

HILLSIDE SCHOOL NEWSLETTER

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Subject Spotlight Drama and Media



Drama is the newest qualification offered at Hillside this year, thanks to the hard work of Mr Johnny Beaver. The course involves a student being able to interact with drama elements, such as responding to stimuli, being able to communicate various ideas through dramatic expression and self-reflection on various performances.

This new qualification adds to Media Production qualifications that have been ongoing for several years. The Media Produc-

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Academic Spotlight

Reflection and Aspiration

Hillside School is pleased to share the ongoing success we have seen this year inside and outside the classroom, with Horticulture being the most recent innovation and formally approved by Scottish Qualifications this Spring.

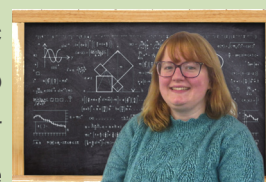
In addition to STEM subjects and Humanities, students have also shown renewed interest in optional qualifications, such as Expressive Arts,

and Cycle Mechanics, at Broad General and National Qualifications Levels.

Beyond the classroom, students are engaged in community involvement, charitable work, music, further education, work placements (and work experience, with the assistance of Skills Development Scotland), competitions and independent living programs.

Message from the Head of Education

As we approach the end of this academic year, I'd like us all to take a moment to celebrate the remarkable progress our school community has made, and to share some of the great things accomplished at Hillside School.



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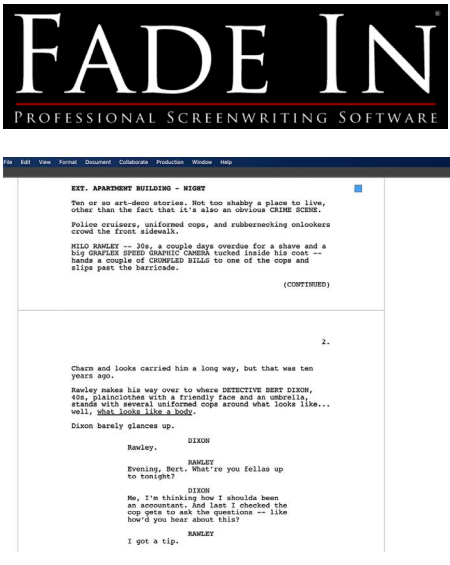
tion course focuses on the various roles needed to create a production, for example, a concert, a stage play, story-boards and scripts or a short movie, whereas the Drama unit centres on how to act.

Media Production, Drama and Expressive Arts, while discreet, often overlap and can be used for qualifications in other fields; for example, artwork, radio plays, drama scripts, and short videos can be used in Religious, Moral and Philosophical Studies and the English: Creation and Production (National 4), requires a recorded speech.

Whether it's for Qualifications or general expressive arts, we start by visualising the whole concept, initially through discussion and then a mind map chart.



Then, a script is written, using dedicated software. This allows the writers to focus on getting their ideas into words, while the software automatically formats it.

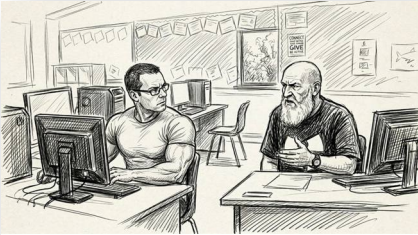
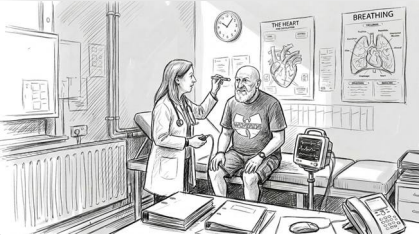


We normally use Fadein, but sometimes Final Draft.

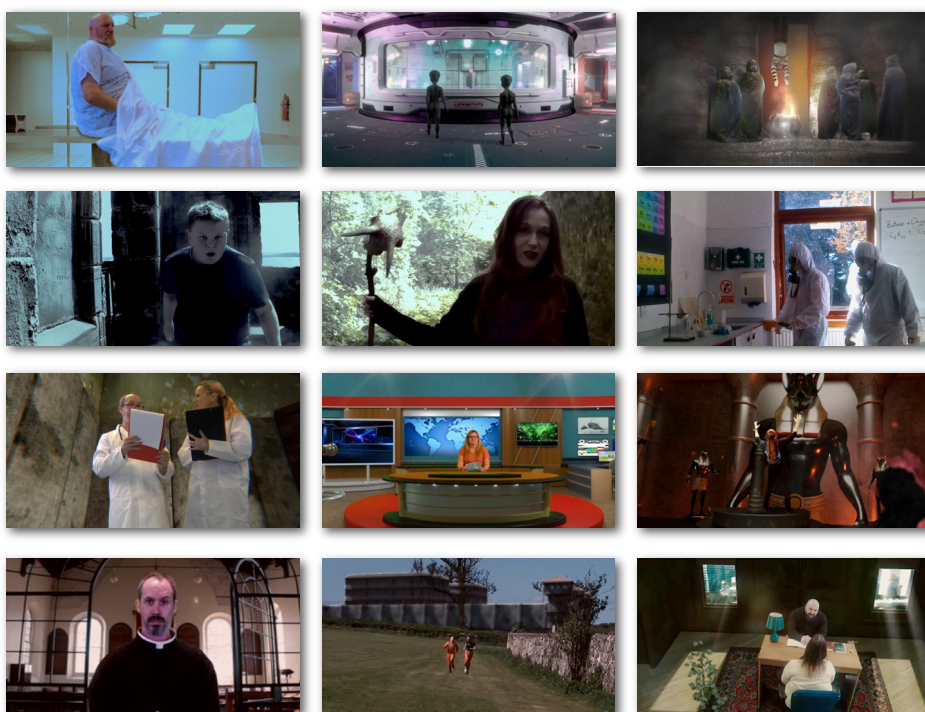
We are introducing story-board creation as an intermediate stage between Script and Production. To streamline this stage, various online services can convert a script into a complete storyboard.

When it comes to movie making, there is a lot to consider: time, locations, cast, props, cameras and genre.

The school has extensive grounds



Storyboards from Leon's supernatural adventure movie, The Entity, and it's sequel, currently in final editing.



and is always used, but there are numerous locations (forests, beaches and trails), outside the grounds, that we use where appropriate. We also have a large green screen setup for complete 3D environments.

This approach works, as most of the movies are 'ripping yarns' of the adventure, horror and sci-fi genres.

Movies are shot using a mix of video and action cameras, fixed to tripods, gimbals, steadycams and a camera jig. Time is always the big enemy, but we try to shoot and reshoot as many times as we can to get the best results we can.

In Post-Production, video is edited in Premiere and Boris Software (Mocha, Synthyes, Particle Illusion etc), with set extension and 3D work created in Daz3D and Cinema 4D.

Half of a movie, they say, is audio.

Capturing vocals is a huge challenge and is accomplished through use of lavalier, boom pole directional microphones, and dialogue replacement, recorded post production in our sound studio.

Likewise, we use 'Foley' sounds recorded on set, as well as separately recorded sounds, such as

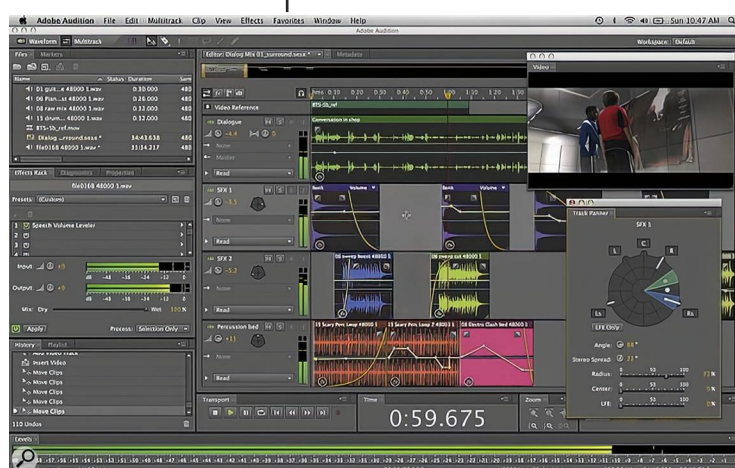
footsteps, falls, rustling and mix them together with professionally recorded foley libraries. There is an abundance of free samples online.

The tracks are mixed in Surround Sound. This means mono, stereo, quad, ambisonic, binaural and 5.1 layers, routed to tracks for speech, foley, atmosphere, background and music, with all the tracks set to the correct loudness levels.

Finally, the audio is downmixed and conformed to the broadcast standard, mostly Youtube, these days.



Nugen Software is used to Upmix to Surround Sound and to conform the audio to the broadcast spec for Youtube



Typical layer and track layout for mixing surround sound audio

Activities and Events

Edinburgh Dungeons

It was an activity day again and yet again a motley crew (M.J. Laing, Ryan, Lozenzo and Mr. O'Neill) was hastily assembled to head into Edinburgh and visit the sites and sounds of that ancient city.



And where else could Edinburgh's past be best explored but *the Dungeons*?

After parting with our hard earned cash, we gathered in the waiting chamber, only to be quickly whisked away to meet **Judge Mental**, and see some good old fashioned Scottish Justice meted



out. Little did we realise that it would be one of our own who would face retribution for her terrible crimes.



M.J., who was loitering with intent, was immediately seized by the court officials and dragged to the dock; without further ado, charges of witchcraft were summarily read and a guilty as sin verdict pronounced by Judge Mental.

There was only one punishment that could fit that crime, and so it was that M.J. was taken away to meet her fate.

The group moved on to witness more grisly episodes from Edinburgh's nefarious and unsavoury past.

The dastardly scenarios featured Mr. Munchies himself, Sawney Bean, and his ever ravenous brood, Dr. Knox and his homicidal accomplices, Burke and Hare, Agnes Finnie and the Witch Finders, with their instruments of truth and confession, the Fiery Plague

doctors and the real 100% genuine ghosts of Old Craig House.

Finally the Maze of Mirrors (AKA, Edinburgh Vaults), awaited us from which we barely escaped with our lives.

M.J. never returned to school that fateful Thursday. Where is she now? Who knows? Some say she remains detained in the lowest pit of Judge Mental's prison cells, casting spells and hexes. Others say she now haunts the dank, dingy depths with the Green Lady and Agnes Finnie.

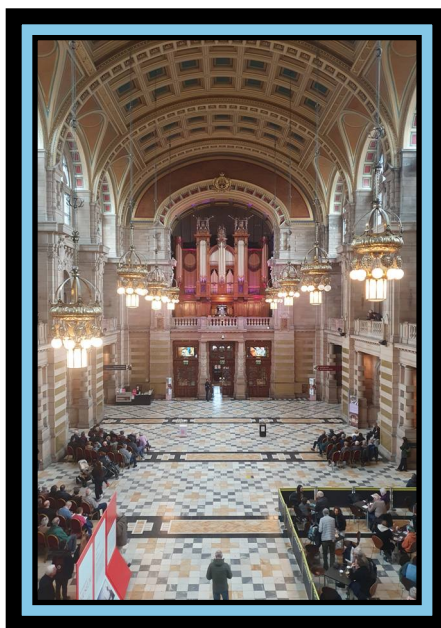
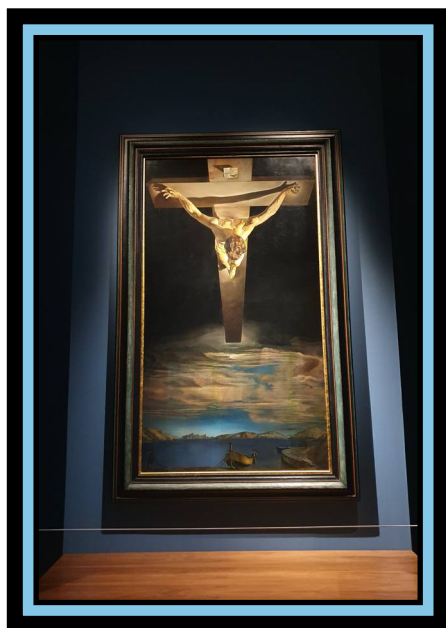


A Capital Adventure

While Group A were exploring the dark underbelly of Scotland's Capital, Group B headed in the opposite direction to that Great City of Culture (and real capital??), Glasgow.

Let's hear it from our Glasgow born and bred, local hero, Fraser Maitland:

"After a short visit at the Transport Museum in Glasgow, my group decided to take advantage of the Kelvingrove Art Gallery just up the road. Never disappointing, we arrived just in time to hear the lunchtime organ recital, belting out music from the movies; old and new. With Salvador Dali's 'Christ of Saint John of the Cross' on display, alongside the city's rich cultural history, there was plenty to keep us occupied."



THE RED HOT CHILLI PLANTERS

Leaving Group A and Group B to engage in a *Tale of Two Cities*, Johnny Beaver and his Troupe of Eco-Warriors set up camp in the Kinghorn Ecology Centre. From their new vantage point, they quickly set about saving the planet, one seedling at a time.

"Yeah, most people only think of Kinghorn as the place where King Alexander III fell, leading to the rise of Wallace and De Bruce, but for environmentalists like me, the

Ecology Centre at Kinghorn Loch is a Mecca, a sacred space for sustainability. So, we spent the Health and Wellbeing activity day there utilising and honing the horticultural skills we gained at Hillside School.

What a day it was! Here's some of the basics: we started weeding the raised beds in the Polly tunnel. Next, we picked some flat leaf parsley for the café salads.

The staff were impressed with our work and, of course, picked our brains about horticulture at Hillside; we didn't want to divulge all our 'trade-secrets' but we gave them a little glimpse, particularly about seeding and planting and our growing potager of a variety of chilli plants; (Fields of Fire, Devil's Brew and Havanna Gold).

The mere mention of chillies gave the Eco staff the cue to tell us all about the Carolina Reaper (one of the hottest chillis in existence) they'd managed to successfully grow, including the warning sign they had to place against tasting the crop.

No, we didn't taste it, but you never know. We might try to cultivate ourselves someday over at Hillside."



UPDATE RMPS UPDATE

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IN THE BEGINNING

The **Beginning** is always a good place to start and so it is with our continuing introduction to Religions, as part of the Broad General Education plan for Religious Education, following the Scottish Benchmarks regarding religious stories and beliefs, *“Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.”* RME 2-01a (See also, RME 3-04a & RME 4-01a.)

So, we’ve begun our Religious Story investigations starting with the book of Genesis, commencing at the Creation account and exploring as far as the Tower of Babel and its depiction of globalisation and forced restriction of language.

Along the way, we studied many stories that are familiar to us: the Flood of Noah, the Fall of Adam and Eve, the first crime of Cain against his brother, Abel.

To assist with visualisation, we have used animations from IBible.



ALLEGORY OR EVENT?

For students, the question naturally arise whether the the stories in Genesis are the work of the im-agination (fables, allegories, tall tales) or real events?

We know that the the authors used place names (which are still around), the names of nations (borders and regions are always fluid) and the names of people, who they claim lived, died and passed on their DNA.

Likely, Genesis is intended to convey history but with meaning, a Holy History, as it sometimes gets called (Heilsgeschichte).

Genesis 1

In RMPS lessons, we focus on analy-sis and understanding, avoiding critique, endless arguments and a priori assumptions.

We found Genesis states:

- 1 The Creation is new.
- 2 It was completed in stages.
- 3 The Universe was at first a dark, formless fluid around a void.
- 4 The wind of God rippled the ‘waters’ over this void.
- 5 Then there was Light, for the first time
- 6 The Universe was shaped from existing matter.
- 7 The stars and planets were set in their place.

- 8 The Earth comprised of one landmass and one ocean.
- 9 Life emerged from the ground and in the ocean.
- 10 Humankind was the last to be shaped from the material universe.

Big Bang Theory

To help students grapple with this, we started by looking at the Standard Cosmological Model.

The Big Bang Theory (devised by Lemaitre) states that the universe is about 100 billion light years in diameter, having started out from a singularity and it's expanding faster now than ever.

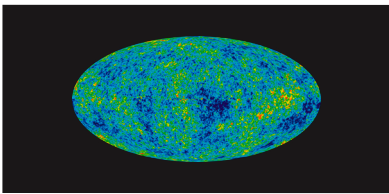
Initially, it was a dark, dense fluid plasma, expanding like a balloon, with a void filling up the space. It was formless; it was so formless that not even atoms could form and light could not 'shine'.

Let There Be Light

Expanding, the universe lost enough density for light to emerge out of the darkness and for atoms of Hydrogen, Helium, Lithium and Beryllium to form. (99.9% of the universe is still plasma.)

This, *'Let there be light'*, moment is forever imprinted across the entire universe. We've all experienced it as radio static and TV

snow. Two scientists, back in the 60's discovered it was everywhere and it was named: the Cosmic Microwave Background.



It's since been fully mapped.

The colours relate to fluctuations in the early plasma, showing that the formless void wasn't entirely uniform, when light emerged from the darkness.

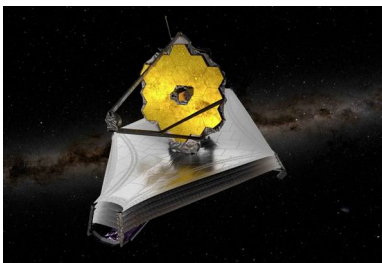
Let's Do The Timewarp

The last area of science we examined was astronomy, courtesy of the James Webb Space Telescope.

Light travels fast but not instantaneously. We see the Moon as it was a second ago, the Sun eight minutes ago, etc.

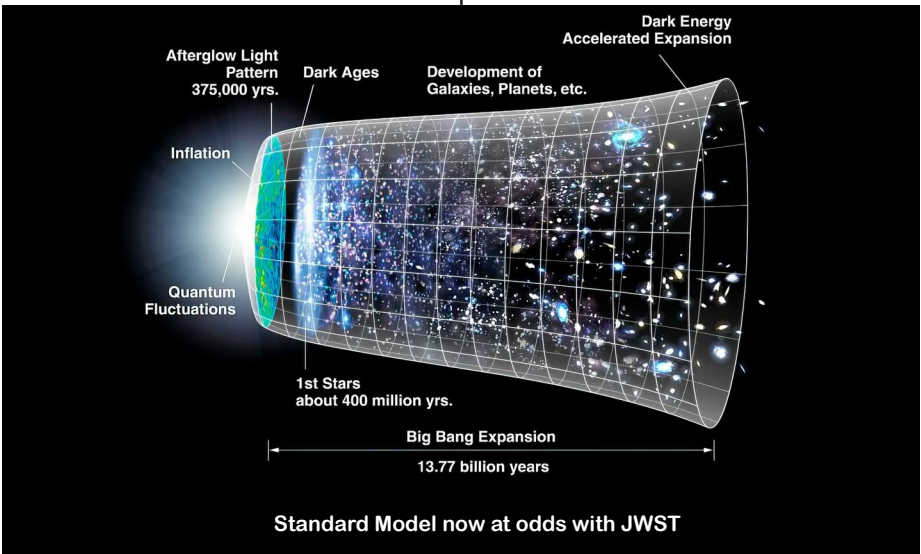
So, when we look up at the night sky, we are really looking into the past. The more powerful the telescope, the further we see into the past.

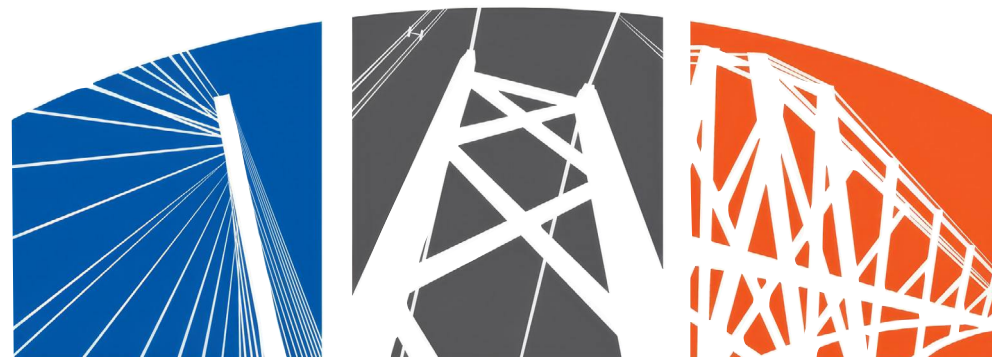
The most powerful telescope of all is the James Webb. It can see about 98% of the way back to the Big Bang and updates are flooding in constantly.



The JWST was expected to show stars forming slowly, over millions of years but it's shown stars and galaxies in place where they shouldn't be.

It's as if those early stars formed instantly from collapsed hydrogen, implying an early universe that aligns with a very natural reading of Genesis 1.





FORTH BRIDGES

As we approach the end of term, it remains important that our Senior Phase learners maintain a healthy balance between study, wellbeing, and positive activities. After a long day of focused coursework, two of our young people who are preparing to continue their learning journey with our colleagues at Fife College were keen to make the most of the evening with some time outdoors and active recreation.

The group visited the **Bridges Visitor Centre**, where the modern architecture and surroundings provided the perfect backdrop for some safe and supervised parkour activities. It was fantastic to see the young people engaging positively, staying active, and building confidence while also enjoying the impressive local environment on our doorstep.



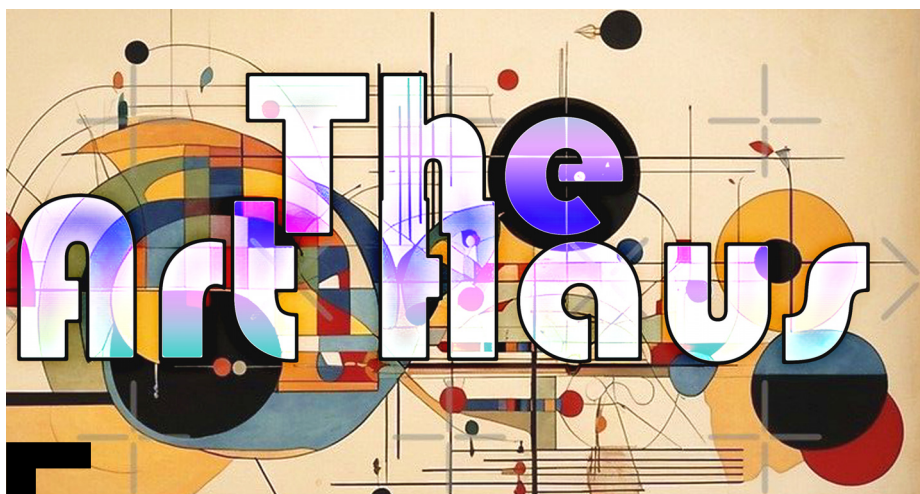
The evening finished with a scenic walk at **Silver Sands**, giving everyone an opportunity to relax and reflect after a busy day of study. At certain points, the young people even had to provide some encouragement and support to the Head of Education, who was experiencing a few shaky knees when faced with the heights along the coastal landscape — a moment which certainly provided plenty of laughter and showed the strong relationships that continue to be built across the school community.

Three Bridges Spanning Three Centuries

Iconic, historic and magnificent, Scotland's Forth Bridges are a wonder of the modern world and one of Scotland's most recognisable locations.

Towering side by side over the Firth of Forth, these structures represent the pinnacle of engineering across three centuries.

The oldest of the bridges, The Forth Bridge, is now a designated UNESCO World Heritage Site of unique global significance and interest. Bridging the historic settlements of North and South Queensferry, the bridges are set in an area that has history, beauty, wildlife and community spirit in abundance.



FORM FOLLOWS FUNCTION is the motto of the Bauhaus Art Movement, which is interpreted to mean that the design of an object or building is dictated solely by its intended purpose, rejecting unnecessary decoration. Most of us have encountered this principle in the form of IKEA furniture and its copies.



Earlier this year, Hillside art students explored this ubiquitous, if often unidentified, art movement.

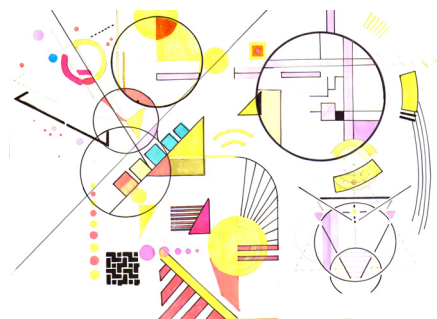
Bauhaus was started about a hundred years ago by Walter Gropius, and, while he is not a household name, most of us are familiar with Paul Klee and Wassily Kandinsky. Their works are everywhere and Hillside students turned their hand to emulating

and experimenting with the techniques of Kandinsky. They are:

- 1 The use of simple geometric shapes: circle, triangle and rectangles in abstracts and complex designs.
- 2 Colours could be matched to shapes (e.g., yellow triangles, blue circles and red squares).
- 3 Emotions could be conveyed through the shapes: A) Circles—harmony and freedom; B) Squares—stability and soundness; C) Triangles—dynamism and action.

Students also experimented with overlaying colours and with earlier established principles of *'thick over thin'*.

So, simple in principle but difficult in application. Creating 'simple' art that is aesthetically pleasing using these principles was quite

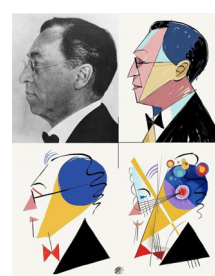
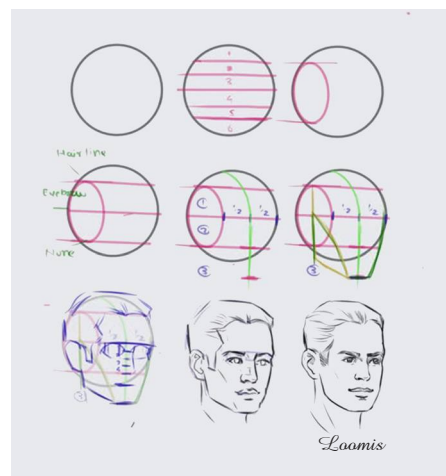


Geometric Techniques, Pen and Pencil,
Class Demonstration

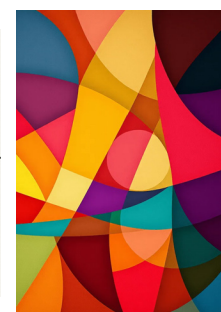
challenging and several of the works are in process at the time of publication.



The principles of using circle, square/rectangle and triangle can be applied to complex draughtsmanship and the drawing of the human head and form. These techniques have been elicited by artists forever, it seems, and the concept was introduced earlier in the school year through online drawing tutorials and the works of Andrew Loomis



Kandinsky



Klee



Caduceus, Pastels,
R.O. (and L.G.)



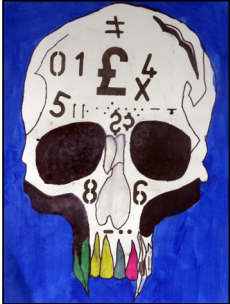
Buddha, Pencil on coloured card,
S.W.

THE ART HAUS GALLERY

THE ART-HAUS Gallery is based on art from around Hillside School. There are various genres, styles, mediums and artists. This edition showcases exhibits from the RMPS Dept. and the Art Dept., with a focus on Symbolism and Expressionism.



Feed Me Now, Pencil,
S.C.



Skull and Bones, Felt Pen,
H.A.



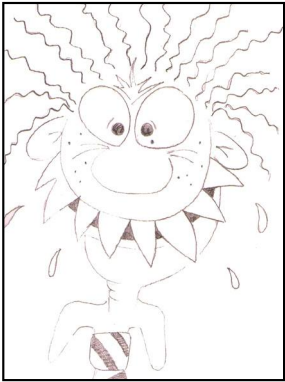
The Entity (Chris Butler, The Trickster, Homage), Pastels,
R.O.



The Class Clown, Pencil,
S.C.



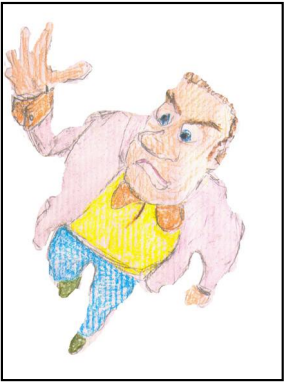
The Mephisto Waltz, Pastels,
J.M.



Mad World, Pencil,
M.B.



Coffee Time, Acrylic,
R.O.

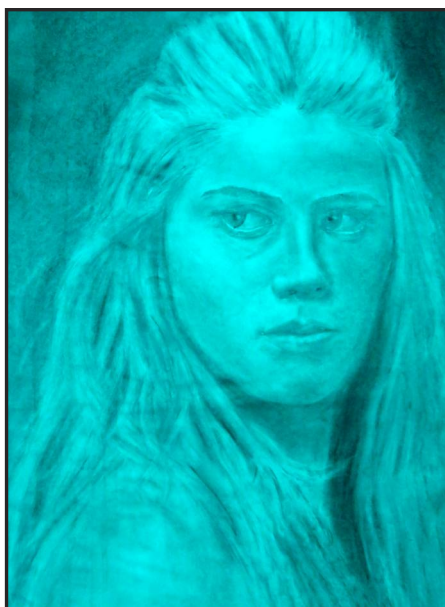


Uber Driver, Pencil,
M.B.

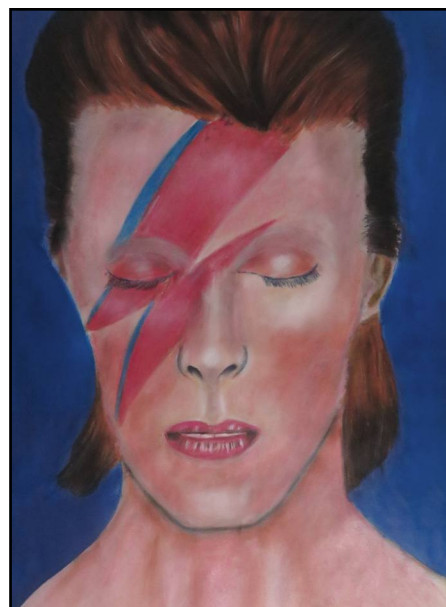
Continued overleaf



Room Full of Mirrors, Photography,
J.M.



Warning, Pencil,
R.M.



Ashes to Ashes, Pastels and Pencil,
A.S. & R.O.



No More Mr 'Nice-Guy', Pastels,
M.D.



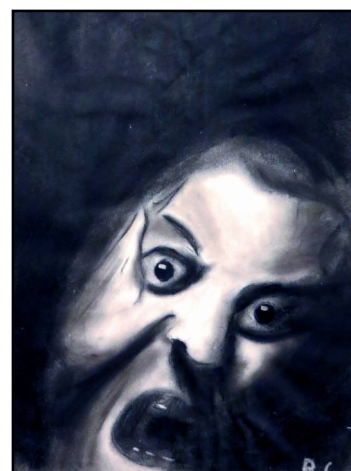
The Joker, Pastels and Chalk,
M.D.



War Pigs, Felt Pen & Pastel,
R.Y.M.



Welcome to My Nightmare, Pastels,
K.B. & B.S.



Bela Lugosi's Dead, Pastels,
R.C.



Star-Man, Pastels,
R. O



Life on Mars, Pastels,
R.M.



Space Oddity Pastels,
J.S., homage to R.O.'s The Entity

The Great Outdoors & I.D.L.

As part of Hillside's Inter-Disciplinary Learning, we have combined Geography, P.E. and Technology.

The core element has been long, walks in the vicinity of Aberdour, exploring the town, surrounding countryside and local hills, with the Forth always in the distance. .

The I.D.L also encompass local and Scottish History, exploration of Gaelic and a fair bit of train spotting (the local line runs along the Fife Coastal Path, which features frequently in our ramblings).

We have been recording the walks on Strava to get distance and other topographical data (altitude, gradient (slope), and 3D terrain visualization) This data has been cross referenced on an OS scale 1:25000 map.

This is where technology comes into play. We have been taking all the data and converting it into a 3D relief module using contour lines cut into plywood.

The purpose of the project has been, then, to familiarise the students with their local area, whilst getting exercise, but also to learn about cartography and topography including scale, heights and the sites of specific interest etc. The final 3D wooden map will develop skills in Craft and Technology whilst also giving the students a sense of space within their locality.

Johnny Beaver, Technology Teacher



Copyright: Johnny Beaver

Links:

<https://youtu.be/SF9K70VFTIE?si=EuBZjWRlcwGXIT>
[EL](https://www.i.bible/)
<https://www.qualifications.gov.scot/>
<https://www.thedungeons.com/edinburgh/>
<https://www.theecologycentre.org/>
<https://www.glasgowlife.org.uk/museums/venues/kelv-ingrove-art-gallery-and-museum/salvador-dali-christ-of-s-t-john-of-the-cross>
<https://artsandculture.google.com/project/bauhaus>
<https://www.illustrationhistory.org/artists/andrew-loomis>
<https://boards.com/>
<https://www.theforthbridges.org/>

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