

LIGHTS, CAMERA, LITERACY! Manual Introduction

The "Lights, Camera, Literacy! (LCL!)" curriculum --

*The LCL! full-year course,
The LCL! intro and LCL! Part Two summer school courses,
and the after-school LCL! Plus*

-- was carefully written as a way to maximize students' skills as viewers of film and to guide students in successfully transferring these skills to the written page. The National Council of Teachers of English recognizes the moving image as another form of text.* Students learn to "read" film at the literary, dramatic and cinematic levels and work collaboratively to illustrate different aspects of filmmaking through their own short videos, so they might become more effective visual communicators.

Increasing literacy in both written and visual texts, improving collaboration skills, building confidence and motivation, and providing opportunities for higher level thinking via the strategies used in the competitive worlds of chess and spelling competitions is the LCL! focus. The sequence of LCL! lessons addresses authentic learning opportunities as well as moments of highest interest and motivation.

The discovery process is the main approach to the courses' filmmaking instruction. Storyboards are emphasized as a planning tool, but not evaluated for perfection. Class momentum and teacher preparation are key for successful implementation. Staff training to learn the pedagogy and instructional techniques is required prior to the teaching of LCL! courses.

The pacing of the curriculum, the logistics of implementation, and the amount of equipment and materials provided are designed for twenty students. Continuing support for LCL! instructors is provided by the Department of Curriculum and Instruction and the Technology Consultant Team.

* <http://ncte.org/about/over/positions/category/media/114919.htm>