational College Specialist Status.

What did the school want to achieve?

Learners at this school are resourceful, talented and unique. They are able to take responsibility for their learning and respond well to the 'can do' culture that is encouraged. For an increasing number of students the Sandwich Technology College is their first choice for secondary education. All choice however is made within the context of a selective system, and the Kent age eleven assessment procedures. The school aims to ensure that every child feels valued and recognises the different but equal opportunities available. The school wanted to develop learners who are confident, reflective and collaborative. The aim of this project was to develop emotional intelligence, using an arts based project to link curriculum areas. The project addressed broad curriculum aims supporting personal development, and covered the Key Concepts underpinning the new Art and Design Programme of Study.

How was learning organised to achieve these aims?

An initial group of students were brought together as a production crew to plan, shoot and market two films. A second group were invited to audition, then selected on the basis of acting ability. The groups comprised students from Year seven to eleven. Two films, 'The Drama room' and 'Locked' were made and screened publicly. A 'making of' film documented the challenges the students faced. Learners were engaged and motivated by working with film-maker Bruce Partleton. A live brief, with a tight deadline created a realistic, highly charged working environment. Bruce's professional input set the standard for the students to follow. Loyalty to the team and investment in the project cultivated high quality outcomes.

When required, the timetable was suspended to allow for intensive work periods. One group worked out of hours. Both projects allowed the students to immerse themselves for an extended time. Bruce was part of the crew as well as teacher and project leader. Imaginative visualisation was used to inspire and set the learning goals. Learning was through a 'plan, do, review' process. When problems needed to be solved, Bruce would stop the action and give technical instruction. Assessment was ongoing; judgements about quality and action were made as the work progressed.

The expertise of the professional practitioner was essential, both as teacher and for post production. Staff from drama, art and design technology worked with him. Links from the local community were exploited (including a cameo appearance by actress Brenda Blethyn). Cameras, tripods, lighting gear, computers and software for editing were needed for shooting and producing the film. The school has a dedicated cinema which was used for the screenings and production base. The school grounds were used as locations.

How well did the school achieve its aims?

The organisation of learning meant that teachers worked with other departments and therefore saw the application of 'plan, do, review' in new context. As a result they developed a range of new activities, approaches and partnerships

The students worked as an interdependent team which developed mutual respect, loyalty and self esteem. The approach ensured they learnt to feel comfortable with risk and dealt with problems creatively and practically. This necessitated the application of discipline, and commitment to the project to produce work of excellence. It was evident that they had developed a sophisticated visual language and an improved attitude and application to learning in other lessons. The measure of success was the production of a film that matched the original creative vision of the group and this was achieved.

Fig. 1. Scene from 'Locked' – issues of bullying, fear and social breakdown were explored in this film.

Fig. 2. The 'horror' theme allowed the students to explore extremes of emotion and behaviour

Fig. 3. Team working skills were built in some unexpected ways – scene from 'Locked'

Fig. 4 & 5. Students learnt about lighting, composition and depth of field.



Fig. 1



Fig. 2



Fig. 3



Fig. 4



Fig. 5