Topic:

Teacher Name:
Grade:

How will you work on building Collaborative Teams?

* Media Arts 6-9 webpage:
	+ Media Arts Team Roles (all team members will be involved with the storyline, script, storyboard, filming & editing). View the for possible team roles, based on a team of 3. File:
	+ Team Contracts and Project Management Logs

**ADST Curricular Competencies interwoven throughout:**

 **Applied Skills**

* Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
* Identify and evaluate the skills and skill levels needed, individually
or as a group, in relation to a specific task, and develop them as needed

**Applied Technologies**

* Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
* Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
* Identify how the land, natural resources, and culture influence the development and use of tools and technologies

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|  | EMPATHY: Understanding Context. Deciding who to interview depends on the intent of the video. Is the video created ABOUT a person or group? (they are the content) or FOR a person or group? (they are the audience) |
| **ADST** Curricular Competencies | * Empathize with potential users to find issues and uncover needs and potential design opportunities
* **Elaborations:**  share the feelings and understand the needs of others to inform design
 |
| **ADST** Content | MEDIA ARTS (If filming interview) * ethical, moral, legal considerations and regulatory issues
 |
| Additional Curriculum:**ENGLISH LANGUAGE ARTS** | COMPETENCIES: CREATE AND COMMUNICATE * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
 |
| Additional Curriculum: |  |
| Instruction/ Just in time learning | * Developing interview questions
* How to film an interview
 |
| Formative Assessment |  |
| Materials Needed | Media Arts 6-9 Website* Questioning/Interviewing
* Tips for Shooting an Interview:
 |
| Teacher Reflection |  |

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|  | DEFINE: Teams will review interview answers/footage and brainstorm/determine ideas regarding film genre and story. |
| **ADST** Curricular Competencies | * Choose a design opportunity
* Identify key features or potential users and their requirements
* Identify criteria for success and any constraints
 |
| **ADST** Content | MEDIA ARTS * technical and symbolic elements that can be used in storytelling
* specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples
* specific purposes of media use in the social advocacy of First Peoples in Canada
 |
| Additional Curriculum:**ENGLISH LANGUAGE ARTS** | COMPETENCIES: COMPREHEND AND CONNECT* Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages

COMPETENCIES: CREATE AND COMMUNICATE * Exchange ideas and viewpoints to build shared understanding and extend thinking
* Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
 |
| Additional Curriculum: |  |
| Instruction/ Just in time learning | ​​* Basic plots & conflicts
* How to use the graphic organizer to determine the key features from the interview
* What are genres?
	+ Video: Shrek but in 7 Different Genres ​ (on Media Arts 6-9 website)
 |
| Formative Assessment |  |
| Materials Needed | Media Arts 6-9 Website* Basic plots & conflicts
* Brainstorming graphic organizer
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| Teacher Reflection |  |

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|  | IDEATE: Teams will develop a storyline considering setting, characters, and story events. If the video includes dialogue, students will create a script based on the storyboard. Students will learn/review shot styles, angles and camera motion |
| **ADST** Curricular Competencies | * Generate potential ideas and add to others’ ideas
* Screen ideas against criteria and constraints
* Evaluate personal, social, and environmental impacts and ethical considerations
* Choose an idea to pursue
 |
| **ADST** Content | MEDIA ARTS * media production skills
* digital and non-digitalmedia technologies, their distinguishing characteristics, and their uses
* techniques for organizing ideas to structure information and story through media conventions
 |
| Additional Curriculum:**ENGLISH LANGUAGE ARTS** | COMPETENCIES: COMPREHEND AND CONNECT* Recognize how language constructs personal, social, and cultural identity
* Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
* Synthesize ideas from a variety of sources to build understanding
* Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages

CONTENT: STORY/TEXT* forms, functions, and genres of text

COMPETENCIES: CREATE AND COMMUNICATE * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
 |
| Additional Curriculum: |  |
| Instruction/ Just in time learning | Media Arts 6-9 Website* Shot styles
* How to create a storyline
* How to write a script (not needed for an iMovie trailer)
 |
| Formative Assessment | * Share first draft of storyline with another team for feedback
* Reflective journal entry on participation
 |
| Materials Needed | Media Arts 6-9 Website* Video examples of various genres for writing styles (under the Define heading on the website)
* Storyline
* Optional: Script writing tool (browser based)
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| Teacher Reflection |  |

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|  | PROTOTYPE: Teams will storyboard their storyline, including shot style, camera angle, camera person, talent.  |
| **ADST** Curricular Competencies | * Identify and use sources of information
* Develop a plan that identifies key stages and resources
* Explore and test a variety of materials for effective use
* Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
* Record iterations of prototyping
 |
| **ADST** Content | MEDIA ARTS * techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure (Elaborations: techniques: layout, storyboard, and manipulation)
* media production skills
* digital and non-digitalmedia technologies, their distinguishing characteristics, and their uses
 |
| Additional Curriculum:**ENGLISH LANGUAGE ARTS** | CONTENT: STORY/TEXT* forms, functions, and genres of text

COMPETENCIES: CREATE AND COMMUNICATE * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
* Select and use appropriate features, forms, and genres according to audience, purpose, and message
* Use and experiment with oral storytelling processes
 |
| Additional Curriculum: |  |
| Instruction/ Just in time learning | * Why storyboard
 |
| Formative Assessment | * Students reflect on the degree to which the storyboard follows the storyline
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| Materials Needed | * Completed storyline

Media Arts 6-9 Website* Storyboards
	+ PowerPoint: Storyline & Storyboarding, grade 6-7 and 8+​
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| Teacher Reflection |  |

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|  | TEST: The Pitch: Teams will pitch to the class (or to the people they interviewed). The class or interviewee provide feedback. Teams iterate their original plan. |
| **ADST** Curricular Competencies | * Test the first version of the product or the prototype
* Gather peer and/or user and/or expert feedback and inspiration
* Make changes, troubleshoot, and test again
 |
| **ADST** Content | MEDIA ARTS * techniques for organizing ideas to structure information and story through media convention
 |
| Additional Curriculum:**ENGLISH LANGUAGE ARTS** | CONTENT: LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS: * presentation techniques

COMPETENCIES: CREATE AND COMMUNICATE * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
 |
| Additional Curriculum: |  |
| Instruction/ Just in time learning | * How to provide meaningful feedback
 |
| Formative Assessment | * Peer feedback
 |
| Materials Needed | Media Arts 6-9 Website* Ideas for a Pitch
* Feedback slips for peers
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| Teacher Reflection |  |

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|  | MAKE: Teams film as per their storyboard (obtaining permission before hand where needed). Teams should rotate the camera person, and talent roles. Students will then edit with iMovie |
| **ADST** Curricular Competencies | * Identify and use appropriate tools, technologies, and materials for production
* Make a plan for production that includes key stages, and carry it out, making changes as needed
* Use materials in ways that minimize waste
 |
| **ADST** Content | MEDIA ARTS: * digital and non-digital media technologies, their distinguishing characteristics and uses
* media production skills
* standards-compliant technology
 |
| Additional Curriculum:**ENGLISH LANGUAGE ARTS** | COMPETENCIES: CREATE AND COMMUNICATE * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
* Transform ideas and information to create original texts
 |
| Additional Curriculum: |  |
| Instruction/ Just in time learning | Options (on the Media Arts 6-9 Website)* How to use “Green Screen by Do Ink” app
* How to “Airdrop”
* How to use “Documents by Readdle” App (Importance of creative commons)
* Editing in iMovie
* Using Bounce Boards
* Using Lighting Techniques
 |
| Formative Assessment | * Individual/Team daily reflection
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| Materials Needed | * Film equipment
* iMovie
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| Teacher Reflection |  |

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|  | SHARE: Student share and reflect. Sharing could be at an assembly, on the Internet or more. It is important that students have an opportunity to share their work. |
| **ADST** Curricular Competencies | * Decide on how and with whom to share their product
* Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
* Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
* Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
* Identify new design issues
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| **ADST** Content | DIGITAL LITERACY * methods for personal media management
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| Additional Curriculum:**ENGLISH LANGUAGE ARTS** | CONTENT: LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS: * presentation techniques

COMPETENCIES: CREATE AND COMMUNICATE * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
 |
| Additional Curriculum: |  |
| Instruction/ Just in time learning | * How to share to shareable space
 |
| Formative Assessment | Media Arts 6-9 Website* Core Competencies Final Reflection
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| Materials Needed | * Log in to shareable space
* Discuss appropriate & private strategies for sharing and story media
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| Teacher Reflection |  |