

# NETFLIX PROJECT

The Canvas: A general picture		
<p><b><u>Final Product:</u> What will be the outcome of this process?</b></p> <p>A summary cardboard of a movie as well as a trailer.</p>	<p><b><u>Guiding questions:</u> How will you get students onboard?</b></p> <p>What about being a film director? Would you live up to your own expectations?</p>	<p><b><u>Socialization:</u> How will students work together? Will students visit places or experts? Will experts visit the classroom?</b></p> <p>Students will go to the cinema to watch a movie with their teammates of their desired genre. Also, at least one director and one actor will help them.</p>
<p><b><u>Subjects:</u> What subjects will participate in the process? How can we link this process to the curriculum?</b></p> <p>English, Maths.</p>	<p><b><u>ICT:</u> What digital resources will students use/need for this process?</b></p> <p>Flipgrid, Spotify, a video editor, a computer, a camera (or their phones)</p>	<p><b><u>Dissemination:</u> How will students share their work with the world?</b></p> <p>They will participate in a movie trailer contest with other local schools .</p>
<p><b><u>Learning Standards:</u> What curricular objectives will be met in each subject? (BOE)</b></p> <p><b><u>INGLÉS:</u></b></p> <ul style="list-style-type: none"> <li>- Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del contexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.</li> <li>- Discriminar patrones sonoros, acentuales,</li> </ul>	<p><b><u>Competences:</u> (BOE)</b></p> <p>CLC CMST DC L2L SCC SIE CAE</p>	<p><b><u>Evaluation:</u> How will this process be evaluated?</b></p> <p>Week after week, they will have to complete their cardboard using specific competences. No exam, weekly assessment in order to get a final product.</p>

rítmicos y de entonación de uso común, y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

- Distingue, con el apoyo de la imagen, las ideas principales e información relevante en presentaciones.

- Producir textos breves y comprensibles.

- Llevar a cabo las funciones demandadas por el propósito comunicativo, utilizando los exponentes más comunes de dichas funciones y los patrones discursivos de uso más frecuente para organizar el texto de manera sencilla con la suficiente cohesión interna y coherencia con respecto al contexto de comunicación.

- Pronunciar y entonar de manera clara e inteligible.

- Manejar frases cortas, grupos de palabras y fórmulas para desenvolverse de manera suficiente en breves intercambios en situaciones habituales y cotidianas, interrumpiendo en ocasiones el discurso para buscar expresiones, articular palabras menos frecuentes y reparar la comunicación en situaciones menos comunes.

- Escribir, en papel o en soporte electrónico, textos breves, sencillos y de estructura clara sobre temas cotidianos o de interés personal, en un registro formal, neutro o informal, utilizando adecuadamente los recursos básicos de cohesión, las

<p>convenciones ortográficas básicas y los signos de puntuación más comunes, con un control razonable de expresiones y estructuras sencillas y un léxico de uso frecuente.</p> <p><b>MATEMÁTICAS:</b></p> <ul style="list-style-type: none"> <li>- Expresar verbalmente, de forma razonada, el proceso seguido en la resolución de un problema.</li> <li>- Utilizar procesos de razonamiento y estrategias de resolución de problemas, realizando los cálculos necesarios y comprobando las soluciones obtenidas.</li> </ul>		
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Project Based Learning Design Template	
<b>Course:</b>	3rd ESO
<b>Description/Context</b>	Gen Z or Boomers? Who makes the best movies? Students will have to create a movie trailer as well as choose the cast, soundtrack, setting and build a plot.
<b>Subjects</b>	English; Maths
<b>Timing</b>	2 months.
<b>Contents (BOE)</b>	<u>INGLÉS</u>

#### A) Funciones del lenguaje y gramática.

- Descripciones físicas y de personalidad, lo que gusta y lo que no gusta.
- Adjetivos: posiciones atributiva y predicativa.
- Grados de comparación.
- Narrar hechos del pasado y biografías. Pasado simple y continuo. Expresiones temporales: ago/since/for/after/when/after/before/then, etc. Marcadores del discurso: conectores y otros recursos de cohesión. Ortografía y puntuación.
- Describir lugares.

#### B) Léxico.

- Uso progresivamente autónomo de expresiones comunes, frases hechas y léxico sobre temas específicos.
- Identificación de sinónimos, antónimos.
- Fórmulas y expresiones.

#### C) Fonética.

- Reconocimiento y producción de diferentes patrones de ritmo, entonación y acentuación de palabras y frases.

#### MATEMÁTICAS

- Práctica de los procesos de matematización y modelización, en contextos de la realidad y en contextos matemáticos.
- Reflexión sobre los resultados: revisión de las operaciones utilizadas, asignación de unidades a los resultados, comprobación e interpretación de las soluciones en el contexto de la situación, búsqueda de otras formas de resolución, etc.

## Evaluation Standards (BOE)

### INGLÉS

- Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del contexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.
- Discriminar patrones sonoros, acentuales, rítmicos y de entonación de uso común, y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.
- Distingue, con el apoyo de la imagen, las ideas principales e información relevante en presentaciones.
- Producir textos breves y comprensibles.
- Llevar a cabo las funciones demandadas por el propósito comunicativo, utilizando los exponentes más comunes de dichas funciones y los patrones discursivos de uso más frecuente para organizar el texto de manera sencilla con la suficiente cohesión interna y coherencia con respecto al contexto de comunicación.
- Pronunciar y entonar de manera clara e inteligible.
- Manejar frases cortas, grupos de palabras y fórmulas para desenvolverse de manera suficiente en breves intercambios en situaciones habituales y cotidianas, interrumpiendo en ocasiones el discurso para buscar expresiones, articular palabras menos frecuentes y reparar la comunicación en situaciones menos comunes.
- Escribir, en papel o en soporte electrónico, textos breves, sencillos y de estructura clara sobre temas cotidianos o de interés personal, en un registro formal, neutro o informal, utilizando adecuadamente los recursos básicos de cohesión, las convenciones ortográficas básicas y los signos de puntuación más comunes, con un control razonable de expresiones y estructuras sencillas y un léxico de uso frecuente.

### MATEMÁTICAS:

- Expresar verbalmente, de forma razonada, el proceso seguido en la resolución de un problema. 1.1. Expresa verbalmente, de forma razonada, el proceso seguido en la resolución de un problema, con el rigor y la precisión adecuada.
- Utilizar procesos de razonamiento y estrategias de resolución de problemas, realizando los cálculos necesarios y comprobando las soluciones obtenidas.

**Learning Objectives/Learning Standards  
(what we want our students to learn)**

Goal	Activities	Evaluation	Competences
To practice with cinema vocabulary.	Describing their plot and the characters of their film, as well as the environment when it takes place.	<ul style="list-style-type: none"> <li>- Teacher gives feedback while they work on these activities.</li> <li>- Teacher corrects their script.</li> <li>- Teacher evaluates their understanding about the project.</li> </ul>	L2L CAE CLC
To be able to divide the budget with which they start the project in order to design a realistic film.	Choosing the setting.	<ul style="list-style-type: none"> <li>- Teacher revises the decision is realistic.</li> <li>- Teacher gives informal feedback.</li> </ul>	CMST SIE
To communicate in English in their teams.	Deciding on what to write about (plot, characters, environment, budget, costumes, and so on).	<ul style="list-style-type: none"> <li>- Teacher revises students speak in English the most of the time.</li> <li>- Teacher communicates with them in English.</li> </ul>	CLC L2L CAE
To record a video.	Creating a trailer that summarizes the film they have invented.	<ul style="list-style-type: none"> <li>- Teacher viewing of students' recordings.</li> <li>- Teacher evaluating student's ability on editing.</li> </ul>	CLC DC L2L CAE SCC
To produce different patterns of rhythm, intonation and accentuation of words and phrases.	Talking in their trailer.	<ul style="list-style-type: none"> <li>- Teacher feedback on their pronunciation.</li> </ul>	CAE L2L CLC

To be critical.	Deciding on the winning team.	- Discussing in class with classmates and the teacher as a guide about what they have seen in each of the trailers: improvements and elements to highlight.	L2L SCC CLC CAE
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Week 1 Lessons	
<b>Notes: Teams and budget led decisions on cast and setting</b>	
Lesson 1	Lesson 2
<b>Materials:</b> magazines, pictures of celebrities, scissors.	<b>Materials:</b> celebrity pictures, travel magazines.
<b>Starting:</b> explain the idea of the project, create the groups, assign roles and have groups decide a name for their team.	<b>Starting:</b> Explain objectives, follow up of the characters choice.
<b>Development:</b> Students are given a limited budget, the magazines include the price of the actor next to the picture. Students go through different magazines to decide on the cast, cut out their future actors. They can't use calculators.	<b>Development:</b> Students go through different magazines to decide on the setting keeping in mind their budget, then cut it out. They can't use calculators.
<b>Ending:</b> discuss work accomplished and tell them to think about the setting (creating hype).	<b>Ending:</b> Each group showcases their cast and setting, as well as the reason.

## Week 2 lessons

### Notes: Soundtrack and characters

#### Lesson 3

**Materials:** Spotify group listen, headphones.

**Starting:** Students decide the genre of the movie.

**Development:** They find a soundtrack that fits, budgetless.

**Ending:** Evaluate their teamwork skills, anything to improve? (self reflection).

#### Lesson 4

**Materials:** paper, pencil, pen.

**Starting:** they listen to their playlists to get in the mood for writing the characters' descriptions.

**Development:** each of them describes a character, then passes the description around for the rest to correct it.

**Ending:** Put the characters together, do they make sense? (self reflection).

### Week 3 Lesson plan

**Notes: Peer evaluation of the classmates' characters and setting**

Lesson 5	Lesson 6
<b>Materials:</b> Google classroom.	<b>Materials:</b> Google classroom.
<b>Starting:</b> review the characters, finish the descriptions if necessary.	<b>Starting:</b> students have time to read through their classmates' work.
<b>Development:</b> Describe the setting, all together, according to their roles assigned on session 1.	<b>Development:</b> peer evaluation. They give each other constructive criticism, both warm and cool feedback.
<b>Ending:</b> upload their characters and setting descriptions to the class forum.	<b>Ending:</b> Students take the feedback into consideration and make the necessary changes.

### Week 4 lesson plan

**Notes: Plot and decoration**

Lesson 7	Lesson 8
<b>Materials:</b> cardboard, pencils, paper.	<b>Materials:</b> cardboard, pencils, paper, stickers, glue stick.
<b>Arranque:</b> in their teams, they brainstorm ideas for the plot.	<b>Arranque:</b> cardboards and nice arts materials are given.
<b>Desarrollo:</b> Students write the plot following the content standards handed to them.	<b>Desarrollo:</b> They stick the pictures and descriptions in the cardboard, as well as the playlist and the plot. Then, they decorate it.
<b>Cierre:</b> Review what they have done so far (metacognition).	<b>Cierre:</b> Students rate their classmates' cardboards in terms of aesthetic, without reading the plot (peer evaluation).

### Week 5 Lesson Plan

**Notas: Creating, recording and editing the trailer**

Lesson 9	Lesson 10
<b>Materials:</b> costumes.	<b>Materials:</b> ICT classroom.
<b>Starting:</b> write the trailer structure based on the plot.	<b>Starting:</b> sit in teams in the ICT classroom, explain activity.
<b>Development:</b> dress up and record it.	<b>Development:</b> they cut and paste their videos, adding effects as they learned in ICT class.
<b>Ending:</b> upload it to Google classroom.	<b>Ending:</b> save and upload trailer to Google classroom.

### Week 6 Lesson plan

**Notes: Peer evaluation of the classmates' characters and setting**

Lesson 11	Lesson 12
<b>Materials:</b> Google classroom.	<b>Materials:</b> Google classroom.
<b>Starting:</b> reviewing the previous class, getting into their groups.	<b>Starting:</b> students have time to read through their classmates' work.
<b>Development:</b> Finish up the trailer.	<b>Development:</b> submit their trailer to the contest (in Google Classroom).
<b>Ending:</b> recapitulate - metacognition.	<b>Ending:</b> discussing in class their thoughts about the project (what they liked the most, and so on).

## Week 7 lesson plan

**Notas: Choose the winners**

### Lesson 13

**Materiales:** proyector, Google Classroom.

**Arranque:** explaining it is the day of choosing the winner which will be published on the school website so that everybody can see it. Explaining how they will vote for the winner.

**Desarrollo:** they watch every team's trailer in the proyector and then fill in a questionnaire on best movie, best plot, etc. They give the questionnaire to the teacher, who will take 15 minutes to revise all of them and see which is the winner.

**Cierre:** The winner is said by the teacher and they all throw a party.