Oracy in Creative Media

Oracy at NLA

At NLA, for the last eighteen months, we have been diligently working to enhance the linguistic aspect of our four-part oracy framework in conjunction with Voice 21. We are now transitioning to embed more physical and cognitive strategies to supplement and support this journey.

In Creative Media lessons across North Liverpool Academy, we strive to constantly discuss the latest topics and issues in the larger world of media. This might include applying theories to a section of a film, discussion how a certain stereotype has been represented on a selection of magazine covers, or simply sharing our own thoughts on why a media product has been produced in a particular way. Across the curriculum, opportunities are embedded to introduce learners to new media language to ensure that they have the confidence to fluently express their own idea and respond to tasks verbally.

Harkness discussions

- Harkness discussions are a more structured way of allowing students to share ideas with smaller groups before designated speakers share ideas with a whole class.
- Discussions begin with one overall concept or question for students to produce an answer to using a range of resources as conversation stimuli.
- Designated 'summarisers' must not contribute to their group's discussion and must track who has spoken.

Speed-dating

- In media, we frequently develop ideas for, pre-produce and post-produce reworkings of existing media.
- Prior to tasks, students will often create ideas in pairs and then split off into news 'pairs' to share their ideas with as many new people as possible, open encouraging feedback for improvement.

Group practical workshops

- When teaching both how media is produced (in preparation for written coursework) and imparting the skills needed for when students develop their own media, students participate in media production workshops.
- These cover a range of skills required for the entire process of creating an audio-visual media product, including creating 'foley' sounds, storyboarding and scriptwriting, designing sets etc.
- Students often practice these in groups with specific 'roles.'

Active viewing 'seminars'

- Students frequently watch extracts from and trailers for critically acclaimed films and TV series, making their own notes on the production, narrative and representations.
- Students and encouraged to choose their own 'pause points' to share anything that they feel is noteworthy or significant.