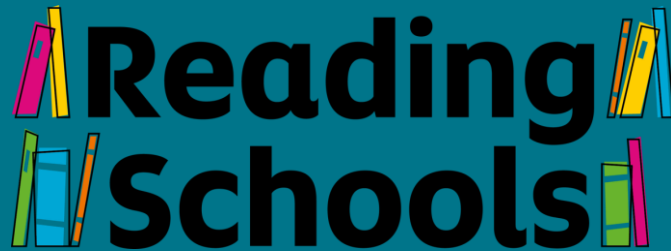


Vlogging and Vox Pops with Into Film Scotland

Thank you for joining us. The webinar will begin shortly.



Today's session



- Joining us today:
 - Liam McCallum, Reading Schools Project Manager
 - Frederick Leo, Into Film Scotland
 - Jonathan Charles, Into Film Scotland
- Session outline:
 - Introduction: *Using Vlogs and Vox Pops with Reading Schools*, the framework links, ideas and resources
 - How to film a Vox Pop
 - Creating your own book related Vlogs
 - Upcoming professional learning and opportunities
 - Questions



Using Vlogs and Vox Pops with Reading Schools



Key area 1.2.2: Learner Role Modelling

Learners **visibly sharing** reading with each other, **peers supporting each other** to develop their reading identities, peers **sharing reading recommendations**

Key area 2.3.4: Opportunities for learners to respond to what they're reading

Allowing learners to **express and share** what they think about their reading and **creative expression** of individual reading identities

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2.5.1 Raising the profile of reading with families

Family engagement, encouraging reading at home, **helping parents / carers to understand the value and enjoyment** that comes from offering access to books at home

3.2.2 Monitoring progress

... **gathering data** about the impact of the initiatives; gathering learners, staff and parental viewpoints; **monitoring and adapting activities**

Evidence gathering and beyond...



- ★ Documenting activities and impact
- ★ Collecting quotes, observations, attitudes and opinions
- ★ Showcasing your learners' work
- ★ Cataloguing successes and challenges
- ★ Supporting transitions
- ★ Connecting with peers and partners
- ★ Communicating with families and the wider public
- ★ Applying for funding

www.readingschools.scot/resources

www.scottishbooktrust.com/learning-resources

www.readingschools.scot/funding

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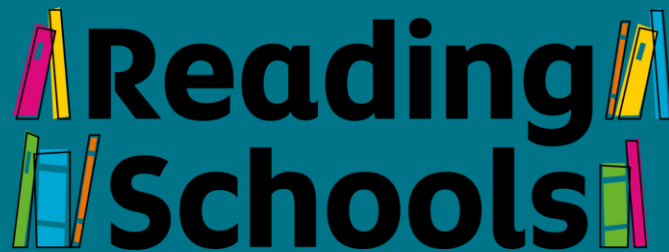


Creating Vox Pops and Vlogs

with

Into Film Scotland's

Frederick Leo and Jonathan Charles



INTO
FILM

TRAINING

Creating Book Vlogs and Vox Pops

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INTO FILM



What we do at Into Film

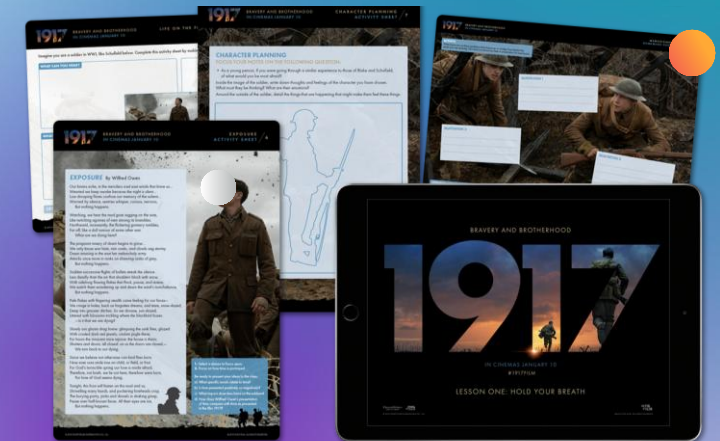
Stats from 2013–2025

50,000 young people engaged with in-school industry visits

75,000 educators trained

Over **1.5 million** teaching resources downloaded

46,000 students engaged in practical filmmaking activity



Into Film across the UK

OUR PARTNERS

BFI

Bradford Media Literacy Project

Northern Ireland Creative Learning Centres

Subject associations

Our network of CPD practitioners.



Outcomes for today

Aims

- To explore how to make an effective book review vlog.
- To understand how to film a vox pop.

Outcomes

- To feel more confident in running filmmaking activities with your class.



Vlogging for learning

A vlog was originally called a “video blog” and could be described as a personal channel where someone posts short videos they make themselves.

Some benefits of this format are...

- ▶ Easy to start with minimal film equipment
- ▶ Practises oracy skills
- ▶ Develops individual opinions and confidence
- ▶ Quick to research and plan



What is a vox pop?

Vox pops are a style of interview where the interviewer goes out to a public space to ask members of the public their opinion on a particular topic.

Vox pops can make a standalone video or be part of a wider piece to add interest and a range of other opinions.



VIDEO

Five-step Filmmaking

THINK

PLAN

CREATE

EXHIBIT

EVALUATE

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Five-Step Filmmaking approach

Think: Focus on the topic, reflect on connections to prior learning and think of creative ways to present learning.

Plan: Research ideas, plan responses through film/animation and create a script or storyboard of ideas.

Create: Shoot a film and edit the footage together.

Exhibit: Screen the films and celebrate your pupils' hard work.

Evaluate: Discuss the filmmaking approaches and reflect on learning for next time.



5,4,3,2,1 filmmaking challenge

5,4,3,2,1 is a filmmaking activity which uses a brief as the basis of the task.

This allows teachers to tie it into a key area of the curriculum and enables the young people (and the film!) to stay focused.



5,4,3,2,1 across the curriculum

An example is this brief given to a primary school class.

Create a two-minute persuasive election speech, using:

- 5 shots
- 4 examples of alliteration
- 3 rhetorical questions
- 2 examples of hyperbole
- 1 curricular area.

Watch the film on the next slide. Did they meet the brief?





YOUTH-MADE FILM

Persuading the public

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5,4,3,2,1 PLANNING



SHOT 1



SHOT 2



SHOT 3



SHOT 4



SHOT 5

5,4,3,2,1 BRIEF

Today's filmmaking brief

We will be planning a short, filmed book review using the format of a vlog and a vox pop.

You must include:

- 3 techniques the author used
- 2 contrasting opinions
- 1 book reviewed.

But before you start...



DISCUSSION

How do people use vlogs to talk about books and reading?



What is a review?

A review is an opinion that comments on how good or bad a book, film, play, or other work of art is.

Reviews can have a wide range of formats, eg:

- ▶ Telling a friend over coffee
- ▶ Written film review for a magazine
- ▶ Filmed and written book review for social media
- ▶ Filmed game review for YouTube.

HIGHLIGHT

Film critic Danny Leigh's top review writing tips

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Five things to include in your review

1. **Be original**
2. **Elaborate**, include more than just the plot
3. **Compare and contrast** with other films/books and add explanations
4. **Make it personal** explain how it made you feel
5. **Be excited** by the film/book and/or your opinion





VLOG

Aoife's review of *Into the Woods*

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VOX POP

Youth-made film – *Vinyl, is it Dead?*

"Do you prefer records over CD's and streaming?"

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Today's filmmaking brief

Now we've had a **think** about vlogs and vox pops, it's time to pick the book you are going to review.

Remember our brief:

- 3 techniques the author used
- 2 contrasting opinions
- 1 book reviewed.**



Planning your review!

- ▶ What did you like about the book?
- ▶ What didn't you like about the book?
- ▶ Which parts will you remember the most and why?
- ▶ Did it turn out how you expected?

Planning a vox pop interview

It's important to plan a vox pop carefully.

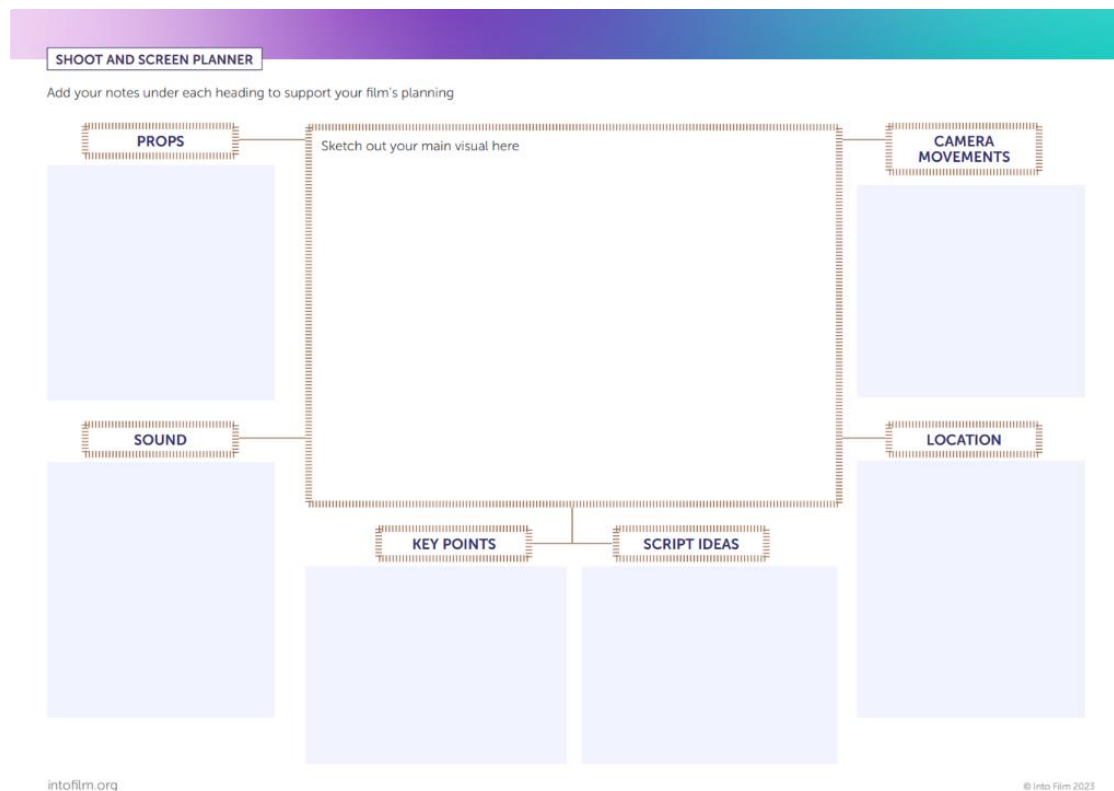
Think about...

- ▶ Where will you set up your vox pop?
- ▶ What questions will you ask?
- ▶ How will you approach people?
- ▶ How will you record sound?



Single shot planning

For a single shot vlog, you can use this Shoot and Screen planner to plan your ideas and draw how your shot will look.





Camera shot types



- ▶ Extreme wide shot
- ▶ Long shot
- ▶ Mid shot
- ▶ Close-up
- ▶ Extreme close-up

CAMERA SHOT TYPES
Page 1/2



Extreme long/Wide shot
The terms long shot and wide shot are used interchangeably.
Shows the full body in relation to the character's surroundings. Used to contextualise the character within their surroundings.
Also known as an establishing shot when used at the start of a film or scene.



Long shot
Shows the full length of the body from the feet to the top of head.
Used to show a character in relation to their surroundings.





Medium long shot
Shows the body from mid thigh to the top of the head. Used for facial expression and showing the character in relation to their surroundings.





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CAMERA SHOT TYPES
Page 2/2



Mid shot
Shows the character from the waist to the top of the head. Used for facial expressions in combination with body language.



Close-up
Shows the character from the shoulders to the top of the head. Used for capturing character's facial expressions.



Extreme close-up
Where an object, item or body part fills the film frame. Used for heightening emotion.



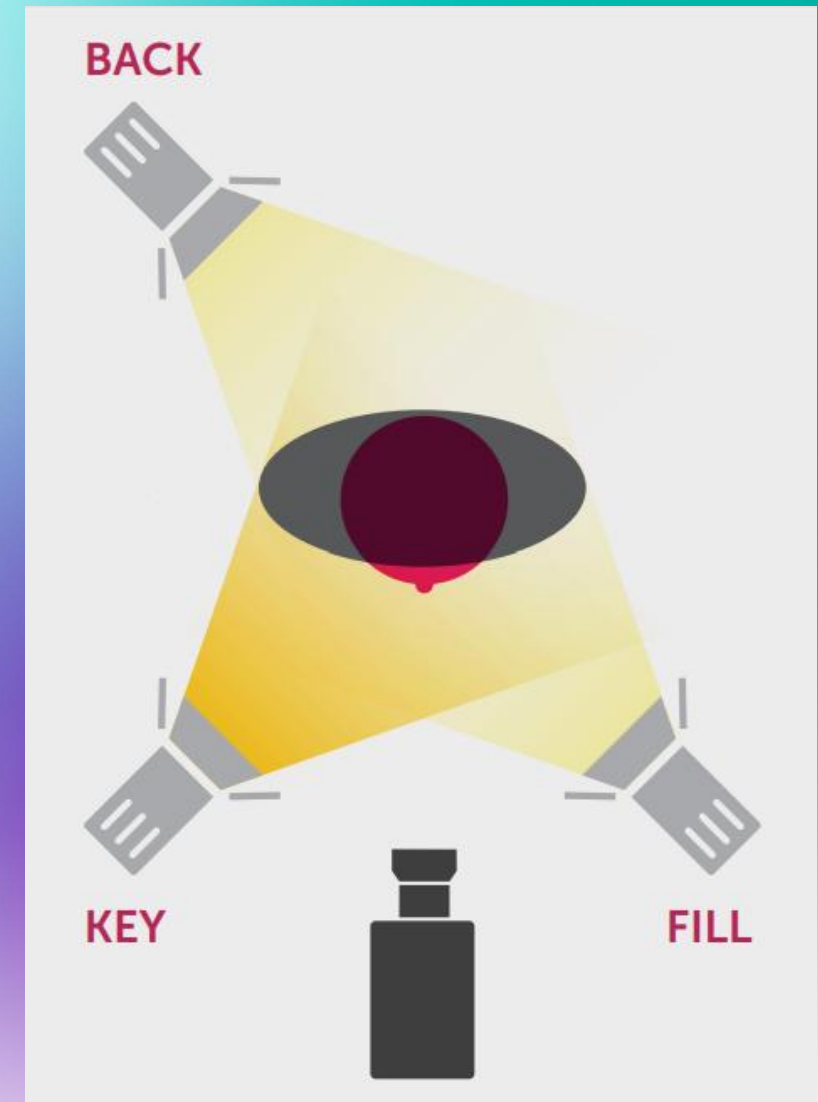
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Three-point lighting

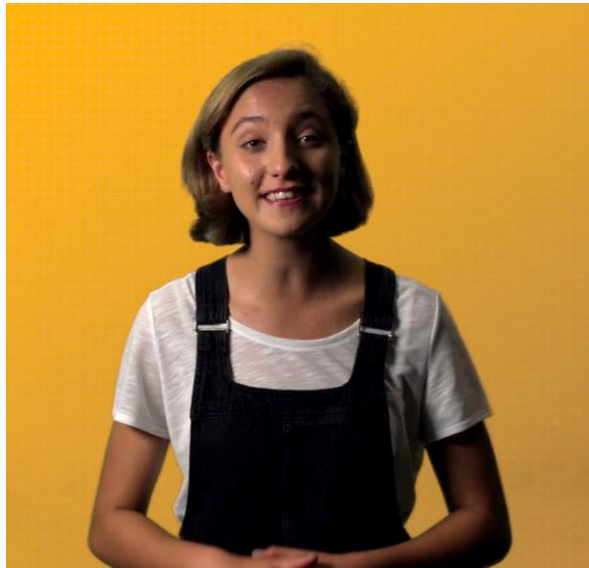
Vlogs often use very even light on their subject. One way to achieve this is through 'Three-point lighting'.

As the name suggests there are 3 lights...

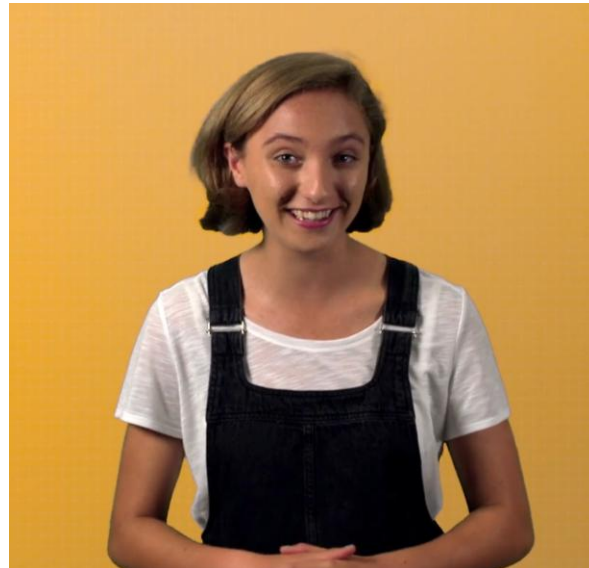
- ▶ **The key light**
- ▶ **The fill light**
- ▶ **The back light**



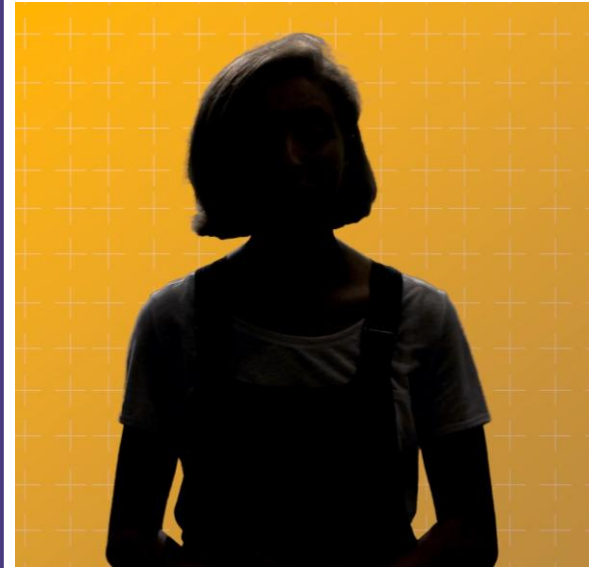
Three-point lighting step-by-step



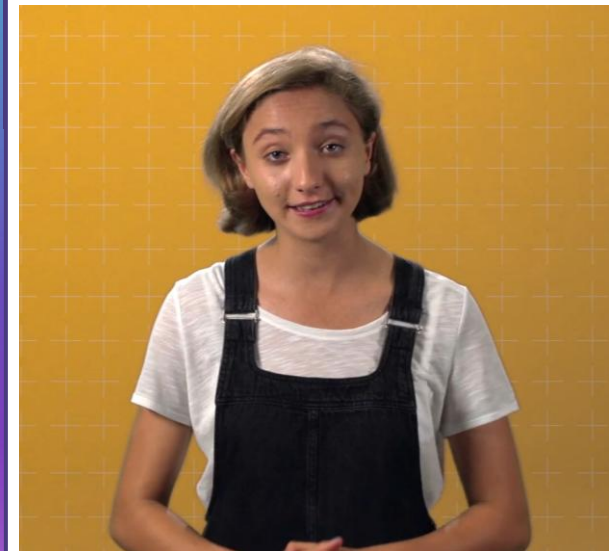
Just the key light.



Key light and fill.



Just the back light.



All three lights.

Planning lighting

You can use lots of different light sources...

- ▶ The sun
- ▶ Phone torches
- ▶ Lamps
- ▶ Overhead lighting


The **Lighting Planner** activity sheet can help students think about how they will light their set.

LIGHTING PLAN

Use the box below to draw a lighting plan for your film like the example on the right. The plan should be drawn from bird's eye view and include:

- Your subject – i.e. the thing or person you are filming
- The camera – pointing at your subject
- Your light(s) and lighting props.

Draw and describe what kind of light sources you are using, where they are pointing and where they will hit the subject. You can also draw and describe the colour of the light, how bright it will be and if you are using any lighting props like reflectors or flags.



What light sources will you use? Where could you place a reflector?

What objects could you shine your light through?

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Today's filmmaking brief

Use one of the planning sheets to plan out your video review.

Remember, you must include:

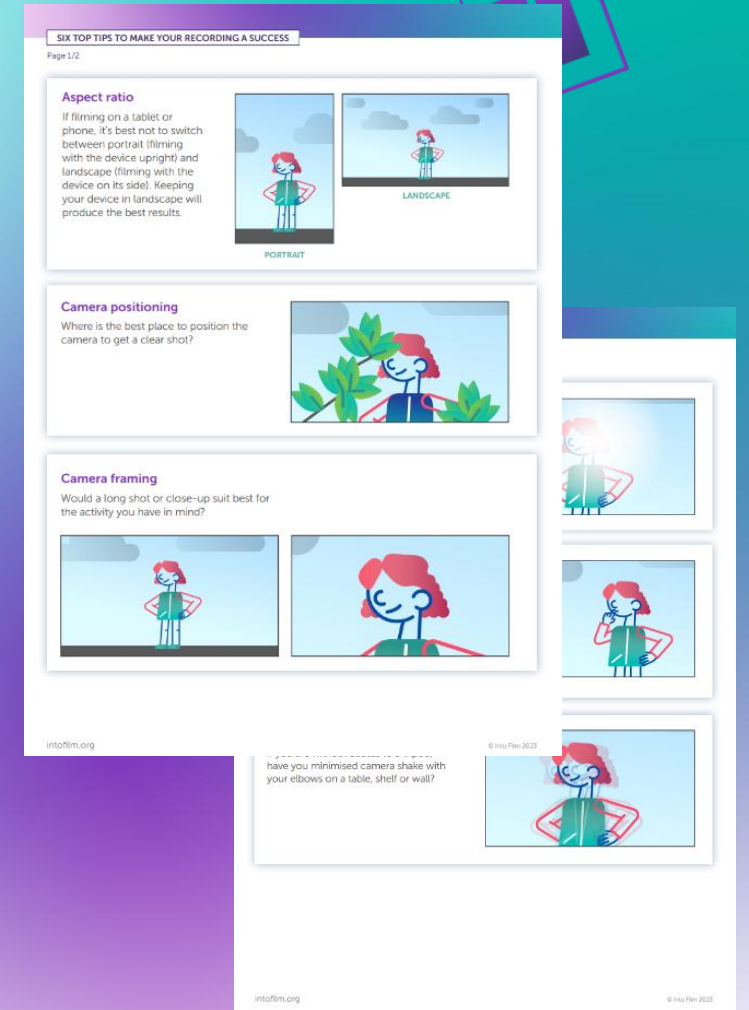
- 3 techniques the author used
- 2 contrasting opinions
- 1 book reviewed.

The image displays two filmmaking planning sheets. The top sheet, titled '5.4.3.2.1 PLANNING', features a grid for planning three shots. It has three columns labeled 'SHOT 1', 'SHOT 2', and 'SHOT 3'. Each column has a large rectangular area for visual planning and a smaller rectangular area below it for notes. The bottom sheet, titled 'SHOOT AND SCREEN PLANNER', is a more detailed planning tool. It has a central area labeled 'Sketch out your main visual here'. Surrounding this central area are six smaller boxes for specific planning elements: 'PROPS', 'SOUND', 'CAMERA MOVEMENTS', 'LOCATION', 'KEY POINTS', and 'SCRIPT IDEAS'. The 'KEY POINTS' and 'SCRIPT IDEAS' boxes are positioned at the bottom of the central sketch area. The sheets are set against a background with a teal-to-purple gradient. A small teal triangle logo is visible in the bottom right corner of the overall image.

Final tips for filming reviews!

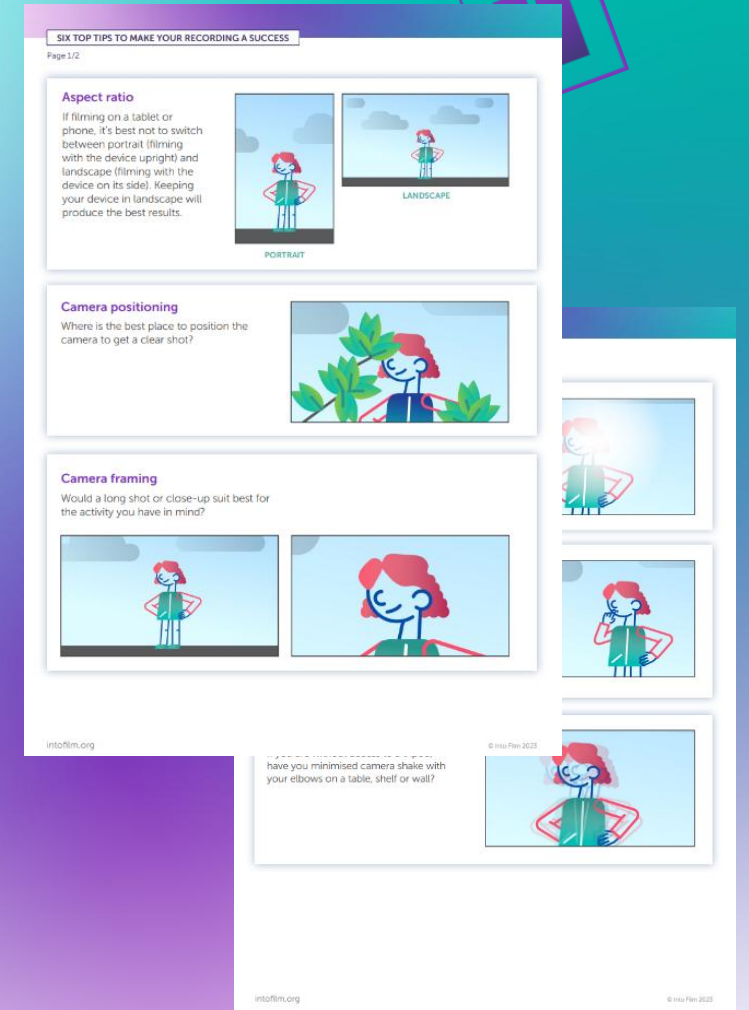
Once you've finished the Think and Plan, stages it's time to Create...

- ▶ **Rehearse** by reading your review aloud. Use body language and pauses to emphasise any key points. Get a friend to give you some honest feedback.
- ▶ **Find a quiet location** to film your review. Do a couple of practice runs with the camera.



Final tips for filming reviews!

- ▶ **Look back at your practice runs.** Is the camera steady and well framed? Can the audience hear you clearly?
- ▶ **Is it interesting for the audience?** Are there any bits you need to take out? How can you improve it?
- ▶ **Experiment!** How could you use different camera shots, angles and locations to make it more interesting to watch?



Looking ahead

- ▶ What have you taken away from today's session?
- ▶ What has been most useful?
- ▶ What might you try out first?
- ▶ What might you need to adapt?

Into Film+



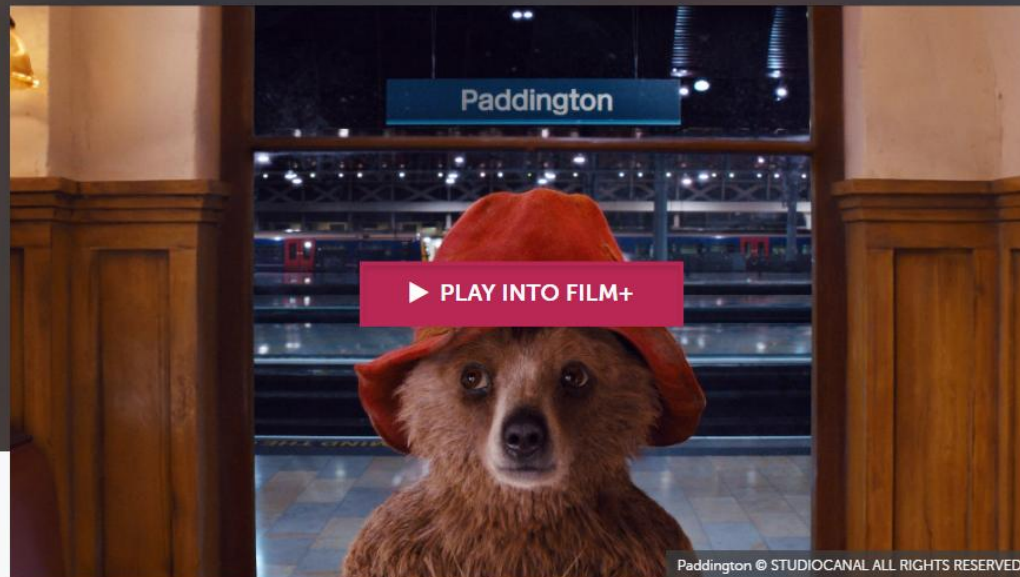
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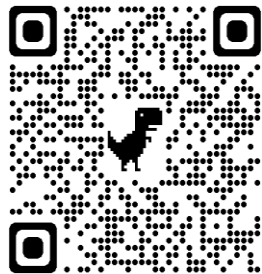
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Want to learn more?

Explore the free courses available on our online learning platform.

Learn more about using film and filmmaking for learning and engage with educators from across the UK.

Here is a link to our Filmmaking Hub for educators:



Filmmaking competitions

Our filmmaking competitions are open to young people across the UK aged 5-19.

- ▶ **Film of the Month:** Rewards films of any genre, exploring any theme.
- ▶ **Curricular Film of the Month:** Celebrates films created specifically to support curriculum learning.
- ▶ **Into Film Awards:** Showcases and rewards the best in youth school and community filmmaking at an annual event.



Careers in Film

Are your students interested in a career in the screen industries?

Visit our [Careers in Film hub!](#)



It was great to see Laura in action on set in the animation. The session was so well structured, and we were delighted to have had many questions answered.'

- Teacher, Hillside school Aberdeenshire



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More from Into Film

Contact your regional coordinator:

edinburgh@intofilm.org

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Animation

Filmmaking

Careers in Film



Thank you

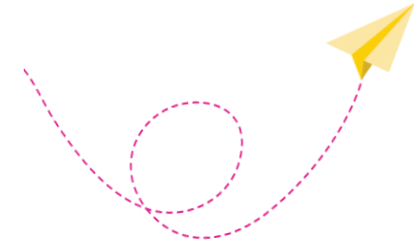
We hope you enjoyed this session.

Before you go, we'd be grateful if you could complete a short survey to share your feedback.



<https://intofilm.tfaforms.net/5010170>

Upcoming Reading Schools support and other opportunities



[Scottish Book Trust CLPL collection on Eventbrite](#)

- [Let's Lend a Haun: Teaching Scots with Confidence](#) – Tuesday 9 June, 4.30-5.30pm
- [Past Scottish Book Trust webinars for teachers and early years practitioners](#) On demand

On-demand Webinars and Shared Practice showcases with speakers from schools across the country [*Filter [Resources](#) by type: Training videos*]

Any questions..?

Pop them in the chat or unmute and speak with us!



Thank you

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