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 |
| 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) |
| 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 |
| Materials Needed | * Completed storyline   Media Arts 6-9 Website   * Storyboards   + PowerPoint: Storyline & Storyboarding, grade 6-7 and 8+​ |
| 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 |
| 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 |
| Materials Needed | * Film equipment * iMovie |
| 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 |
| **ADST** Content | DIGITAL LITERACY   * methods for personal media management |
| 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 |
| Materials Needed | * Log in to shareable space * Discuss appropriate & private strategies for sharing and story media |
| Teacher Reflection |  |