Glossary: Key Terms of the Set

No filmmakers' jargon – just the terms that recur in the set, with what each means in practice in the classroom.

1. How to Work with an Excerpt

Term	What it means in practice for a lesson
Film education	A film is not shown merely to illustrate subject content; pupils actively work with image and sound during the lesson: they observe, compare and justify.
Three dimensions of learning	The viewing dimension (watch attentively), the sharing dimension (defend your observation in front of peers) and the creative dimension (rearrange or remake the scene yourself). The first two form the foundation; the creative dimension is an optional extension.
Three levels of work	Basic, extended and deep: moving from attentive viewing of an excerpt, through intervening in playback (without sound, with different music), to the pupils' own version of the scene. Start at the basic level and move up only when the class is ready.
Focus question	One specific question posed before the second viewing, for example 'When did the music start?' Pupils know what to look for, and the discussion has a concrete starting point.
Film excerpt	A short extract from a film, ideally 2–5 minutes long. You do not work with an entire feature film in a single lesson.
Revisiting a scene	The class already knows the film, so you return to a single scene and examine how it is shot. The storyline no longer distracts anyone.

2. How to Assess and Select

Term	What it means in practice for a lesson
Learning indicator	A sentence you complete before the lesson: 'I will know it worked when the pupil…' Finish it with something you will hear or see, rather than abstract verbs like 'understands'.
Formative assessment	Observing what pupils say and do during the activity rather than giving a test at the end: whether they use terms naturally, back up claims with what they saw, and defend their choices.
Golden rule of three	Three checks on an excerpt before using it: may I show it, is it appropriate for the pupils' developmental age, and does it illustrate one clear phenomenon?