Topic: **Evolution Unit Media Project**

Descriptor: Based on the grade 7 Evolution unit in Nelson Science, teams of students created information videos.
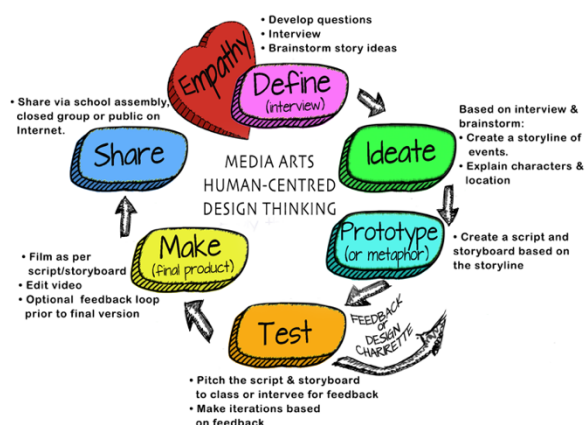
Teacher Name: **Shirley Cho**

School: **LFMS**

Grade: **7**

How will you work on building Collaborative Teams?
o Media Arts 6-9 webpage:
   o 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:
   o 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

EMPATHY: Students developed understanding through learning about the evolution of wolves (Nelson Science 7) and participating in the Gallops Island Clip Bird activity.

ADST Curricular Competencies	o Empathize with potential users to find issues and uncover needs and potential design opportunities o Elaborations: share the feelings and understand the needs of others to inform design

Additional Curriculum: **SCIENCE**	o Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
	o Make observations aimed at identifying their own questions about the natural world
	    o organisms have evolved over time
	    o survival needs
	    o natural selection

Formative Assessment	o Teacher observations of progress o Student participation
Materials Needed	o Nelson Science 7: Evolution chapter o Gallops Island Clip Bird activity: http://www.cwcboe.org/cms/lib04/NJ01001185/Centricity/Domain/218/Bird_Beak_Adaptations_Lab.doc

Define DEFINE: Teams will choose a topic from the Evolution Unit Media Project student handout to develop. Introduce the attached rubrics outlining how students will be assessed (teacher should choose between the rubric options)

ADST Curricular Competencies	o Choose a design opportunity o Identify key features or potential users and their requirements o Identify criteria for success and any constraints
ADST Content	MEDIA ARTS o influences of digital media for the purpose of communication and self-expression
Additional Curriculum: **Science**	o Seek patterns and connections in data from their own investigations and secondary sources o Use scientific understandings to identify relationships and draw conclusions o Co-operatively design projects o Transfer and apply learning to new situations o Generate and introduce new or refined ideas when problem solving
Instruction/ Just in time learning	o Basic plots & conflicts o How to use the graphic organizer to brainstorm ideas o What are genres? o Video: Shrek but in 7 Different Genres (on Media Arts 6-9 website)
Formative Assessment	o Teacher observations o Peer discussion and feedback
Materials Needed	o Media Arts 6-9 Website - Basic plots & conflicts o Media Arts 6-9 Website - Brainstorming graphic organizer o Handout: Evolution Unit Media Project

Ideate — 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	o Generate potential ideas and add to others' ideas o Screen ideas against criteria and constraints o Evaluate personal, social, and environmental impacts and ethical considerations o Choose an idea to pursue
ADST Content MEDIA ARTS	o digital and non-digital media, and their distinguishing characteristics and uses
Additional Curriculum: **SCIENCE**	o Communicate ideas, explanations, and processes in a variety of ways
Instruction/ Just in time learning	Media Arts 6-9 Website o Shot styles o How to create a storyline o How to write a script (not needed for an iMovie trailer)
Formative Assessment	o Share first draft of storyline with another team for feedback o Reflective journal entry on participation
Materials Needed	Media Arts 6-9 Website o Video examples of various genres for writing styles (under the Define heading on the website) o Storyline • Optional: Script writing tool (browser based)
Teacher Reflection	o This step takes time and allows for students to break into parts the targeted final product

PROTOTYPE

PROTOTYPE: Teams will storyboard their storyline, including shot style, camera angle, camera person, talent.

ADST Curricular Competencies	o Identify and use sources of information o Develop a plan that identifies key stages and resources o Explore and test a variety of materials for effective use o Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed o Record iterations of prototyping
ADST Content MEDIA ARTS	o techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure
Additional Curriculum: **SCIENCE**	o Communicate ideas, explanations, and processes in a variety of ways
Instruction/ Just in time learning	o Why storyboard
Formative Assessment	o Students reflect on the degree to which the storyboard follows the storyline
Materials Needed	o Completed storyline Media Arts 6-9 Website o Storyboards o Storyline & Storyboarding, grade 6−7
Teacher Reflection	It is difficult for some teams to complete their storyboard. Possible solution would be to chunk their storyboard into beginning/middle/end, having students film after each chunk.

Test

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	o Test the first version of the product or the prototype o Gather peer and/or user and/or expert feedback and inspiration o Make changes, troubleshoot, and test again
Additional Curriculum: **ENGLISH LANGUAGE ARTS**	CONTENT: LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS o presentation techniques
Additional Curriculum: **SCIENCE**	o Communicate ideas, explanations, and processes in a variety of ways
Instruction/ Just in time learning	o How to provide meaningful feedback
Formative Assessment	o Peer feedback
Materials Needed	Media Arts 6-9 Website o Ideas for a Pitch o Feedback slips for peers

	MAKE (final product)	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		o Identify and use appropriate tools, technologies, and materials for production o Make a plan for production that includes key stages, and carry it out, making changes as needed o Use materials in ways that minimize waste
ADST Content		MEDIA ARTS: o techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure DIGITAL LITERACY CONTENT: o legal and ethical considerations, including creative credit and copyright, and cyberbullying
Science		o
Instruction/ Just in time learning		Options (on the Media Arts 6-9 Website) o How to use "Green Screen by Do Ink" app o How to "Airdrop" o How to use "Documents by Readdle" App (Importance of creative commons) o Editing in iMovie
Formative Assessment		o Individual/Team daily reflection
Materials Needed		o Film equipment o iMovie
Teacher Reflection		I had not realized the difference between an iMovie trailer and an iMovie. This caused a bit of a hiccup in the beginning.

Share	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	o Decide on how and with whom to share their product o Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications o Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment o 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 o Identify new design issues
ADST Content	DIGITAL LITERACY: methods for personal media management
Additional Curriculum: **SCIENCE**	o Communicate ideas, explanations, and processes in a variety of ways
Instruction/ Just in time learning	o How to share to a shareable space (how & where to share the video)

Formative Assessment	Attached:
	    o Individual: Human Centred Design Thinking Process AND
	    o TEAM Rubric Design Stage
	AND/OR
	    o Evolution Project Scoring Rubric AND
	    o Group Work Rubric

Materials Needed	o Log in to shareable space o Discuss appropriate & private strategies for sharing and story media