

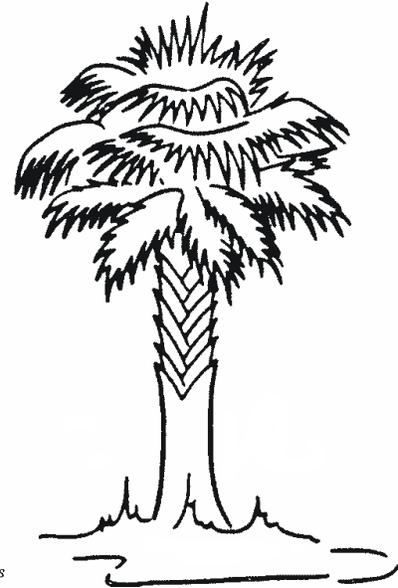
**COMPANION DOCUMENT
FOR THE SOUTH CAROLINA
MEDIA ARTS STANDARDS
FOR
THEATRE**

2010



SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION

...to advance learning in and through the arts for all students



**A COLLABORATION BETWEEN
THE SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION
AND
THE SOUTH CAROLINA DEPARTMENT OF EDUCATION**



South Carolina
Department of Education

Together, we can.

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Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. The South Carolina academic standards for Media Arts are new to South Carolina's academic standards for the Visual and Performing Arts. Studies in media arts utilize many of the elements and principles from other arts disciplines. Original media artworks reflect the aesthetics that are embedded in the visual and performing arts.

Our students are increasingly using media as a source of communication and networking. It is imperative that our educational system and its constituents remain current with the trends and technologies that accompany the use of media. This includes appropriate use of media and the ability to interpret media arts productions both socially and professionally.

The South Carolina academic standards for Media Arts are organized on the basis of six standard statements and their performance indicators. Several of the indicators are repeated across the grade levels. Teachers should understand that these standards need to be reinforced throughout these grades as the students use more advanced tools and media applications as well as more complex terminology and concepts.

Studies in media arts are components of a comprehensive media arts program and are part of the overall school curriculum; therefore, a school's media arts curriculum should include sequential media arts courses as well as specialized courses in high school: Media Arts 1–4, for example, and courses in animation, film studies, graphic design, sound design and recording, and digital photography.

The Grade Levels

The South Carolina academic standards for Media Arts are provided for each grade level from kindergarten through high school. However, students enter the media arts class with varying degrees of media arts instruction. Media arts teachers—who are held accountable for students' attainment of the media arts standards—must therefore understand how the standards and indicators provide for sequential learning. In many instances, the performance indicator statements themselves suggest prerequisite skills that will help a teacher accommodate gaps in instruction.

Although the South Carolina academic standards for Media Arts are numbered 1 through 6, the arrangement of these standards is not meant to suggest a sequence or hierarchy. Rather, the concepts contained within the various standards often overlap or are related to one another. Richly designed curriculum and instruction should integrate many standards within a unit of study, thus enabling students to see the connections among the six standards in the media arts discipline.

Schools interested in developing quality media arts programs should consult Winthrop University's "Opportunity-to-Learn: Standards for Arts Education," Arts in

Basic Curriculum Project, online at <http://www2.winthrop.edu/abc/learn.htm>. In addition, program development recommendations can also be gleaned from the South Carolina Department of Education document *Essential Elements of a Quality Visual and Performing Arts Program*, available online at <http://www.ed.sc.gov/arts>.

Grades K–8: South Carolina specifies academic standards and performance indicators for elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Middle school media arts classes should be scheduled to allow adequate instructional time for teachers to address all the 6 through 8 Media Arts standards and indicators. In the case of limited-contact-hour classes (nine-week exploratory courses or one-semester courses, for example), teachers may not be able to address all of the standards, however. These teachers should therefore identify the indicators that repeat across the three grade levels and implement those particular ones in that class. Then later, as these students progress through the middle school grades, the teacher should seek to give students the optimum level of media arts instruction by addressing the indicators that do show increasing complexity from one grade level to another.

Grades 9–12 (High School Levels 1–4): The Media Arts high school academic standards and indicators are designed to reflect the highest possible levels of achievement in instruction. High schools that aspire to build a comprehensive sequential media arts program for their students should also consider offerings in the area of media arts appreciation, media arts history, and media literacy as well as in a variety of production-based media arts courses. While high school media arts programs make it possible for students who have participated in elementary and middle school media arts programs to continue their growth as media artists, high school students with no prior media arts experience should be provided opportunities in the area of media appreciation and in appropriate production-based courses

Students who are interested in the arts should enroll in the Art, Audio-Video Technology, and Communications Career Cluster, which is divided into six pathways: Audio-Video Communications Technology; Broadcasting, Film, Journalism; Performing Arts; Printing Technology; Telecommunications; and Visual Arts.

Secondary Sources

The following sources were utilized in the creation of the South Carolina academic standards for Media Arts:

Bulland, Geoff, and Michèle Anstey. 2007. "Exploring Visual Literacy through a Range of Texts." *Practically Primary* (October). Available online at http://findarticles.com/p/articles/mi_6953/is_3_12/ai_n31418000/.

Churches, Andrew. 2008. "Bloom's Taxonomy Blooms Digitally." *Educators' eZine* (April 1). <http://www.techlearning.com/article/8670>.

Consortium of National Arts Education Associations. 1994. *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*. Reston, VA: Media arts Educators National Conference.

"Core Principles of Media Literacy Education." 2007. National Association for Media Literacy Education. <http://www.name.net/core-principles>.

"Nine Themes of Digital Citizenship." 2010. Digital Citizenship: Using Technology Appropriately. http://www.digitalcitizenship.net/Nine_Elements.html.

Perpich Center for Arts Education. 2004. *Engaging Students in the Arts: Creating, Performing, and Responding*. Roseville: Minnesota Department of Education. Available online at <http://www.pcae.k12.mn.us/pdr/EngagingStudentsintheArts.pdf>.

Wisconsin Department of Public Instruction. 2000. *Wisconsin's Model Standards for Art and Design Education*. Madison, WI: WDPI. Available online at <http://dpi.wi.gov/standards/pdf/art&design.pdf>.

KINDERGARTEN

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAK-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What are the parts of media arts that we use in the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

- Knowledge of how media arts are different and similar to visual arts.
- Knowledge that we use media arts every day.
- Knowledge that they are a part of the performing arts
- Skills being able to identify different technologies (cameras, digital – video and still, computers) and how they are used in everyday life and art.

Activities:

Scavenger hunt to find different forms of media arts

Resources:

Digital images from the internet, printed and placed around the room. Still and video cameras, cell phones, computers.

Assessments:

Discussion and scavenger hunt worksheet.MAK-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

MAK-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How do we use media arts in theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowledge of the different ways to tell a story through the performing and media arts.

Activities: Hand out letters of the alphabet in a large format (8-1/2 by 11). Students describe the letters and the sound it makes. They create letters of the alphabet by posing individually and in groups. Digital photos are taken and put on the walls for teacher to reference throughout the school year.

Resources:

Letters of the alphabet printed out in large scale

Digital Camera, computer, printer

Assessments:

Discussion and successful completion of project.

MAK-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What do we need to know to do basic stuff on a computer?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowledge of the basic functions of a computer.

Knowledge of the basic parts of a computer.

Knowledge of turning on and off a computer.

Students should have a respect for electronic devices.

Activities:

Students will learn the basic parts of a computer by advance organizer and discussion.

Smartboard matching activity words to pictures.

Practicing turning on and off a computer in the correct way.

Resources:

Computer.

Smartboard.

Assessments:

Discussion, matching games, and practice.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAK-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: What certain words we need to know about theatre and design?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a certain vocabulary that is used in the arts.

Students will develop a usable vocabulary for the theater and media arts.

The student will be able to identify that vocabulary in real life situations.

Activities:

Students will be told that there is meaning behind certain pieces of art. Ask them when they see the American flag what it means to them. It is a symbol of our country. When we see the flag we think of what America means to us. Show other pictures that mean other things, i.e. stop sign, Christmas tree, birthday cake. Ask them for what each means. Tell them that color has different meaning and that is why we have red, white and blue in our flag. Ask them what each of the colors mean red for valor and heartiness; white for purity and innocence; blue for vigilance, perseverance, and justice. Give students art supplies to make an American flag.

Resources:

Pictures of the American Flag.

Paper

Crayons or markers

Assessments:

Drawing of American Flag

MAK-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.

Essential Question: How can you design something that will communicate your ideas?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a certain vocabulary that is used in the arts.

Students will develop a usable vocabulary for the theater and media arts.

The student will be able to identify that vocabulary in real life situations.

Activities:

As an extension of the previous indicator, the students will now create their own personal flag that says something about them. Teacher starts by showing theatrical stills that have rich colors. Ask the students what is happening in each picture and what emotions are they trying to communicate. Teacher will then hold up colored markers and have the students say what color it is and what that color could mean. Whatever they say is correct as long as they think it. Blue to a student could mean flying and to another it could mean coldness. Teacher says that all color is powerful and that each communicates their own meaning. Hand out art materials and let them make their own flag. After clean up give the students an opportunity to show their flags and tell the meaning.

Resources:

Paper

Crayons and or colored markers

Assessments:

Flags which should be hung around the classroom.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAK-3.1 Identify the creator and the purpose for simple **media texts**.

Essential Question: Who made this and why?

Concepts, Skills, Techniques, and Critical Knowledge:

- Understand that theatre is a form of storytelling
- Identify the who, what and where of a piece of media
- Transfer understanding of who, what and where from books to plays, scenes, or scenarios
- Compare and contrast different versions of a printed story
- Compare and contrast different versions of the story acted out by the students

Activities:

Reading different versions of a fairy tale. Talking about the similarities and differences in the words and visual images.

Students deciding what the author was saying about the characters by how it was written and drawn. Who was the friendliest pig and why? Who was the meanest wolf and why?

Resources:

Different versions of the Three Little Pigs

Assessments:

Student's drawn work. Student's acting in scenes (Created rubric)

MAK-3.2 Identify messages in simple **media texts**.

Essential Question: What is the media text trying to tell us?

Concepts, Skills, Techniques, and Critical Knowledge:

- Understand that theatre is a form of storytelling
- Identify the who, what and where of a piece of media
- Transfer understanding of who, what and where from books to plays, scenes, or scenarios
- Compare and contrast different versions of a printed story
- Compare and contrast different versions of the story acted out by the students

Activities:

By looking at different versions of the story students will discuss how the author wants us to feel about the characters. Teacher asks students to think about how they feel and then to get with a partner for a pair, share. They will compare and contrast with their partners, each listening to what the other has to say and accepting it even though their partners opinion might be different than their own. Each group will share with the rest of the class.

Resources:

Different versions of the Three Little Pigs

Assessments:

Discussion with their partner and sharing with the class.

MAK-3.3 Express his or her thoughts and feelings about simple **media texts**.

Essential Question: How would you change a story to tell us your own feelings?

Concepts, Skills, Techniques, and Critical Knowledge:

- Understand that theatre is a form of storytelling
- Identify the who, what and where of a piece of media
- Transfer understanding of who, what and where from books to plays, scenes, or scenarios
- Compare and contrast different versions of a printed story
- Compare and contrast different versions of the story acted out by the students

Activities:

Students think about how they would change the story and then draw their version. Tell the story through pictures to the class. Then the class with the help of the writer/director act out the different versions.

Class votes on one version to film.

Resources:

Different versions of the three little pigs.

Crayons, markers, paper

Assessments:

Drawings, group work, discussion

MAK-3.4 Describe ways that different audiences might respond to specific **media texts**.

Essential Question: Who do you think the performance is for and why?

Concepts, Skills, Techniques, and Critical Knowledge:

Art is created for a specific audience.

We should think about who we are telling the story to.

We will tell the story differently for different people.

Activities:

Class is asked how they liked the story. Then they are asked if their parents would like the story in the same way. If the story was told to a group of pigs, how would they like the story. Have the class all pretend they are pigs and they have to raise their piggy hoofs and answer in a piggy voice. If the story was told to a group of wolves, how would they like the story? Have the class all pretend they are wolves and they have to raise their wolfy paws and answer in a wolfy voice. Each person has to choose a side and stand up and say their point as their character.

Resources:

One version of the Three Little Pigs to read.

Assessments:

Class participation in the debate.

MAK-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: Where do you find different media texts and how can you relate it to the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

There are lots of different places to find information and media.

Where would I look to find certain information?

What information would I find in different place?

How does that information relate to the theatre?

Activities:

Tell the class you want to bring your kid to a popular movie tonight but you don't know where to find information. Ask if they could help. Get suggestions and write them down on the board. Ask where would be a good place to find schedules and places where the movie is playing. Ask where you could find a review or see a trailer. Compare a newspaper with an internet source. Ask how the people who made the movie is trying to get you to see the movie. At the end of the discussion hand out is given to students with pictorial matching pictures where students have to match the information with its source.

Resources:

Handouts.

Internet movie websites.

Newspaper reviews and time schedules.

Magazine articles and advertisements.

Assessments:

Discussion and handouts.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAK-4.1 Identify uses of the media arts in everyday life.

Essential Question: How does media art find its way into the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Advertisements are a part of the media arts.

Advertisements are used to sell us stuff.

Advertisements can be used in theatre, TV, and film.

Actors help create advertisements.

Activities:

Find a variety of advertisements for different movies and theatrical events that are current. Make a presentation using your smartboard or Windows Media Player. The students should react strongly to your choices of pictures. After it plays through, ask the class what they just saw. Ask them what is an advertisement and what is its purpose. Ask who are the people in the advertisements. They are actors and performers like they are. Tell the class that they are now working for an advertisement company which only sells very silly things. Ask for suggestions as to silly things that they can sell. Break the class into groups and have each group come up with a silly thing to sell and to make an advertisement to present to the class.

Resources:

Smartboard or Window Media Presentation

Internet movie trailers and advertisements.

Newspaper and magazine articles and advertisements.

Assessments:

Class discussion.

Group created advertisement.

MAK-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: How does media arts compare to the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

There are many ways to tell a story.

Some ways are better than others in different circumstances.

Activities:

Tell the class that they are going to look at the same story in three different ways. They should think about the good points and bad points of each. Tell them that there is a certain way that they should respond to each (MAK-6.2 introduction to theatrical etiquette). Play the three versions (this could be done over several days). Ask the class if each form told the same basic story. Tell the class that each form is very good but they are all different. Ask the class to list the strengths and weaknesses of each form. After getting a good list give the class certain circumstances that would lead the class to choose one form over another. What would you do for a blind person? Which would you prefer if you were shipwrecked on a desert island with no electricity? How would you like to take it in if you were in an IMAX theatre?

Resources:

Auditory recording, story book and movie of the same short story (i.e The Three Little Pigs)

Assessments:

Class discussion.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAK-5.1 View and describe a variety of **media art forms**.

Essential Question: How has media changed over time?

Concepts, Skills, Techniques, and Critical Knowledge:

There are some things that have changed over time but some things have remained the same or have changed very little.

Activities:

History guessing game. On the smart-board, put pictures of the following; computers, radio, television, movies, books, storytellers. Ask the class to put them in chronological order. There have always been people trying to communicate with each other.

Resources:

Assessments:

MAK-5.2 View and discuss media artwork that portrays family and/or community.

Essential Question: How does media art and theatre tell stories about family and/or community?

Concepts, Skills, Techniques, and Critical Knowledge:

We can tell stories about ourselves through the arts.

Make believe stories are called fiction. True stories are called non-fiction.

Activities:

Read the students a Dr Suess book. Read the students The Story of Martin Luther King by Johnny Ray Moore. Ask the students if there is a difference. One is fiction and one is non-fiction. Tell them that if we tell the story of real people or our family, that is non-fiction. Every family has a story to tell. What is your family's story? Let them think for a moment and then hand out paper and crayons. Have them draw a picture of the story. Each student will share their story with the class. They will bring the picture home and tell their parents the story and ask for another one. The students will share their stories and then teacher will choose a few to enact and video.

Resources:

Dr. Suess book

The Story of Martin Luther King by Johnny Ray Moore, Ideals Publications, January 2002

Paper and crayons.

Video recorder.

Assessments:

Drawings

Discussion

Group work

MAK-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: How do media arts and theatre tell stories all over the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Everyone uses stories to talk about what is important to their culture and they express it in many different ways.

We can use the arts to tell the story of our own culture.

Activities:

Read a fable from another culture. Read a story about an immigrant family coming to America. Ask the class which is fiction and non-fiction. Tell the class that both stories are important to a culture. Everyone has fairy tales. Ask the class for American Fairy Tales; Paul Bunyon, Johnny Appleseed, etc. Ask the students about their own cultures and what is special about their background. One type of story is the How the blank got it's blank. Read several versions of the man getting fire story. Break the class into groups and have them come up with their own How story. They group has to tell the story and then act it out

Resources:

Fairy Tales from different cultures

"How" stories

Assessments:

Discussion

Group work

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAK-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: How do we tell a story through the media arts and theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

The arts give us information and opinions on the issues that face society.

The arts are used to tell important stories.

Activities:

Ask the students how many of them listen to or watch the news. What are some important issues to them? Go to a news website for kids like CNN.com. Click around different parts of the website. Ask how the website is telling the story. Go to a live newscast. Listen and watch a few stories. Ask the students what is similar and different between the two media art forms. Ask the class about the news stories that could happen in their class and school. Create a news program that relates to their school.

Resources:

Websites and live news feeds.

Assessments:

Created news cast

MAK-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How do we behave while using media arts in the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment is fragile and can break.

All equipment must be handled properly.

Equipment must be shared.

Equipment must be put away properly after each use.

Students must clean up after themselves after each use.

Activities:

Students turn on and off electronic equipment and practice putting it away safely. Students brainstorm about the things that could harm this equipment and why it is important to keep the equipment running properly.

Resources:

The electronic equipment that the students will be using during the school year.

Assessments:

Observational. Students treating the equipment with respect. How well they practice these skills.

GRADE 1

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What are some of the elements of media arts that we use in the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowledge of how media arts are different and similar to visual arts.

Knowledge that we use media arts every day.

Knowledge that they are a part of the performing arts

Activities:

Students will develop a working vocabulary so that they can talk about and design theatrical activities. Ask students to point out shapes from around the room. On the smartboard show pictures of different objects that have a clearly defined shape, i.e. Christmas tree, stop sign. Introduce the concept that everything is made up of either straight or curved lines. Discuss the difference in meaning of curves, straight, and diagonal lines. Show paintings and advertisements on the board that have strong lines and ask the students what the artist was trying to say to us. Worksheet to go over new vocabulary.

Resources:

Smartboard

Pictures of various objects and shapes

Assessments:

Discussions, worksheets.

MA1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I use the media arts elements to tell a theatrical story?

Concepts, Skills, Techniques, and Critical Knowledge:

Students use digital cameras to photograph emotional scenes based on shapes.

Knowledge that shapes convey emotions.

We can create shapes with our bodies.

Activities:

Students get in groups and plan out three scenes that convey a three different emotions through their bodies in certain shapes. Students, under teacher supervision, take pictures. Pictures are shown on smartboard and class discusses what emotions the actors are trying to convey.

Resources:

Digital camera

Smartboard

Computer

Assessments:

Observational. How well students contribute to the process.

Observational. How well they work with and listen to others.

Finished photographs.

MA1-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: Why is it important to take good care of my electronic equipment?

Concepts, Skills, Techniques, and Critical Knowledge:

We are all sharing a limited amount of equipment which has to be kept up by everyone.

We all have a hand in the upkeep of the equipment.

If we mess up, we don't get to use the equipment.

Activities:

Students will learn to responsibly take care of the digital camera. Students will learn how to turn on and off and safely store the equipment. This is done through guided practice and watching others. This indicator should be practiced before the proceeding one. Only the students that act responsibly get to photograph their group.

Resources:

Digital camera

Assessments:

Observational. Each student will go through the process of starting up, using, saving, powering down, and saving before the teacher and class. A discussion will follow to correct any shortcomings. If a student does not perform up to an acceptable, he/she will not be able to use the equipment.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA1-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: How do lines, shapes and colors help us tell stories?

Concepts, Skills, Techniques, and Critical Knowledge:

Lines, shapes, and colors help us tell stories.

Lines and shapes can be strong or weak.

Our choices help us tell the story.

Activities:

Review with students that shapes convey emotions. Tell the students that they also help us tell stories. Show Windows Movie. Ask what story the movie told. Hand out paper and ask students to divide the page into quarters. Have them put the numbers 1-4 on top left. They draw four pictures to tell a simple story about something that has happened to them, a good or bad personal experience. Each box is to have shapes that help tell the story. Each box has an emotion. After they are done they get with a partner and share their ideas.

Resources:

Created movie with Windows Movie Maker telling a simple story with very strong lines, i.e Shot one - person sitting on couch bored.

Shot two – person rubbing belly.

Shot three – looking in refrigerator.

Shot four – looking sad

Shot five – happy idea look

Shot six – walking into McDonald's

Shot seven – happily eating burger.

Paper and pencils.

Assessments:

Discussion and finished artwork.

MA1-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.

Essential Question: What do I need to do to photograph my story?

Concepts, Skills, Techniques, and Critical Knowledge:

Theatre is collaboration. Everyone needs to work together.

Appropriate use of digital camera.

Appropriate use of the actor's body to tell a story through pictures.

Activities:

Teacher models how to pose the actors to tell the story and then the action is photographed. Teacher breaks students into groups and each person in gets to photograph his story from the previous indicator. Teacher reminds the students that their job is to help the director and that is the definition of an ensemble and anyone not helping will be taken out of the project. Stories are shown to class for discussion.

Resources:

Digital camera.

Computer.

Smartboard or some other way to projects photos.

Assessments:

Discussion

Group work

Finished photographed story.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA1-3.1 Identify the purpose and the intended audience for simple **media texts**.

Essential Question: Who is the works of media arts created for?

Concepts, Skills, Techniques, and Critical Knowledge:

- Understand that theatre is a form of storytelling
- Identify the who, what and where of a piece of media
- Transfer understanding of who, what and where from books to plays, scenes, or scenarios

Activities:

Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Ask the class if they know what the story is about. Ask how Alexander changes throughout the story. Ask them who do you think was the author's intended audience. Why do they think that? Ask them if they ever felt like Alexander and does it help to read a story that the main character is going through things we go through. What other stories or movies does that happen in?

Resources:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Assessments:

Class discussion.

MA1-3.2 Identify messages in simple **media texts**.

Essential Question: What are writers trying to tell me in a work of media art?

Concepts, Skills, Techniques, and Critical Knowledge:

Writer and illustrator are trying to communicate ideas to the reader.

There are many ways that a media artist can give us information.

Actors show things differently than writers or illustrators.

Activities:

Ask the students why they think the author wrote the book. Ask the students why they think the cover is in color and the pages of the story are in black and white? What is the author trying to tell us? Does the story take place in the present day? How can you tell? Look at the toys and the way people are dressed, their lunch boxes and their hair. There are lots of ways that an artist can tell us things if we are observant.

Ask if the students noticed that Alexander does not ever say anything. The author tells us that he said something but we don't see him talking. How is that different from the theatre? Have students act out different parts of the story.

Resources:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Assessments:

Discussion

Acting in improvised scenes

MA1-3.3 Express his or her thoughts and feelings about simple **media texts**.

Essential Question: How does this story make me feel, or what does it make me think about?

Concepts, Skills, Techniques, and Critical Knowledge:

Student feels empathy with the characters in the story.

Student can relate their own experiences to the characters.

Activities:

After reading the story, the teacher leads a discussion about how Alexander feels on different pages in the story. Students can try acting out those feelings themselves.

Resources:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Scanned pictures from the book for display, title page, page three, six, seven, eleven, fourteen, twenty

Assessments:

Class discussion.

Students acting out Alexander's emotions.

MA1-3.4 Describe ways that different audiences might respond to specific **media texts**.

Essential Question: How can we change parts of this story to entertain other audiences?

Concepts, Skills, Techniques, and Critical Knowledge:

Empathy for different audiences.

Ability to change aspects of a story to tell it dramatically.

Activities:

Ask the class why they think the author wrote the story? Are there any other stories that make you feel the same way? If the story was for a different audience, how would it change? Would the audience like it as much? Break the students into groups and ask them to tell a similar story so that Alexander's dad was having a bad day. How would the story change if Alexander's mom was having a bad day? How would the story be different if it was Alexander's teacher? Give them five minutes and then each group presents their stories.

Resources:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Assessments:

Discussion

Created scenes

MA1-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What can I use to find information?

Concepts, Skills, Techniques, and Critical Knowledge:

There are a variety of places to find out information on a play or book including the library, newspapers, magazines, TV, radio, and the internet.

Ability to work together as a group.

Ability to follow directions.

Activities: Ask the class if they know that *Alexander and the Terrible, Horrible, No Good Very Bad Day* was made into a musical. How can we find out about the musical? Tell the class that around the room there are clues to find out information about the play. Break class into groups for a scavenger hunt

Resources:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Scavenger Hunt

Assessments:

Completed scavenger hunt.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA1-4.1 Identify uses of the media arts in everyday life.

Essential Question: How does media art find its way into the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Media Arts can be adapted to the theatre and other performance arts.

There are many different things that actors can do in the performance arts.

Activities:

There are lots of things that an actor can do. Can anyone give me an example of the types of work that an actor can do. Print work, film, TV, cartoon voices, and live stage performances. We will see a few of them today. What we will look at today both came from the media arts originally. The story that we have been reading and a comic strip. After watching and listening to the clips ask the students are there any stories that they know that have gone from one art form to another. Batman, The Simpsons, etc.

Resources:

Songs and sides from *Alexander and the Terrible, Horrible, No Good, Very Bad Day the musical*.

Audio recording of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst.

Peanuts comic strip from the newspaper

Video clip from a Peanuts special

Video clip from *You're a Good Man Charlie Brown*.

Assessments:

Class discussion.

MA1-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: What is different, and the same, when you use media arts instead of reading or doing?

Concepts, Skills, Techniques, and Critical Knowledge:

Media Arts can be adapted to the theatre and other performance arts.

There are many different things that actors can do in the performance arts.

Ability to compare and contrast different art forms.

Activities:

After watching and listening to the clips, class discusses the similarities and differences between the art forms. Ask the class if each form told the same basic story. Tell the class that each form is very good but they are all different. Ask the class to list the strengths and weaknesses of each form. After getting a good list give the class certain circumstances that would lead the class to choose one form over another. What would you do for a blind person? Which would you prefer if you were shipwrecked on a desert island with no electricity? How would you like to take it in if you were in an IMAX theatre?

Resources:

Songs and sides from *Alexander and the Terrible, Horrible, No Good, Very Bad Day* the musical.

Audio recording of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst.

Peanuts comic strip from the newspaper

Video clip from a Peanuts special

Video clip from *You're a Good Man Charlie Brown*.

Assessments:

Class discussion.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA1-5.1 View and describe a variety of **media art forms**.

Essential Question: How has media arts changed over time?

Concepts, Skills, Techniques, and Critical Knowledge:

Media and performance art has changed over time.

Technology has changed.

Artists of the past have influenced artists of today.

Ability to describe an art form.

Activities:

Show clips from Laurel and Hardy, The Three Stooges, Tom and Jerry, and Itchy and Scratchy (from The Simpsons). Have students describe the similarities and differences. Tell them that this is all a type of comedy called physical comedy that has existed for thousands of years. Art changes over time but there are some things that never change.

Show pictures of the original Alice in Wonderland drawings, the Disney cartoon, and the newly released live version. Ask the students for similarities and differences. Why do you think the original was changed? Ask them what old story they would like to see redone and why. What changes would they like to see?

Resources:

Movie clips

Still from three versions of Alice in Wonderland

Assessments:

Discussion.

MA1-5.2 View and discuss media artwork that portrays family and/or community.

Essential Question: How is community/family represented to you through painting, photography and other media arts over time?

Concepts, Skills, Techniques, and Critical Knowledge:

Media and performance art has changed over time.

Technology has changed.

Artists of the past have influenced artists of today.

Ways of portraying families have changed.

Ability to describe an art form.

Activities:

Students view a series of paintings, photographs and computer animations to understand the changes that have taken place in families in the last one hundred years. Have the students describe the family portraits in terms of color, lines, and shape. What does the artist reveal about his subjects? Does he like them? What does The Simpsons or Family Guy say about the average married father/mother. Show the students the pictures of the parents in Alexander and the Terrible, Horrible, No Good, Very Bad Day. What is the artist/author trying to say about Alexander's parents?

Resources:

Pictures of families from the local historical society

Pictures of TV families from the fifties through the present.

www.museum.tv – Museum of Broadcast Communications

Computer

Smartboard

Assessments:

Discussion

MA1-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: How is community/family represented to you through painting, photography and other media arts in different cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Media and performance art has are a part of many cultures.

Ways of portraying families have similarities and differences.

Ability to describe an art form.

Activities:

Students view a series of paintings, photographs and computer animations to understand the hopes and dreams of families all over the world. Choose photographs that represent the family at work, play, and religious observance. Have the students describe the family portraits in terms of color, lines, and shape. What does the artist reveal about his subjects? Does he like them? Ask the students if people in another part of the world want different things for their families than Americans want for theirs. Have students create scenes where the mother or father from a distant land tell their children of their dreams for them.

Resources:

Smartboard

Computer

A number of digital photos from different cultures.

www.socialstudiesforkids.com

www2.scholastic.com

Assessments:

Discussion

Scenes

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA1-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What issues concern people from different cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Empathy for people from foreign lands.

Ability to work within a group.

All people are basically the same.

Activities:

Review MA1-5.3 and the pictures that were shown to the class. Have students make up scenes that address the problems that other cultures have to address. After the scenes are viewed ask the actors how do those issues relate to American families.

Resources:

Smartboard

Computer

A number of digital photos from different cultures.

www.socialstudiesforkids.com

www2.scholastic.com

Assessments:

Discussion

Scenes

MA1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What issues concern people from different cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Empathy for people from foreign lands.

Ability to work within a group.

All people are basically the same.

Activities:

Review MA1-5.3 and the pictures that were shown to the class. Have students make up scenes that address the problems that other cultures have to address. After the scenes are viewed ask the actors how do those issues relate to American families.

Resources:

Smartboard

Computer

A number of digital photos from different cultures.

www.socialstudiesforkids.com

www2.scholastic.com

Assessments:

Discussion

Scenes

GRADE 2

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What are the parts of a computer and what can we do with a computer in the performing arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Students must have working knowledge of digital recording and digital photography.

Students will make decisions about what to use in recording and producing an alphabet screensaver.

Activities:

Students will get a working vocabulary and hands on training so that they can work with Windows Movie Maker, a computer, a digital camera, and a microphone. This is done initially through handouts and discussion but then moves to hands-on experience.

Resources:

Windows movie maker

Computer, Digital camera, Microphone

Assessments:

Discussions, handouts and vocabulary tests.

MA2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I use the equipment I have to create a piece of performance art?

Concepts, Skills, Techniques, and Critical Knowledge:

Basic knowledge of computers.

Basic knowledge of Windows Movie Maker

Basic knowledge of digital camera and microphone.

Ability to upload sound and images onto the computer

Activities:

Students will draw and create a simple movie based on the alphabet using their bodies to create the letters and their voices to say the letters. Students become familiar with the electronic equipment necessary for this project and how to use Windows Movie Maker. When project is completed, finished movies are shown to the class.

Resources:

Windows movie maker

Computer

Digital camera

Microphone

Assessments:

How well students contribute to the process.

How well they work with and listen to others.

MA2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: Why is it important to use equipment properly and treat it respectfully?

Concepts, Skills, Techniques, and Critical Knowledge: We are all sharing a limited amount of equipment which has to be kept up by everyone.

We all have a hand in the upkeep of the equipment.

If we mess up, we don't get to use the equipment.

Activities:

Students will learn to clean up after themselves on the computer, how to save their work, and how to responsibly take care of the equipment. Also students will learn how to power down and safely store the equipment. This is done through guided practice and watching others.

Resources:

Windows movie maker

Computer

Digital camera

Microphone

Assessments:

Observational. Each student will go through the process of starting up, using, saving, powering down, and saving before the teacher and class. A discussion will follow to correct any shortcomings. If a student does not perform up to an acceptable, he/she will not be able to use the equipment.

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA2-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: How can I manipulate photos through a photo-editing program?

Concepts, Skills, Techniques, and Critical Knowledge:

There are different programs for different tasks. There is not one program for all applications.

Ability to open and close various programs.

Photos can be changed for different effects.

Ability to manipulate photos in a photo editing program.

Ability to take and upload photos with a digital camera.

Activities:

Students take portraits of members of their group and then distort them in various ways for comic effect through a photo manipulation program like Photoshop or iphoto. Students then print out their work and teacher helps them put them up around the room for an "art show".

Resources:

Digital camera.

Computer

Photo editing software.

Assessments:

Observational – How students work in groups and on the computer.

Finished manipulated photo.

MA2-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: How can we use digital photos to tell theatrical stories?

Concepts, Skills, Techniques, and Critical Knowledge:

Digital photography is a tool we use to tell stories.

There are different programs for different tasks. There is not one program for all applications.

Ability to open and close various programs.

Photos can be changed for different effects.

Ability to manipulate photos in a photo editing program.

Ability to take and upload photos with a digital camera.

Activities:

Students with their groups, look at the bizarre portraits created in MA2-2.1 or take another set of photos to manipulate. Students write funny stories and perform them for the class in a mock newsroom. Smartboard can show pictures as news anchor tells the gruesome details.

Resources:

Digital Camera

Computer

Photo manipulation program

smartboard

Assessments:

Manipulated digital photo

Written news story

Performed news story

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA2-3.1 Identify the purpose and the intended audience for some simple **media texts**.

Essential Question: Who was the computer programs created for and why was it created?

Concepts, Skills, Techniques, and Critical Knowledge:

Computer programs designed for different people.

Computer programs are designed for different purposes.

Activities:

Students are asked what kind of computer programs they use/like and why? Can computer programs work on every system? Why don't they? Different programs are designed for different operating systems. Ask students to name some operating systems. Windows, Mac, Wii, and x-box 360 are all examples of operating systems. Ask what makes a good computer program. Teacher writes down criteria; intended audience, ease of use, purpose. Teacher shows class three different program, a writing program, a lighting program, and an audio editing program. Give students the opportunity to work with them. Ask for the students opinions on the software.

Resources:

Lightplot (lighting design program)

Audacity (music editing program)

Word (word processing program)

Computer

Smartboard or projector so class can see and talk about the program.

Assessments:

Discussion

Proper use of computer as students are working with programs.

MA2-3.2 Identify messages in simple **media texts**.

Essential Question: What are the artists saying about characters in computer games?

Concepts, Skills, Techniques, and Critical Knowledge:

Computer game designers create characters in much the same way as actors.

Characters are created with voice and physical features

Ability to critique a computer program.

Activities:

Teacher leads discussion about character design through the voice and physical characteristics. Teacher plays bits of computer programs that have characters in them. Students discuss whether character design helps or hinders the program. Are there any aspects that they would change and why. Give class several types of computer programs and ask what kinds of characters would be appropriate for them. Have them act out their characters.

Resources:

Several computer games with strong characters.

Computer

Smartboard or way to project programs for class to see.

Assessments:

Discussion

Created characters.

MA2-3.3 Express his or her thoughts and feelings about simple **media texts**.

Essential Question: How can I communicate feeling and emotions through poetry and a computer?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to use a computer.

Ability to follow the directions of the software.

Ability to create an acrostic poem.

Ability to print their poem/artwork.

Ability to talk about their work.

Ability to give constructive criticism on other's work.

Ability to accept criticism in order to improve his/her own work.

Activities:

Students go to www.readwritethink.org to complete an acrostic poem on an emotion and/or feeling. After printing the poem out, hang them up around the room for the students to view like a poetic art gallery. Have students choose their favorites and talk about why they feel that way. The writer/artist will then read their work to the class and have an opportunity to talk about her work.

Resources:

www.readwritethink.org

Computer

Printer

Assessments:

Printed poem

Discussion

MA2-3.4 Describe ways that different audiences might respond to specific **media texts**.

Essential Question: How would different audiences relate to a work of performance art?

Concepts, Skills, Techniques, and Critical Knowledge:

Empathy for other audiences.

Different audiences will respond to art differently.

Ability to think about how an audience would react to a piece of artwork

Activities:

Show the movie that students created in MA2-1.2. Ask the students if they liked it, why and why not? Ask the group that made the movie who was the intended audience? Ask the class who else it could be shown to that would enjoy it. Ask them if they know a group that might not enjoy it. Put a list of groups on the board. Ask the students individually to write down if the group would enjoy it or not and why. After the students are done have them team

up for a pair share. After a few minutes of discussion have the pairs share with the class.

Resources:

Movies created in MA2-1.2.

Computer

Smartboard to share movie with class

Assessments:

Discussion

MA2-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What are the different types of programs that are available to the theatre artist?

Concepts, Skills, Techniques, and Critical Knowledge:

There are a variety of computer programs available to the theatre artist.

The computer is another tool for the theatre artist.

The internet is a good way of researching the different programs that are out there.

Activities:

Class is divided into groups with each group taking a different aspect of the theatre. Groups have to find the computer programs that are available to them, how they are helpful to someone in the theatre, the costs of the programs, and which is in their opinion the best and why. Groups present their findings (report) to the class.

Resources:

Computer

Access to internet

Assessments:

Group report

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA2-4.1 Identify uses of the media arts in everyday life.

Essential Question: How is computer generated media arts used in the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

Ask the class the way computer generated media arts and theatre are connected. Create a VENN diagram to illustrate the connections. Actors serve as voices for computer animations, models in print work and computer animations, designers for computer games, etc. Have the students look around the room to write down as many connections between the two art forms. They can also include connections in their everyday life. The student with the most connections wins.

Resources:

Classroom decorations

Assessments:

List of connections between media arts, theatre and the decorations around the room.

MA2-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: How is a computer storybook different from reading or performing the book live?

Concepts, Skills, Techniques, and Critical Knowledge:

Stories come to us in many different forms.

There are strengths and short comings in each form.

Ability to compare and contrast different artforms.

Activities:

Students listen and watch a computer storybook. Groups are assigned and then the different groups act out the story. A discussion follows on the similarities and differences between the two presentations.

Resources:

Computer and book version of the same story.

Computer

Smartboard

Assessments:

Discussion.

Recreation of story by the group.

MA2-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What will it cost me to make to make the perfect computer for a theatre company?

Concepts, Skills, Techniques, and Critical Knowledge:

Businesses and people have to live within a budget.

Getting the right mix of components is a complicated situation.

It is possible to make a computer for your needs.

Ability to add and subtract numbers.

Activities:

Teacher makes a list of the costs of computer set up including the type of the computer, memory, hard drive, printers and the costs of the programs from MA2-3.5. Write down several of the jobs in theatre on the board. Ask the class if they can describe the computer needs of each. (The playwright needs a computer with a word processor, the sound designer needs a computer with a good sound editing program. Tell the class that they will be broken into groups and each group is starting one type of theatre/production company. Each groups has to decide on their computer needs; speedy computer, large memory, big screen/small screen, internet access, etc. Each group has a budget and has to design a computer system for their company. Each groups presents for the class.

Resources:

Computer costs handouts

Assessments:

Creativity in computer design

Ability to work together on the project

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA2-5.1 View and describe a variety of **media art forms**.

Essential Question: How did the personal computer develop?

Concepts, Skills, Techniques, and Critical Knowledge:

The computer is a very new invention.

There have been lots of changes to computing in the last fifty years.

Technology is always changing.

Computers are invaluable for the performing arts.

Activities:

Students will create a timeline in groups. Teacher sets up stations around the room where computer innovations in the arts can be found. Each student visit one of the stations and then rejoins group to plan and create the timeline. Each group makes a presentation to the class.

Resources:

Stations with handouts

Timeline program

Assessments:

Student developed timeline.

MA2-5.2 View and discuss media artwork that portrays family and/or community.

Essential Question: How is my concept of family and community represented in this electronic media?

Concepts, Skills, Techniques, and Critical Knowledge:

The media arts portray the family and community in various ways.

We can use the media arts as a way of creating theatre.

Ability to analyze electronic media for its dramatic effect.

Ability to work in groups to create simple scenes.

Activities:

Teacher creates a windows movie with various pictures of families at work and play from various socio-economic levels. The last image is a compilation of all the types of families. That image is kept up during the discussion. Students watch the movie and then teacher leads the discussion on who the people in the pictures are. The students will come to the conclusion that there were families in the photos and that there are many kinds of families. Teacher asks students to describe their own families. Teacher breaks the class into groups and the students have to pick one picture and create a scene based on the picture.

Resources:

Windows Movie Maker

Smartboard (to show movie)

Various digital photos of families

Assessments:

Discussion

Created scenes

MA2-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: How is my concept of other cultures represented in this electronic media?

Concepts, Skills, Techniques, and Critical Knowledge:

The media arts portray culture of others in various ways.

We can use the media arts as a way of creating theatre.

Ability to analyze electronic media for its dramatic effect.

Ability to work in groups to create simple scenes.

Activities:

Teacher creates a windows movie with various pictures of people from different cultures at work and play from various socio-economic levels. The last image is a compilation of all the photos. That image is kept up during the discussion. Students watch the movie and then teacher leads the discussion on who the people in the pictures are. The students will come to the conclusion that there were people from different cultures in the photos and that there are many kinds of people. Teacher asks students to describe their own background and people that they know from other places. Teacher breaks the class into groups and the students have to pick one picture and create a scene based on the picture.

Resources:

Windows Movie Maker

Smartboard (to show movie)

Various digital photos of families

Assessments:

Discussion

Created scenes

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA2-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: How do computers help us learn about other people and cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Newsletters, newspapers and magazines are a type of media art.

There are lots of people needed to create a newsletter.

Ability to use a word processor program.

Ability to talk and interview people.

Empathy for people the student is interviewing.

Ability to take non-dramatic work and make scenes out of them.

Activities:

Students find out interesting stories about their families. Each month the class will create a newsletter about the people in the class. Teacher leads a discussion on what would be appropriate stories to write and how to organize the newsletter. With a word processing program like Word the students create a format for the newsletter and do simple typing skills. The students are given assignments like "a funny thing happened to me when....." or "My proudest moment." The students bring back their stories to the class and read them. If there is more information to find out they might have to go back to their sources. The students then decide what stories to tell in each issue. The newsletters are distributed to the students and sent home for parents to read and discuss. The next step is to take the articles and to create a living newspaper.

Resources:

Word processing program

Digital camera

Assessments:

Discussion

Articles written

Newsletter

MA2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are some of the dangers of using the computer and how to keep safe?

Concepts, Skills, Techniques, and Critical Knowledge:

Computers belong to individuals.

There are rules to follow when working on a computer.

You should only do what you are allowed to do on them.

There are ways to be safe while using the computer.

Activities:

Teacher takes kids outside to play "The Blob." This game is like tag except that when the person who is it tags someone, they have to hold the "its" hand and also try to tag people. By the end there should be a long line of people who are it and no one can escape. Teacher can play this until the students get tired. The teacher can then introduce the concept of a computer virus and how it can take over a person's computer.

Resources:

Computer

Assessments:

Discussion

Participation in theatre games.

GRADE 3

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What techniques, concepts and skills do I need to use to a digital camera?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to tell the parts of a digital camera.

Ability to safely operate a digital camera.

There is a correct way to operate a camera.

There are certain terms that I need to understand to operate a camera correctly and artistically.

Activities:

Students are shown the correct way to turn on and off a digital camera and learn the basic terminology. Students are given a word search with terms dealing with digital photography including but not limited to megapixels, jpeg, tiff, bitmap. After the word search is complete, ask the class the definitions of the words. Describe the parts of the digital camera and show the class how to operate the camera correctly. Give time for the class to practice the correct procedures.

Resources:

Word search

Instruction handout

Digital camera

Assessments:

Word search

Discussion

Guided practice.

MA3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I best use different techniques, technologies and processes to create aesthetically pleasing picture?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to operate a digital camera safely.

There are things that the photographer can do to make a picture more pleasing.

Ability to set up and take a picture.

Activities:

Teacher shows a presentation of a variety of digital photos. Teacher should explain the basic rules of photography including;light, color, and composition. Break the class into groups and have them tell a story with three shots. Teacher can suggest stories to each group. Tell them they have to use light, color and composition in each of their pictures and the group members have to pose in the shots. Upload the pictures on the computer and show the photos to the class using a smart board or other projector. Have the class discuss if the story was clear and how artistic each group was at telling the story.

Resources:

Smart board

Digital camera

Computer

Assessments:

Discussion

Digital photo story assignment

MA3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowledge that there are correct ways to use a digital camera

Ability to take photos and upload them to a computer.

Uploading the photos onto a computer gives us the ability to manipulate the photos

Activities:

Teacher shows a non-digital and a digital camera to the class. Ask if anyone knows the difference between the two. Teacher passes around pictures taken with the non-digital camera and shows a slide show made with digital photos. Explain to the class that we can get regular photographs from digital camera and digitalize non-digital photos. But a digital camera was made to quickly upload photos onto a computer. Ask the class what could we do when a photo is in our computer; e-mail, slide show, change it. Demonstrate how to create a folder on the computer and upload the photos from the camera to that folder in a respectful and responsible way. Give time for students to practice those techniques.

Resources:

Digital camera

Computer.

Still Photographs

Slideshow made with Powerpoint or Windows Movie Maker

Assessments:

Discussion

Guided practice.

MA3-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: Why do I make the choices that I do in manipulating a digital photos?

Concepts, Skills, Techniques, and Critical Knowledge:

There are ways to manipulate a photo once it is in the computer.

Ability to open a photo-editing program.

Ability to manipulate a photo using a photo-editing program.

I make artistic choices depending upon the effect I want from my audience.

Ability to talk about my choices.

Activities:

Students are introduced to a photo-editing program like photoshop or i-photo on the computer. Teacher shows a prepared slide show of the same photo that has been manipulated in the program, i.e. blurred, pixilated, artistic rendering. Teacher asks students to explain the similarities and differences between the photos and how does each change make them feel. Teacher demonstrates how to open a photo in the program and how to change aspects of it. Teacher asks students to get in their groups and to work with the photos that they took and uploaded from the previous indicator. They are to use one photo and make it look scary, happy, and sad. After the groups are done, they present their work in class. Class guesses what picture goes with each emotion and why they thought so. The group then tells their reasons.

Resources:

Photo-editing program

Computer

Examples of manipulated photos

Smartboard

Assessments:

Discussion

Photo project

MA3-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

Essential Question: What is the best way to teach and critically evaluate a digital photo?

Concepts, Skills, Techniques, and Critical Knowledge:

Everyone can be a teacher to others.

Everyone can learn things by themselves.

Ability to explore a computer program by themselves.

Ability to explain an idea or concept to their peers.

Activities:

In the photo editing program that students have familiarity with, the students individually have to find a new concept, idea, technique or skill that they did not know before. They join their group and describe where they found it and why it is important to others. The “teacher” gives a task to the other members of the group and criteria for a successful completion of the task. The “students” have to use their new skills and the “teachers” have to evaluate if the “students” were successful. This is shared with the class.

Resources:

Computer

Photo-editing program

Smartboard

Assessments:

Discussion

Student created projects

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA3-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating a digital photograph story?

Concepts, Skills, Techniques, and Critical Knowledge:

Telling a story through digital photography involves artistic decisions.

Ability to breakdown the story-telling process into steps.

Activities:

In groups students do a theatre game called pictures, where they tell a story with three tableaux. After all three scenes are presented, class describes what they saw and their feelings about what the story was about. Introduce the concept of storyboarding.

Storyboards are graphic organizers such as a series of [illustrations](#) or [images](#) displayed in sequence for the purpose of pre-visualizing a [motion picture](#), [animation](#), [motion graphic](#) or [interactive media](#) sequence, including website interactivity. The storyboarding process, in the form it is known today, was developed at the [Walt Disney Studio](#) during the early 1930s, after several years of similar processes being in use at Walt Disney and other [animation studios](#).

Have students create their own storyboard on a personal experience. Have the students present their story to the class.

Resources:

Wikipedia

www.printablepaper.net for storyboard handout.

Assessments:

Discussion

Completed storyboard project

MA3-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: What techniques, elements and equipment work best for creating a digital photograph story?

Concepts, Skills, Techniques, and Critical Knowledge:

Telling a story through digital photography involves artistic decisions.

Ability to breakdown the story-telling process into steps.

Activities:

In groups students do a theatre game called pictures, where they tell a story with three tableaux. After all three scenes are presented, class describes what they saw and their feelings about what the story was about. Introduce the concept of storyboarding.

Storyboards are graphic organizers such as a series of [illustrations](#) or [images](#) displayed in sequence for the purpose of pre-visualizing a [motion picture](#), [animation](#), [motion graphic](#) or [interactive media](#) sequence, including website interactivity. The storyboarding process, in the form it is known today, was developed at the [Walt Disney Studio](#) during the early 1930s, after several years of similar processes being in use at Walt Disney and other [animation studios](#).

Have students create their own storyboard on a personal experience. Have the students present their story to the class.

Resources:

Wikipedia

www.printablepaper.net for storyboard handout.

Assessments:

Discussion

Completed storyboard project

MA3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What equipment, supplies and knowledge do I need to create a digital photographic story?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a process that I have to follow in order to tell my story clearly.

There are certain tools that I need to tell my story.

Ability to upload and manipulate digital photographs.

Ability to take digital photographs safely, taking care of the equipment.

Ability to create a storyboard.

Activities:

Teacher asks what steps are necessary to create a story using digital photography. Students brainstorm and then teacher shows an example of the steps needed to create a project. Teacher hands out project schedule template. As a group, students create a timeline or schedule for the creation of their own digital photographic story, to include what equipment, supplies, software are needed to accomplish their project. Each group has to clearly express why each step is important before they can proceed.

Resources:

Project schedule template

Assessments:

Completed project schedule template

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA3-3.1 Identify the purpose and intended audience for a variety of **media texts**.

Essential Question: What are some uses for digital photography in the real world?

Concepts, Skills, Techniques, and Critical Knowledge:

Digital photography has many uses.

There are many audiences for media art.

Ability to distinguish a photograph's purpose.

Ability to figure out for whom the photo was intended.

Activities:

Teacher asks students for ideas on the uses of digital photography. They think about their ideas individually and then get together for a pair share. The pairs then write their ideas on the smart board. Teacher reviews what was written and asks for other ideas. Teacher then presents a slide show of different digital photographs and asks the students which category it fits into. Suggested categories could include but are limited to; accident and insurance, advertising, medical, personal, professional, portraits, and educational. Ask students to write down how groups of things would be used in each category such as family or food. Have students act out little scenes for each.

Resources:

Smart board

Computer

Digital slideshow

www.ncsu.edu/science/route/usetech/digitalcamera/ - good resource for uses of digital cameras and lesson plans.

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm - good resource for uses of digital cameras and lesson plans

Assessments:

Pair/share

Discussion

Written work

Created scenes

MA3-3.2 Identify overt and implied messages in simple **media texts**.

Essential Question: What is the main message of this media?

Concepts, Skills, Techniques, and Critical Knowledge:

Photographs are taken and displayed for a purpose.

Ability to analyze a photo for its messages.

Ability to take part in a discussion on overt and implied messages in photographs.

Ability to create a photograph with a message.

Activities:

Teacher shows a slideshow of advertisements. Some pictures should be of things third grade students would naturally want; toys or video games. Other photos should be of things the students have little connection with. Teacher asks class about the purpose of the photographs. It is to make the viewer want something. Ask the students which things they responded to strongly. How the photo is getting you to want that thing? Explain to class that there are messages in each of the photos because if we buy that thing we will be skinnier, richer, or more popular. Ask the class if they are easily influenced by advertisements. Ask the class if they want converse sneakers and what do they think about people who wear them or people who wear Hollister clothing. Tell class that they will create an advertisement with a message. Hold up some plastic fruit. Tell class that in groups they will take photos of the fruit with an actor or actors with a message. The message will be an emotion which teacher will give randomly to each group. Give class five minutes and then show the photos to class which has to decide what the message was and how successful it was.

Resources:

Plastic fruit or other objects.

Smart board

Computer

Slideshow of advertisements

Assessments:

Discussion

Group project

MA3-3.3 Express his or her opinions about ideas presented in **media texts**.

Essential Question: What do I think about the ideas that are presented to me in this digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Photographs are taken and displayed for a purpose.

Ability to relate a photo to the viewers own experiences.

Ability to take part in a discussion on a photographs emotional qualities.

Activities:

Teacher puts up photos around the room like an art gallery. Students are given five minutes to walk around the room looking at pictures. They will decide which picture they like the most and why. Students have to write down what the photo makes them think about from their own lives. They write down their responses and then present their ideas to the class. Teacher should help the students to understand that many people could have different reactions to the same photo. That is what art is all about.

Resources:

Artistic digital photos from internet

Slideshow

Internet access

Computer

Color printer

Smart board

Assessments:

Discussion

Written work

Personal experience presentation

MA3-3.4 Describe ways that different audiences might respond to specific **media texts**.

Essential Question: How might other groups react to the message contained in this digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Photographs are taken and displayed for a purpose.

Photographs might have different meanings to different people or audiences.

Ability to relate a photo to the viewers own experiences.

Ability to take part in a discussion on a photographs emotional qualities.

Activities:

Put a picture of a cute baby on the smart board. Wait thirty seconds to a minute as the class makes comments on the photo. Ask the class what their reaction to the photo is. Ask the class how many of them have a baby brother or sister. Would their reaction be any different if their situation was different? How would a childless couple feel about that photo? How would a parent who lost their child feel about the photo? How would a hungry tiger feel about that photo? Ask the class a series of questions about how different audiences would feel about that same cute baby. Ask students what that means? The same thing could have different meanings depending upon who is viewing the piece of artwork. Break class into groups and have them choose one photo from indicator MA3-3.3. Group has to present three different viewpoints from that one photo. Scenes are shown to class.

Resources:

Photo of cute baby (strange looking baby would get other reactions but is probably just as valid).

Smart board

Computer

Photographs in classroom "art gallery".

Assessments:

Discussion

Presented scenes

MA3-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What sort of methods can I use to find source of digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Media comes in all different forms.

Sometimes advertisements can be very subtle.

Ability to use the internet.

Ability to locate product advertisements in a variety of media.

Activities:

Teacher asks class where they see advertisements. Puts answers on the board. Have a slideshow of different places where advertisements are placed. Explain that many times we see advertisements for the same product in many different places. Tell the class they are going on a treasure hunt. Break class up into groups and have them make a list of five places that they can find advertisements. Group decides what product they should look for and will collect examples of their product in different media. Group members will write down the script that they see on TV or hear on the radio. Students can act out the advertisement for the class. For extra credit the class could look for their product or any product in TV or films which is called product placement. Ask what the students think an audience will think of a product if they see a start using it. After project is complete, have time for students to present what they have found.

Resources:

Smart board

Computer

Assessments:

Discussion

Advertisement scavenger hunt

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA3-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.

Essential Question: How is digital photography being used in other art forms?

Concepts, Skills, Techniques, and Critical Knowledge:

Digital photography is used in other art forms.

Ability to recognize the media arts contribution to other arts.

Activities:

Teacher shows a PowerPoint presentation with many different theatre posters that have used digital photography as a base. Ask the students if this is an appropriate way to use digital media in the theatre. Ask if there are other ways to use the media arts in the theatre. Advertisements, reviews, playbills, interviews, and posters are all ways to use digital photography in the theatre. Get a list on the smart board. Break the class into groups and have them use a scene recently created by the group to plan an ad campaign where they will have to use digital photography in three ways. Have them present their ideas in class.

Resources:

Smart board

Computer

PowerPoint presentation

Assessments:

Class discussion

Presentation

MA3-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How can I use what I have learned about media technology to create an advertisement campaign for a theatre production?

Concepts, Skills, Techniques, and Critical Knowledge:

Publicity for theatre productions have to be planned.

Ability to use computer software to manipulate images and create theatre posters.

Activities:

Students create a theatre poster, using a previously created scene. They take several stills using the digital camera, upload pictures onto the computer, use a photo manipulation program to change the photo and a word processing program to create the poster. Posters are printed and displayed around the room.

Resources:

Digital camera

Computer

Photo manipulation program

Word processing program

Color printer

Assessments:

Finished poster

MA3-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What would it cost to create a publicity campaign for a theatre production?

Concepts, Skills, Techniques, and Critical Knowledge:

Publicity for theatre productions cost money.

Ability to break down the costs of the publicity.

Ability to find out how much things cost.

Activities:

Teacher shows a PowerPoint presentation of different types of theatrical publicity and then reviews the steps to an ad campaign from MA3-4.1. Make a list of all the things that go into publicity including; photographing actors, creating a poster, printing the posters, advertisements in local newspapers and magazines. Ask if each of those steps free? Students will say that it can cost money. In their groups, students decide upon one area to contact for prices. For instance, one student may contact a local photographer to ask how much a photo shoot would cost. Another student in the group may find out how much ad space in a local paper, or TV station might cost, or printing costs for poster printing. Teacher then puts prices on the board and groups have to plan a budget and explain their choices if they had \$100.00, \$1,000.00, or \$10,000.00 dollars. Groups make presentation to class.

Resources:

Smart board

PowerPoint presentation of different forms of theatrical publicity.

Assessments:

Contacting local business homework

Group presentations

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA3-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How does photography from the past, or from other cultures, influence my knowledge and experience of digitally created photography?

Concepts, Skills, Techniques, and Critical Knowledge:

Photography can change a way the person thinks about a subject.

Ability to see the ways a photograph can be manipulative

Activities:

Teacher shows two pictures of Albert Einstein, one relatively normal one from his younger days and his hair combed. The second one should be the famous one with his hair dishelved and his tongue sticking out. Ask the class who the person was after showing the first photo. Give a brief history on Einstein explaining that he was one of the smartest men of the 20th century. Show the second picture. Ask class what the photographer wanted to say to us. Does it change our opinion? Show two different pictures of Taliban fighters one heroic and one barbaric (within reason). Ask what the photographers wanted to say by each. Have students take out a piece of paper and ask them if we only had this picture of this person, what would you think of them. Show a series of photos that give strong impressions of famous people. Ask the class to share their opinions and give reasons why they think that way.

Resources:

Variety of digital photos

PowerPoint presentation of famous people

Assessments:

Discussion

Work sheets

MA3-5.2 View and discuss media artwork that portrays the people and cultures of South Carolina.

Essential Question: What can you learn about the people and culture of South Carolina by seeing photos of South Carolinians?

Concepts, Skills, Techniques, and Critical Knowledge:

Digital photography not only helps us understand other people and cultures but our own.

Ability to have empathy for other people.

Ability to write a monologue after looking at a picture from that person's point of view.

Activities:

Teacher puts up a series of pictures of famous and not so famous South Carolinians from the past fifty years that the students would not be familiar with. Students walk around room as if it were an art gallery and decide on their favorite. Tell the students that these are all people who have lived in South Carolina. From the picture ask the student to think about how that person might view South Carolina. Ask the student to write a monologue about that person's life from that person's point of view. Monologues are presented in class.

Resources:

Computer

Printer

Photos of South Carolinians

Assessments:

Written and performed monologue.

MA3-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: How are different cultures portrayed in photography and why that is important to the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Different cultures portray people differently.

Ability to analyze a photograph for its point of view.

Activities:

Teacher asks the students how they would describe an American? Write the answers on the board. Teacher shows photos of how Americans are depicted by other countries. There is a big difference between how we see ourselves and how others view us. Ask why this is so. Show pictures of the Taliban both how those fighters are viewed in America and in the Arab world. Ask what this says about how we view those people. Ask which view is true. The fact is that both views are truthful and deceptive. Show photos of native cultures by photographers who are from that culture. Ask the students what is important to that culture? Ask the students to write down what they think are the similarities and differences between the way cultures portray themselves to the outside world. In a pair/share students discuss their ideas and brainstorm about how this can be important in the theatre. They share their ideas with the class.

Resources:

Smart board

Variety of cultural photographs in PowerPoint presentation

Assessments:

Discussion

Written work

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA3-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: How can digital photography and theatre be used to create a better world and to raise awareness of important issues?

Concepts, Skills, Techniques, and Critical Knowledge:

All art can be used to improve society.

Ability to create scenes based on a photo.

Activities:

Students talk about issues that are important to them. For homework, they have to find a picture on that issue and bring it in to class. Students break into groups and create scenes from those pictures and present them to the class. If photos are digitalized, they can be projected as a backdrop to the scene. As an extension to this activity, the class could perform the scene for other classes and the general public and lead a discussion afterwards as to why these issues are important to them.

Resources:

Pictures that students brought in.

Assessments:

Performed scene.

MA3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: Who owns an image? Are their legal and ethical issues important in digital photography?

Concepts, Skills, Techniques, and Critical Knowledge:

There are legal and ethical issues involved in taking a photograph.

Ability to analyze a situation and discuss both sides of an issue.

Activities:

Teacher puts a picture of a star on the board that students would be familiar. It should be a picture that from the expression on the subject's face, is an invasion of privacy. Ask students if they think, that person wanted their picture taken. Ask the students if that photo should have been taken? Ask them what happens if it wasn't a famous person. What if it was a regular person? Could I should I take an embarrassing picture of a person and put it on the internet if I want? After a few minutes, break the class into groups and have each group create scenes on their point of view.

Resources:

PowerPoint presentation of famous people.

Assessments:

Discussion.

Created scenes.

GRADE 4

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question Essential Question: What techniques, concepts and skills do I need to use sound system?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to tell the parts of a digital and analog sound system.

Ability to safely operate the components of a sound system.

There is a correct way to record sound.

There are certain terms that I need to understand to operate a sound system correctly and artistically.

Activities:

Students are shown several ways to play music including a stereo, mp3/ipod, and computer. Tell the students that sounds are all around us. Create a Venn diagram with class about the similarities and differences between sound systems. There are different types of sound systems that are used in the theatre. Hand out a study sheet with terminology to be learned so students can fill in the definitions. Put a list of terms on the board and go over definitions. Students are given a word search with terms dealing with sound systems including but not limited to decibels, music, effects, reinforcement, intensity, transducer. After the word search is complete, ask the class the definitions of the words. Describe the parts of the sound system and show the class how the parts work together correctly.

Resources:

Stereo.

Mp3 player or Ipod

Computer

Wordsearches

Assessments:

Discussion

Wordsearch

Completed study sheet

Vocabulary quiz

MA4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I best use different techniques, technologies and processes to create a recorded sound effect?

Concepts, Skills, Techniques, and Critical Knowledge:

There are different ways of recording sound.

There is a difference between professional and non-professional sound recordings.

Understanding of the different components that make up an analog sound system.

Understanding of the process of making a simple recording in an analog system.

Ability to speak clearly into a microphone.

Ability to remain silent while a recording is being made.

Activities:

Discovery Education has a very interesting series called Behind the Scenes which has a four minute video on the sound designer. Teacher shows the video as an introduction to sound design in the theatre. If the school has a sound system in its theatre, take class on a backstage tour. If the school only has a portable sound system for athletic events, borrow that and set it up in your room. A local DJ could also be induced to visit and talk about his job (this could be done if your school has a dance). Describe the importance and purpose of the microphone, amplifier, mixer and speakers to the sound system. Teacher discusses good etiquette in the sound studio and stresses the importance of absolute quiet when recordings are being made. Teacher uses his cell phone to record the students saying their names and one good thing about themselves. Play back the recording and ask the students about what they think of the recording. Tell the students there is a difference between a non-professional recording that one can make with a cell phone and a professional recording made in a sound studio. Have students stand in

front of the microphone and record the same thing that was recorded on the cell phone. Play back that recording. Have the students describe the differences and similarities between the two recordings.

Resources:

Discovery Education website – Behind the Scenes

Sound system

Cell phone

Computer

Smart board

Assessments:

Discussion

Recorded spoken words

Sound recording etiquette.

MA4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a proper way to take care of sound equipment.

Each part of a sound system needs special care for it to function as it was designed.

Ability to turn on and off a sound system.

Ability to break down and put up a sound system.

Activities:

Teacher models the correct way to set up a portable sound system. The students are given the opportunity to set up different parts of the system with consideration given to the physical strengths and abilities of the students. Once the system is set up, the teacher models the best way to power up the system and to power it down. Once the teacher is comfortable with the student's understanding, they are given the opportunity to power the system up and down. The teacher then models how to make a recording

while the students speak into the microphone. The students are then given a chance to record their peers. Students are tested on the procedure of set up and breakdown of the system and how to record a voice.

Resources:

Portable sound system with microphone, amplifier, mixer, recording device, and speakers.

Assessments:

Students following accepted procedures.

Written test.

MA4-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What is the best way to use sound in the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Sound is used in various ways in the theatre.

There are different solutions to every situation.

Ability to see the different solutions to a problem and evaluate the choices.

Activities:

Play a short segment of an animated movie. Ask the class what sounds they hear. After a few moments draw three columns on the board with the headings; music, effects, and reinforcement. Explain that there are many different sounds in movies and the theatre but they all fall into these three categories. Effects are sound effects – barking dogs, cars back-firing. Reinforcement is anything that is done to the human voice. Watch the segment again and put down as many things in each of the three categories. Hand out worksheet that has the three columns on it and play another segment of the movie and have the students put down as many sounds in each category as they can. After a few minutes, class shares their ideas. Teacher explains to the class that in a movie all the sound is recorded but in a live stage play, there is a choice between live and recorded music. Have class give examples as to when each type of sound would be preferential and why.

Resources:

Animated movie.

Work sheets.

Assessments:

Discussion.

Worksheets.

MA4-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

Essential Question: What is the best way to teach and critically evaluate a digital music production?

Concepts, Skills, Techniques, and Critical Knowledge:

Everyone can be a teacher to others.

Everyone can learn things by themselves.

Ability to explore the sound system by themselves.

Ability to explain an idea or concept to their peers.

Activities:

In the sound system, the students individually have to find a new concept, idea, technique or skill that they did not know before. By manipulating the dials on the mixing console, they can create a variety of effects, changing the sound of the human voice. Once they have found an effect they like, they have to figure out when they can use the effect and for what purpose. They re-join their group and describe what they have created and why it is important to others. The "teacher" gives a task to the other members of the group and criteria for a successful completion of the task. The "students" have to use their new skills and the "teachers" have to evaluate if the "students" were successful. This is shared with the class.

Resources:

Sound system

Assessments:

Discussion

Student created projects

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA4-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating a digital piece of music or sound production?

Concepts, Skills, Techniques, and Critical Knowledge:

There is computer software that the media artist and theatre artist use to create media art.

Knowledge of Audicity or other sound manipulation program.

Ability to talk about how to use the computer to design sounds.

Ability to turn on and off computer.

Ability to work in Audicity or another sound manipulation program.

Ability to listen quietly to sound recordings.

Activities:

Teacher plays three different tracks featuring the same song but edited in different ways i.e. tempo changed, pieces cut and spliced in a strange way, or another track laid over the original. Teacher asks what the similarities or differences between the tracks. Teacher introduces the concept of sound editing software. On smart board teacher puts up the sound manipulation program and demonstrates how to open the program. Teacher asks how a program like this could be used in theatre or film. Teacher demonstrates how a sound effect can be changed for different effects. What does a scary clock or doorbell sound like? How can a doorbell sound like love? Teacher hands out a vocabulary study sheet that the students need to know in order to work within the program. Teacher goes over the words and then hands out an open book quiz. Those with a passing grade can have an opportunity to play with the program.

Resources:

Audicity or other sound editing program

Computer

Smart board

Recorded, manipulated tracks.

Assessments:

Discussion.

Listening skills

Quiz

Work within the software

MA4-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: How can I create a piece of digital music that tells my story to others?

Concepts, Skills, Techniques, and Critical Knowledge:

There is computer software that the media artist and theatre artist use to create media art.

Knowledge of Audicity or other sound manipulation program.

Ability to talk about how to use the computer to design sounds.

Ability to turn on and off computer.

Ability to work in Audicity or another sound manipulation program.

Ability to listen quietly to sound recordings.

Activities:

By using the sound editing program, students create a musical montage that tells the story of their lives. For homework, the students have chosen three songs. One of the songs describes what they feel life now. One song describes what they feel about family or friends and one song describes what they want in their life, their hopes and dreams. After a quick review of the sound editing program and how to cut and paste music clips, the students create a one minute piece. Students present their work to the class and then explain why those songs are important to them.

Resources:

Audicity

Computer

Assessments:

Presented project.

MA4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What feelings is an artist trying to communicate through sound and what is the artist's process?

Concepts, Skills, Techniques, and Critical Knowledge:

There is computer software that the media artist and theatre artist use to create media art.

Knowledge of Audicity or other sound manipulation program.

Ability to talk about how to use the computer to design sounds.

Ability to listen quietly to sound recordings.

Activities:

Teacher presents a variety of selections from movies, TV, and recorded live theatre. With each selection played, the teacher briefly describes how the process is different for the recorded and live sound technician. Teacher asks students how music and sound is used as transitions between scenes, sound effects, and as a sound track. Teacher hands out worksheet for students to complete as they listen to other sound tracks asking them to evaluate the effects and how they would attempt to create a similar effect.

Resources:

Variety of film clips.

Computer

Smart board

Assessments:

Discussion

Listening skills

Completed worksheet

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA4-3.1 Describe the purpose and identify the intended audience for a variety of **media texts**.

Essential Question: How can I tell why the composer created this media, and for whom did he create it?

Concepts, Skills, Techniques, and Critical Knowledge:

Theatre collaborates with other art forms.

Artists create art for specific audiences.

Ability to analyze and evaluate a piece of music for its intended audience and purpose.

Activities:

Teacher explains that a sound technician creates a song along with the composer/performer. That recorded music is a collaboration between artists. Class listens to the original "Candle in the Wind" by Elton John. Teacher asks the class what they know about the song. Teacher puts up a picture of Marilyn Monroe on the smart board and gives a brief background on Marilyn. Teacher leads a discussion on why the composer might have created the song and who was the intended audience. Teacher then plays the updated version created by the artist after the Princess of Wales was killed. Ask the class about the similarities and differences in the two recordings. Teacher puts up a picture of Princess Diana on the smart board and gives a brief background. Teacher leads a discussion on why the composer might have created the song and who was the intended audience.

Resources:

Two versions of Candle in the Wind

Computer

Smart board

Pictures of Marilyn and Diana

Assessments:

Discussion

MA4-3.2 Draw inferences and construct meaning by identifying overt and implied messages in **media texts**.

Essential Question: What is the main message of this media, and does it contain any assumptions?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

Teacher reviews the previous lesson and plays both versions of Candle in the Wind. Teacher asks what the class the artist was trying to communicate about Marilyn and Diana. Ask why they think that? Explain that all art has hidden meanings like a secret that only the observant can figure out. Teacher plays a variety of commercials and asks who they think is the intended audience. Teacher asks for their reasons. How does the music, voice over, and sound effects try to communicate the meaning? Have students pay close attention to the vocal quality of the voice over. Is the person young or old? Is he/she fun or serious and why is that important for the commercial to succeed? Teacher explains the difference between an implied and an overt message. Break students into groups and have them create their own one minute commercial complete with actor created music, voice over, and sound effects. Commercial must have an overt and implied message.

Resources:

Recorded commercials.

Both versions of Candle in the Wind

Computer

Smart board

Assessments:

Listening skills

Discussion

Created scenes

MA4-3.3 Express opinions about ideas, issues, and/or experiences presented in **media texts**.

Essential Question: What do I think about the ideas that are presented to me in various soundtracks?

Concepts, Skills, Techniques, and Critical Knowledge:

Soundtracks are there to make the viewer feel.

Ability to express opinions on the effectiveness of soundtracks.

Activities:

Teacher plays a film clip from a movie that has a strong moment with a soundtrack for instance the silent montage from the beginning of "Up". Ask the class to give their opinions on what the music is trying to convey. Ask them why they think that way. Play the clip again and ask them to close their eyes and just listen to the music. Ask them if they feel the same way without the visual. Play the clip again and turn down the sound so it plays through silently. Ask them if they can get the story in the same way without the music. Ask the class to explain their answers. Explain to the class that the soundtrack is there to heighten our feelings and that the full effect of the movie cannot be experienced without the sound track and the sound engineer. Play a track from a horror film like Jaws that might not be recognizable to the students. What ideas are the sound people trying to convey in this track? Play the music from several other soundtracks and discuss with the class their opinions on the ideas, issues, and/or experiences presented in media texts. Finally teacher plays a short track from a movie and asks the class to make up a pantomimed scene that the soundtrack will help. Have each group decide if they think it is a scary, happy, or sad track and that they should make up an appropriate scene for the music. Play the soundtrack when the students are creating the scene and when the groups are showing the scene to the class. Ask each group why they created that scene.

Resources:

Various soundtracks from movies.

Movie clip from Up.

Computer

Smart board

Assessments:

Discussion

Created scenes

MA4-3.4 Explain why different audiences might respond differently to specific **media texts**.

Essential Question: How might other groups react to the message contained in this digital media and why might they react this way?

Concepts, Skills, Techniques, and Critical Knowledge:

Music has a message which is intended for a specific audience.

The same song played for a different audience might have a different reaction.

Ability to distinguish for whom the song is intended and what is the message for that audience.

Activities:

Teacher plays a song that is popular for the students (and is politically correct). Teacher asks the class what the song is trying to portray. Teacher asks the class if an older person would get the same thing out of the song and why they think that. Teacher plays a song with a similar theme from ten, twenty, thirty, and fifty years ago. Each time the teacher asks how they respond to the song and how that would be different from the original audience. Students are played a song and are asked to respond to the song from a different person's perspective on why they like the song or not. Teacher can assign roles i.e. someone from the north or south, an old and a young person, or an imaginary character.

Resources:

A variety of songs with the same theme.

Sound system to play music.

Assessments:

Discussion

Created improvisation

MA4-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What sort of methods can I use to find sources of digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Sound effects comes from many different sources.

Ability to use the internet.

Ability to locate sound effects in a variety of media.

Activities:

Teacher asks class where they hear sound effects. Puts answers on the board. Have a Windows Media presentation of different sound effects and where to find them. Explain that many times we hear the same effects in many different places. Ask the class where they might find a phone ring. Tell the students that they are going on a treasure hunt. Break class up into groups. Hand out worksheet that has each group find three sound effects on a computer, a cell phone, in a TV show, a movie, and in a song. They have to describe how the effect is used and why that is a good or bad choice. First group finished could get a prize and after all groups are completed, the groups present their findings.

Resources:

Smart board

Computer

Assessments:

Discussion

Completed worksheet

Presentation

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA4-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large

Essential Question: How can I create and/or use digital music in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to use Audacity music editing software

Music can be manipulated for certain effects.

Ability to plan out a ringtone.

Activities:

Students will use Audacity music editing software to create a ringtone for their phone. They will choose a politically correct song, edit it down to an acceptable length and then upload it to their phone. Students will play ringtones for the class and explain how they did it. If the students do not have a phone or are not able to upload the ringtone, they can convert it to an MP3 and play it for the class.

Resources:

<http://clients.i33.com/cyos/> (to download Audacity)

Computer

Assessments:

Ability to work with Audacity.

Final ringtone.

MA4-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How can I use what I have learned about media technology to create music?

Concepts, Skills, Techniques, and Critical Knowledge:

Sometimes a sound technician needs to manipulate a sound effect to get a slightly different effect.

Ability to import sound effect into Audacity.

Ability to manipulate sound effect for desired purpose.

Ability to make artistic decisions on a sound effect.

Activities:

Teacher tells the class that sometimes a sound effect isn't quite right and asks the class what it would do to make it right. Teacher explains that within Audacity, the sound designer can change the sound of an effect. From the program, the teacher brings up the effects menu and shows the students how to manipulate an effect. Teacher breaks the students into pairs and gives each group a sound effect and how they are to change it. For instance, if a laugh is given to a group, they might have to make it sound sad or evil. Students play the final project for the class and explain how and why they changed it in that way.

Resources:

Smart board.

Computer

Audacity music manipulation program.

Assessments:

How well the students in each group work with each other.

Final sound effect.

MA4-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kind of careers are available in digital sound production, and what are the costs and benefits of this type of career?

Concepts, Skills, Techniques, and Critical Knowledge:

There are many professions that have to deal with sound and sound engineering in the arts.

Ability to find information on careers in the arts. Ability to present information for the class.

Activities:

Students with teacher brainstorms professions that have to do with sound in the arts. Teacher divides up class into groups and assigns sound professions. Students research and present their oral and written reports to the class.

Resources:

Internet

Computer

Smart board

Assessments:

Class discussion

Written and oral report

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA4-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How has a theme been portrayed in the past and present?

Concepts, Skills, Techniques, and Critical Knowledge:

Music has a message which is intended for a specific time and people.

The same song can mean different things to different people.

Ability to understand a song from a different time for its meaning and intended purpose.

Activities:

Teacher plays a song that is popular for the students (and is politically correct) of either a patriotic or questioning nature. Teacher introduces the idea that the question of going to war has always been interpreted through the arts. Ask the class if they ever heard of the Dixie Chicks. They wrote a song called "I Hope." That was anti-war in nature. They also made an anti-war comment on a concert tour that cost them half of their audience. Play a selection of patriotic and anti-war songs from the last fifty years. Ask the question. Does being anti-war mean that you are anti-American? Isn't it our right as an American to be able to freely question our government's policies? Teacher hands out the lyrics to songs and the students have five minutes to rehearse them and then perform it as a monologue.

Resources:

A variety of patriotic and anti-war songs.

www.lacarte.org/songs/anti-war

<https://kids.niehs.nih.gov/musicpatriot.htm>

Lyrics of songs chosen.

Sound system to play music.

Assessments:

Discussion

Performed monologue.

MA4-5.2 View and discuss media artwork that portrays the people and cultures of the United States.

Essential Question: How can digital recordings help us in creation of roles and characters?

Concepts, Skills, Techniques, and Critical Knowledge:

Digital recordings can serve as a resource for character development.

Ability to hear the differences in speech patterns of people.

Activities:

Teacher plays one of the stories from <http://knowitall.org/gullah.net> of a person telling a Gullah folktale. Ask the students about the accent and what that says about a person's character. Play the recordings of the South Carolina residents from the web.ku.edu websites. Tell the class that people from South Carolina have all different dialects, the way we pronounce our words. Play other recordings from other parts of the country and ask if the students can tell where the person is from by listening to the recordings. Make it a guessing game. Play one more and have the students mimic the dialect and then give them each a chance to stand up in front of class and speak like someone from another part of the country. Ask the students how the dialect can influence how an audience member perceives a character.

Resources:

<http://web.ku.edu/idea/northamerica>

<http://knowitall.org/gullah.net>

Assessments:

Discussion

Speaking with a dialect.

MA4-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: How do other cultures express their selves through music?

Concepts, Skills, Techniques, and Critical Knowledge:

Music has a message which is intended for a specific audience.

The same song can mean different things to different people.

Ability to understand a song from a different time and culture for its meaning.

Activities:

Teacher plays a song that is popular for the students (and is politically correct). Teacher introduces the dancing game which is like musical chairs without the chairs. As the music plays they can dance or move to the music. When the music stops they freeze. Teacher plays a song from the rock and roll era and then a country song. Teacher then introduces foreign cultures to the mix., Hindu, Arabic, and African music are played along with euro-pop. Class is asked to get back in their seats. Ask class if they could identify any of the other songs or from what culture they are from. Play the Hindu song again and ask if that was the only music they heard, how would it change their lives. What would they think of American music if it was unfamiliar to them? Ask them which unfamiliar music they liked the best and why. Students can break up into groups and create a non-verbal scene using the foreign song as the soundtrack.

Resources:

A variety of songs from different cultures.

www.musicindiaonline.com (Hindu music)

www.listenarabic.com/music (Arabic music)

www.museke.com (Music from the African continent)

Sound system to play music.

Assessments:

Discussion

Participation in theatre game

Created improvisation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA4-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: How has a theme been portrayed in the past and present?

Concepts, Skills, Techniques, and Critical Knowledge:

Music has a message which is intended for a specific time and people.

The arts are a way of expressing political, human, cultural, and societal issues.

Ability to understand a song from a different time for its meaning and intended purpose.

Ability to portray characters that may be different in their views.

Activities:

Teacher reviews lesson from indicator 5.1. Teacher plays a song that is popular for the students (and is politically correct) of either a patriotic or questioning nature. Teacher introduces the idea that the question of going to war has always been interpreted through the arts. Play a selection of patriotic and anti-war songs from the last fifty years. Ask the question. Does being anti-war mean that you are anti-American? Isn't it our right as an American to be able to freely question our government's policies? Break up into groups and have students make scenes either for or against the argument

Resources:

A variety of patriotic and anti-war songs.

www.lacarte.org/songs/anti-war

<https://kids.niehs.nih.gov/musicpatriot.htm>

Sound system to play music.

Assessments:

Discussion

Created improvisation

MA4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How does one behave legal and ethical in regards to sound recording.

Concepts, Skills, Techniques, and Critical Knowledge:

There are legal and ethical issues involved in recording, using and changing recorded audio.

Ability to analyze a situation and discuss both sides of an issue.

Activities:

Teacher tells class that there are lots of legal and ethical issues involved in the recording industry. Brainstorm some of the important issues that the students have to deal with everyday and write them on the board. Teacher breaks the class in to groups and then passes out the following dilemmas. Have each group create a scene which presents both sides of the issues.

Your friend found a free download site for music. You know it is illegal, do you use it?

Your best friend bought a new CD that you wanted. He offered to make you a copy. Do you take it.

Your friend wants you to make a copy of one of your albums for him. He gives you a blank CD. Do you do it?

A friend tells you that he recorded another one of your friends confessing an embarrassing secret. Do you listen to it?

A friend wants you to help him upload a recording to Facebook that could be embarrassing to someone you know. Do you help him?

Resources:

Computer

Smart board

Dilemma List

Assessments:

Discussion

Created scenes

GRADE 5

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA5-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What techniques, concepts and skills do I need to use to create a video or film?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to tell the parts of a digital video system.

Ability to safely operate the components of the system.

There is a correct way to record video.

There are certain terms that I need to understand to operate a video system correctly and artistically.

Activities:

Students are asked where they see film or video in their lives. Tell the students that video is all around us. Video is connected to the theatre in many ways. Hand out a study sheet with terminology to be learned so students can fill in the definitions. Put a list of terms on the board and go over definitions. Students are given a word search with terms dealing with digital video systems including but not limited to tripod, dolly, pan, viewfinder, lens, special effects, natural and artificial light. After the word search is complete, ask the class the definitions of the words. Describe the parts of the video system and show the class how the parts work together correctly.

Resources:

Computer

Digital video camera

Wordsearches

KidVid by Kaye Black, Zephyr Press Tucson Az., 2000

Television Production and Activities, Keith Kyker and Christopher Curchy, Libraries Unlimited Westport Connecticut, 2003

Lights, Camera, Action, Bruce Limpus, Prufrock Press, 2002

Assessments:

Discussion

Wordsearch

Completed study sheet

Vocabulary quiz

MA5-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I use different techniques, technologies and processes to create aesthetically pleasing video?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a correct way to operate video equipment.

Ability to safely turn on and off a digital video camera.

Ability to upload a video onto the computer.

Activities:

Teacher shows a video recorded from a cell phone to the class. After that is done, teacher shows a clip from a film that was professionally made and that the student is familiar with. Explain that there is a difference between amateur and professionally made films. Put the words lighting, sound, equipment, and editing on the board. Ask how each area is treated in the professional and non-professional areas. Ask the class if there is a time when non-professional films are important to view. There are even some instances when professional recordings are made to look like they are amateur video. Show a mild clip from the Blair Witch Project or Signs which both use this technique. As a homework assignment have the students bring in three examples of professional and non-professional videos that people view on a regular basis.

Resources:

Digital video camera

Cell phone capable of video recording.

Computer

Smart board

Assessments:

Discussion

Homework.

MA5-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a correct way to operate video equipment.

Ability to safely turn on and off a digital video camera.

Ability to upload a video onto the computer.

Activities:

After the teacher shows the correct procedure on how to operate the camera and upload video to the computer and models the behavior, a quiz is given to the students to make sure they understand the procedures. They are not allowed to use the equipment until they pass the quiz. In groups, students will film a simple activity, in one shot, under a minute and upload that film onto the computer. Sample activities could be tying your shoes, or doing a math problem. When all groups have completed the project, films are shown to class.

Resources:

Digital video camera

Computer

Smart board

Assessments:

Quiz

Project

MA5-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What are the ways to use video in the performance arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Video is used in various ways in the theatre.

There are different solutions to every situation.

Ability to see the different solutions to a problem and evaluate the choices.

Activities:

There are always actors in videos, some are real and some are imaginary. Show a video clip of Kung Fu Panda featuring Dustin Hoffman. Ask the class if they know the actor's names. Give a brief history of Dustin Hoffman and the work that he has done in the past. Ask the class from how his character is drawn, what do they think he looks like. Show a scene from Mr. Magorium's Magic Emporium with Dustin Hoffman. Compare their ideas about how they thought he looked to how he really looked. Show a clip from Death of a Salesman. Explain that this was a filmed stage play. Ask the class the similarities and differences between each form. Ask the class if they were to film Goldilocks and the Three Bears, what form would they choose and why. Have the students get in small groups, compare their ideas and present them to class.

Resources:

Filmed performance of Death of a Salesman with Dustin Hoffman.

Mr. Magorium's Magic Emporium with Dustin Hoffman.

Kung Fu Panda with Dustin Hoffman

Publicity headshot of Dustin Hoffman.

Assessments:

Discussion

Group presentation

MA5-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: What are the responsibilities of the director in a film?

Concepts, Skills, Techniques, and Critical Knowledge:

The director has set responsibilities.

The director has to be able to talk with both actors and tech crew.

Ability to follow the directors instructions.

The ability to give clear directions.

The ability to plan a shoot.

Activities:

Teacher explains to class the responsibilities of the director are vast and that the class will be working on just a couple of jobs. Class will be broken into groups of four with one person serving as director, one as camera operator, and two as actors. After the scene is filmed, within each group individuals will switch roles so that after four times each person would have been every role. There are three different types of shots for this exercise; long shot, medium shot, and the close up. The long shot includes the whole body. The medium shot is the waist up, and the close up is just the actors face. Teacher puts examples of each on the smart board. Teacher tells the class to choose your shots carefully, not only for their visual quality but for its emotional impact. The scene is that actor1 is sitting at the kitchen table eating. Actor 2 enters and tells actor 1 some bad news. Actor 1 reacts. Actor 2 leaves. In your group, you will make up the scene together, but how you film it is up to the director. So first you create the scene. Then I will give each of you ten minutes to plan out the shots individually. Then you will get with your group, choose the actors and camera person and explain what you want done. The actors and camera person listen to the director to fulfill his/her vision. After all the scenes are filmed, the directors will show their films and explain why they made the choices that they did. The audience will have an opportunity to give feedback.

Resources:

Digital video camera

Computer

Smart board

Assessments:

Ensemble work to complete film

Written shot breakdown

Completed film

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA5-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What is a story board and why is it useful to the filmmaker?

Concepts, Skills, Techniques, and Critical Knowledge:

A story board can be helpful to organize a production.

Ability to create a storyboard

Activities:

Teacher put a comic strip with at least four frames on the smart board. After the class reads it, teacher asks the class what it is. The class will all say that it is a comic strip but explain to the class that it really is something more that can be helpful to the filmmaker. Ask the class to describe the types of film shots that the comic strip is portraying, long, medium, or the close-up. Ask why the artist used those shot in each frame. Explain that filmmakers also use "comic strips" in their films but they call it storyboards. Ask class why a storyboard would be useful to the filmmaker. Tell the class that they will create a storyboard of four to six frames on a simple theme. Drawing skills do not count but the storyboard must tell a story. The title of the storyboard could be:

What to pack?

Supersize or not to supersize.

The big test.

My little brother.

Give the students ten minutes to complete their drawings and then put them up around the room and let students look at each as if they were in an art museum.

Resources:

Computer

Smart board

Comic strip

Blank storyboard handout

Assessments:

Discussion

Completed storyboard

MA5-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: How can I create a storyboard that communicates my message to others?

Concepts, Skills, Techniques, and Critical Knowledge:

A story board can be helpful to organize a production.

Ability to create a storyboard

Activities:

Teacher asks class to think about a special time for them, either good or bad for a moment. Ask the students to get up individually and tell the class about that time. No jokes are allowed and the audience has to listen without making any comments. Teacher then asks the students to think about if that scene would be filmed, what it would look like. Handout blank storyboard sheets and have the students put their ideas on paper. When class is done, teacher puts work around the room to give all the students to view the created storyboards.

Resources:

Blank storyboard handouts

Assessments:

Student sharing

Completed storyboards

MA5-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How do other artists use storyboards?

Concepts, Skills, Techniques, and Critical Knowledge:

Storyboards are useful in many fields.

Ability to evaluate storyboards

Activities:

Teacher asks students to brainstorm other uses for storyboards. Teacher puts examples of traditional storyboards on the smartboard. Students describe what they like about each. Teacher then puts up examples of alternative uses for storyboards and class discusses the merits of the new examples.

Resources:

www.storyboards-east.com/storybrd.htm (examples of traditional storyboards)

www.x4l.org/resources/healthiarnation/storyboarding.pdf (educational uses)

<http://finegamedesign.com/script/index.html> (storyboards for gaming)

Assessments:

Discussion

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA5-3.1 Identify and describe the purpose and the intended audience for a variety of **media texts**.

Essential Question: How do I determine for what audience and purpose(s) did a filmmaker create a specific piece?

Concepts, Skills, Techniques, and Critical Knowledge:

Movies are made for a purpose.

Ability to analyze a movie or scene for its purpose and intended audience.

Activities:

All art is created for a purpose and that is consistent in the theatre and film world. Bertolt Brecht, a great theatre director in the last century said that the only purpose of theatre is that it should be fun. And it should but what other purposes should theatre and film have. Teacher gets students to brainstorm on purposes of film and theatre. There are also political and social issues that the performance arts address. Show the "assignment to save the world" clip from Pay It Forward. Ask the class if they can figure out the purpose of the scene and then the movie. Ask who they think is the intended audience of the movie? Ask if there is another way to tell in movies the intended audience? Explain that there is a rating system for movies. Distribute movie ratings homework assignment with ratings, G, PG, PG-13, and R. Ask the students, for homework to find out what each of them mean and what movies their parents allow them to watch and why?

Resources:

Pay It Forward film clip.

Assessments:

Discussion

Homework

MA5-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.

Essential Question: How can I determine the obvious as well as the hidden meanings in digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

Show clip from Pay It Forward where Trevor explains his idea to save the world. Ask the class what message is the scene trying to convey to its audience? Ask the class if the movie is trying to communicate the fact that everyone can change the world? Tell the class that they are going to do some research into this movie as an actor. An actor researches a role by living and observing. Trevor, the boy, comes up with the idea, to do a good deed for someone that is big. The only payment is that they pay it forward, or do something good to another person. Trevor believes that if he does three good deeds, if people pay it forward, would be enough to change the world. For the next month, I want you all to be Trevor, look for something big to do for someone that is hard to do. Do only things that do not put you in harm's way. As an actor I want you to think about how that other person feels when you come to their rescue. How does that make you feel? Each person has to do at least three big things. As students complete this assignment, have them write and perform monologues from the person who is helped point of view.

Resources:

Pay It Forward movie clip.

Computer

Smart board

Assessments:

Discussion

Good deeds

Monologues

- MA5-3.3 Express opinions about ideas, issues, and/or experiences presented in **media texts** and give evidence from the texts to support his or her opinions.

Essential Question: What do I think about the ideas that are presented to me in this digital media and how can I show from this media why I believe this way?

Concepts, Skills, Techniques, and Critical Knowledge:

Good art makes us feel things that are person to ourselves but can be shared by others.

Good art makes us think.

Ability to verbalize our feelings on a subject.

Ability to listen to the ideas of others.

Activities:

Show clip when Trevor helps one of his people. Ask the class if that assignment was appropriate for a seventh grader. Ask the class to explain their answers. Get an update on the class on their good deeds. Have students describe the circumstances that they encountered as they were looking for ways to fulfill the assignment. Ask the students how fulfilling the assignment made them feel about themselves and why. Ask the class why random acts of kindness are so rarely done. Why is so hard for people to be nice to others? Break class into groups and have them create scenes on that idea.

Resources:

Movie clip from Pay It Forward

Computer

Smart board

Assessments:

Discussion

Scene work

MA5-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: Why might other groups have a different reaction to the message contained in this movie?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

Show movie clip of Trevor being killed to the end of the movie. Ask how they felt when they saw how people reacted to Trevor's death. Ask if they think they would feel different if they weren't doing the good deed assignment. Ask if every audience would feel the same way and what groups might feel differently. Write down a list of people who might feel differently on the board. Have the students create a short monologues, taking on the character of a person from one on those groups, and presenting a different point of view.

Resources:

Movie clip Pay It Forward (Note this clip might be too upsetting for some children and the teacher should use common sense. The teacher could just tell that he was killed and skip to the very last scene of the night time vigil.)

Smart board

Computer

Assessments:

Discussion

Monologue

MA5-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What sort of methods can I use to find source of digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

There are lots of places to find out information for researching an idea.

Ability to find information from a variety of sources.

Activities:

Teacher asks student to brainstorm ideas on where to find information on movies and other art forms. Ideas are put on the board for all to see. Divide the class up into thirds. One group will research the director and why she thought it was important. One group will research the writer, Catherine Ryan Hyde. And one group will research the Foundation, why it was created and the work that it continues to do. Groups get together and break down each project into smaller bits that the individual members of the group will research. A three page research paper with at least three different sources is due on their subject from each student.

Resources:

Computer

Smart board

Assessments:

Research paper

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA5-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.

Essential Question: How can I create a video using a cell phone?

Concepts, Skills, Techniques, and Critical Knowledge:

There are everyday technologies that we can use to create arts.

Ability to take photos with a cell phone or digital camera.

Ability to upload photos

Ability to use Windows Movie Maker.

Activities:

Teacher asks students if they have ever taken pictures and recorded sound with their cell phones. Tell students that they will create a family portrait using just their cell phone and a computer program. Let students choose partners with the only stipulation that they are able to work together outside of school and that one of them has a cell phone that can record sound and take pictures. Teacher explains how to use the video editing program on the school's computer and lets them practice getting into the program and using it. Students will work in pairs and create a movie by taking pictures of family members and recording the voices of their family members on their cell phones, then uploading pictures and sound to the computer and making a movie with Windows Movie Maker or another program. Final grade is the presentation of movies for the class.

Resources:

Computer with video editing capabilities

Smart board

Assessments:

Discussion

Group work

Family movie presentation

MA5-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How is film acting different than acting onstage before a live audience?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a difference between acting for the camera and acting before a live audience.

Ability to act for the camera.

Ability to act onstage.

Activities:

Teacher chooses a recently acted scene in class and films it. Class views the video. Teacher asks if the acting was effective why or why not. Teacher introduces the idea that film acting is different than stage acting. Class brainstorms the similarities and differences between the two art forms. After deciding on what is important, the scene is shot again and the class is asked if there was improvement and what still needs to be addressed. This process can continue as long as time allows. All students are given the opportunity to try out a monologue in front of the camera.

Resources:

Digital video camera

Computer

Smart board

Recent acting scene that would be appropriate for this exercise

Assessments:

Discussion

Filmed monologues.

MA5-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kind of careers are available in film production, and what are the costs and benefits of this type of career?

Concepts, Skills, Techniques, and Critical Knowledge:

There are many professions in the film industry.

Ability to find information on careers in the arts.

Ability to present information for the class.

Activities:

Teacher shows a clip of the credits of a movie that the students know right to the end. Teacher asks students about what those jobs entail, what is a best boy or key grip? Teacher divides up class into groups and assigns film industry professions. Students research and present their oral and written reports to the class.

Resources:

Internet

Computer

Smart board

Assessments:

Class discussion

Written and oral report

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA5-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How does film and television effect culture?

Concepts, Skills, Techniques, and Critical Knowledge:

The performing arts influence our daily lives.

Ability to understand how film and television influences people.

Ability to describe how the student is influenced by film and television.

Activities:

Teacher assembles a Windows Movie Maker presentation with slides of famous Hollywood actors who have influenced society. Examples could be Humphrey Bogart with a cigarette in his mouth, Marlon Brando sitting on a Harley from *The Wild Ones* and Miley Cyrus and her clothing line. Ask what they all have in common. The answer is that they all changed the way we look at life. Ask how many people have ever bought something because they saw a famous person using it or tried an activity because they saw it in a movie. Ask if the students know what the term product placement is, products being placed in prominent positions in TV or films. Break class into groups. Their task is to find three examples of product placement in TV or film, 3 examples of products endorsed by celebrities, 3 examples of movies with an agenda (trying to sway public opinion), and three examples of celebrities speaking out for a cause. Groups will present their findings for the class, which will raise their hands if they have been influenced by the celebrity.

Resources:

Windows Movie Maker film

Computer

Smart board

Assessments:

Discussion

Group presentation

MA5-5.2 View and discuss media artwork that portrays the people and cultures of the United States.

Essential Question: How is the American family portrayed on TV?

Concepts, Skills, Techniques, and Critical Knowledge:

People are stereotyped on TV for a variety of reasons.

Ability to discuss the stereotypes and why they were created.

Activities:

Teacher reviews that in 5.1, we understand that TV and film influence society. Ask the class if that is a good thing why or why not? Many times the influence can be negative. Ask the class for examples. Show a clip from The Simpsons. Ask the class how the family is portrayed. Ask if this is positive. Ask how many students have ever heard or used the phrase, "Don't have a cow, man" or "Doh!" How does Bart treat his family, his teachers? Why is it that Lisa is the brightest of the bunch but hardly anyone ever listens to her? Show clips of other family shows in comedies and have students discuss the similarities and differences between the characters. Show clips from dramas. How are the stereotypes different in serious shows? Are those characters concerns any more important than the characters in comedies? What does all this say about America to other countries? Have students write down the answer to this question, if you were a producer of a show about the American family, what message would you try to communicate and why about who we are as a people? Do you think it would make a successful TV show why or why not?

Resources:

Clips from various TV shows

Computer

Smart board

Assessments:

Discussion

Written assignment

MA5-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: How are movies made in different countries different than American films? How are they similar?

Concepts, Skills, Techniques, and Critical Knowledge:

Film is an international art. There are many similarities between countries and there are many similarities.

Ability to recognize the similarities in other filmmakers crafts.

Activities:

Show a clip from a movie made in Bollywood. Ask the students where the movie was made. Ask the students that even though it is in another language, there are some similarities between Indian movies and American movies. Show a clip from Ironman. Ask if the students like this better. This was made by a foreign director, Favreau. Show a clip from Batman, the dark knight. That film was made by Chris Nolan also a foreign director. Ask the students to discuss what it means that foreign artists frequently work in American movies and Americans work on foreign films? It is a universal art form at its best. Show a clip from a foreign film with subtitles. Ask the class to write down how the director uses music in the soundtrack, a description of the angles and shots by the cinematographer, and how the actors relate to the camera. Do they agree that film is universal why or why not? Assignments are handed in and graded.

Further discussion can include, how does this relate to theatre in America? Several good acting games include gibberish and foreign movie styles (where actors create a scene in the style of Bollywood or some other style while two actors on the side translate the scene for the audience).

Resources:

Clips from various foreign and American films

Computer

Smart board

Assessments:

Discussion

Written assignment

Improv games

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA5-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: How can film change the beliefs and ideology of the audience.

Concepts, Skills, Techniques, and Critical Knowledge:

Theatre and film are powerful mediums for change.

Ability to create a scene on a social issue to be filmed.

Activities:

Teacher asks the students to write down the answers to the following questions, if there was one thing that they would like to change about the world, what would it be? Why would that make the world better? What is the first step to bring about that change? When the students are done, they do a pair share with a partner. Students get up one at a time and share their thoughts with the class. Break up class into groups and have them create a scene on those issues. Have the groups also create a storyboard to film the scenes. Film the scenes. Show the scenes to the class and have a discussion on the subject matter and the created scenes. Ask the class if they ever saw a film on a social issue. Have them give examples and describe the issues. Some examples are, Pay It Forward, and An Inconvenient Truth. Ask why theatre and film are such powerful mediums for social change.

Resources:

Smart board

Computer

Digital Video Camera

Assessments:

Discussion

Scene creation

Finished film

MA5-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How does one behave legally and ethically in regards to film and TV.

Concepts, Skills, Techniques, and Critical Knowledge:

There are legal and ethical issues involved in recording, using and changing filmed performances.

Ability to analyze a situation and discuss both sides of an issue.

Activities:

Teacher tells class that there are lots of legal and ethical issues involved in the film industry. Brainstorm some of the important issues that the students have to deal with everyday and write them on the board. Teacher breaks the class in to groups and then passes out the following dilemmas. Have each group create a scene which presents both sides of the issues.

Your friend found a free download site for films. You know it is illegal, do you use it?

Your best friend bought a new DVD that you wanted. He offered to make you a copy. Do you take it.

Your friend wants you to make a copy of one of your DVDs for him. He gives you a blank DVD. Do you do it?

A friend tells you that he recorded another one of your friends confessing an embarrassing secret. Do you watch to it?

A friend wants you to help him upload a video to Facebook that could be embarrassing to someone you know. Do you help him?

Resources:

Computer

Smart board

Dilemma List

Assessments:

Discussion

Created scenes

GRADE 6

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA6-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How digital photography processes, techniques, and application used in the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to tell the parts of a digital camera.

Ability to safely operate the digital camera.

There is a correct way to take digital photos.

There are certain terms that I need to understand and operate a digital camera system correctly and artistically.

Activities:

Students are asked where they see photography in their lives. Photography is all around us. Photography is connected to the theatre in many ways. Hand out a study sheet with terminology to be learned so students can fill in the definitions. Put a list of terms on the board and go over definitions. Students are given a word search with terms dealing with photography including but not limited to jpeg, tiff, bmp, aperture, frame, megapixels, and composition. After the word search is complete, ask the class the definitions of the words. Describe the parts of a digital camera and show the class how to operate it correctly.

Resources:

Computer

Digital camera

Wordsearches

Assessments:

Discussion

Wordsearch

Completed study sheet

Vocabulary quiz

MA6-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can I recognize and differentiate between different techniques, technologies and processes to create aesthetically pleasing photo?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to operate a digital camera safely.

There are things that the photographer can do to make a picture more pleasing.

Ability to set up and take a picture.

Activities:

Teacher shows a presentation of a variety of headshot or publicity stills of famous actors and actresses. Every actor has to have one of these when they go to audition in the real world. Teacher should explain the basic rules of photography including; light, color, and composition. Break the class into groups and have them take headshots of each other. There will be three graded shots of each person; a smiling shot, a serious shot, and a full body shot. Teacher reminds students that the use of light, color and composition is important in each of their pictures but also to show personality. Upload the pictures on the computer and show the photos to the class using a smart board or other projector. Ask the class if the publicity photos create interest and show personality.

Resources:

Smart board

Digital camera

Computer

Assessments:

Discussion

Digital photo story assignment

MA6-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowledge that there are correct ways to use a digital camera

Ability to take photos and upload them to a computer.

Uploading the photos onto a computer gives us the ability to manipulate the photos

Activities:

Teacher explains what is expected of the students if they are to use the equipment. Teacher models the correct way to take a picture and how to deal with students who are functioning as models. There is also a discussion on how to be a model in a photograph. The students are given the opportunity to set up and take different shots. The teacher models the correct way of uploading photos onto a computer and safely storing them in their own directory. The students are then given a chance to photograph and upload the photos onto the computer. Models have to express various emotions in a realistic manner. Students are tested on the procedure of how to use digital equipment.

Resources:

Digital Camera

Computer

Assessments:

Students following accepted procedures.

Written test.

MA6-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What do you need to know to make good choices when manipulating photographs?

Concepts, Skills, Techniques, and Critical Knowledge:

There are ways to manipulate a photo once it is in the computer.

Ability to open a photo-editing program.

Ability to manipulate a photo using a photo-editing program.

I make artistic choices depending upon the effect I want from my audience.

Ability to talk about my choices.

Activities:

Students are introduced to a photo-editing program like Photoshop or I-photo on the computer. Teacher shows a prepared slide show of the same photo that has been manipulated in the program, i.e. blurred, pixilated, artistic rendering. Teacher asks students to explain the similarities and differences between the photos and how does each change make them feel. Teacher demonstrates how to open a photo in the program and how to change aspects of it. Students use their headshots from 6.1 and use one photo making it look scary, happy, and sad. After they, photos are presented to the class. Class guesses what emotional quality the artist was trying to present and why they thought so. The students explain their ideas.

Resources:

Photo-editing program

Computer

Examples of manipulated photos

Smartboard

Assessments:

Discussion

Photo project

MA6-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How can you share knowledge and skills with others when working with digital photography and equipment? What are some criteria used?

Concepts, Skills, Techniques, and Critical Knowledge:

Everyone can be a teacher to others.

Everyone can learn things by themselves.

Ability to explore a computer program by themselves.

Ability to explain an idea or concept to their peers.

Activities:

In the photo editing program that students have familiarity with, the students individually have to find a new concept, idea, technique or skill that they did not know before. They join their group and describe where they found it and why it is important to others. The students have to create a scary forest using the actors as trees, taking photos of the shapes the actors make, and then manipulating it in the photo-editing program. The teacher asks class what would be reasonable criteria for the successful completion of the task. The students have to use their new skills taught to them by the other members of the group to create three trees. The photos are printed out and glued on cardboard to make a 3-D forest. (This can actually be printed in large scale to make a set for a stage play) This is shared with the class.

Resources:

Computer

Photo-editing program

Smart board

Printer

Cardboard

Scissors

Glue

Assessments:

Discussion

Student created projects

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA6-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements, and equipment work best for creating a dramatic story in Windows Movie Maker?

Concepts, Skills, Techniques, and Critical Knowledge:

Students must have working knowledge of digital recording and digital photography and computer software.

Ability to will make decisions about what to use in recording and producing a story in Windows Movie Maker.

Activities:

Teacher shows a video story created with Windows Movie Maker. It has 10 frames and narration and music that go along with it. Students are asked what they think goes into the creation of a movie like that. There are photos, music and a way to combine the two. They are introduced to the computer program and a working vocabulary. The teacher will demonstrate how to upload photos and audio and import them into the program. The teacher will also distribute handouts and lead a discussion. A quiz will follow focused on vocabulary and procedures.

Resources:

Windows movie maker

Computer

Digital camera

Microphone

Assessments:

Discussions

Handouts

Vocabulary tests.

MA6-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: How do you express your personal experiences through the theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Basic knowledge of computers.

Basic knowledge of Windows Movie Maker

Basic knowledge of digital camera and microphone.

Ability to upload sound and images onto the computer

A story board can be helpful to organize a production.

Ability to create a storyboard

Activities:

Teacher put a comic strip with at least four frames on the smart board. After the class reads it, teacher asks the class what it is. The class will all say that it is a comic strip, but explain to the class that it really is something more that can be helpful to the filmmaker. Ask the class to describe the types of film shots that the comic strip is portraying, long, medium, or the close-up. Ask why the artist used those shots in each frame. Explain that filmmakers also use "comic strips" in their films but they call it storyboards. Ask class why a storyboard would be useful to the filmmaker. Tell the class that they will create a storyboard of four to six frames on a simple theme. Drawing skills do not count but the storyboard must tell a story. After the storyboard is completed the teacher will approve of the script and let the student's film and create their movie. When project is completed, finished movies are shown to the class. The title of the piece is "I'll never do that again..."

Resources:

Windows movie maker

Computer

Digital camera

Microphone

Assessments:

Discussion

Working as an ensemble

Completed storyboard

MA6-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What criteria do you use to evaluate your process and product? How did you create your theatre piece?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a technique and a process when art is created which can be evaluated.

Ability to analyze a work of art with certain criteria.

Ability to give positive, constructive criticism.

Ability to accept criticism.

Activities:

Students discuss how they created the movie in MA6-2.2. How did they create their story? Why did they choose those shots? How did they create the soundtrack? Class discusses each aspect of the production and offers positive feedback. Filmmakers accept each criticism graciously.

Resources:

Previously created movies

Assessments:

Discussion

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA6-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question: What are some uses of digital photography in the real world and who is it intended for?

Concepts, Skills, Techniques, and Critical Knowledge:

Digital photography has many uses.

There are many audiences for media art.

Ability to distinguish a photograph's purpose.

Ability to figure out for who the photo was intended.

Activities:

Teacher asks students for ideas on the uses of digital photography. They think about their ideas individually and then get together for a pair share. The pairs then write their ideas on the smart board. Teacher reviews what was written and asks for other ideas. Teacher then presents a slide show of different digital photographs and asks the students which category it fits into. Suggested categories could include but are limited to; accident and insurance, advertising, medical, personal, professional, portraits, and educational. Ask students what categories would be connected to theatre and why do they think so. Ask students to write down how groups of things would be used in each category such as family or food. Have students act out scenes for each.

Resources:

Smart board

Computer

Digital slideshow

www.ncsu.edu/science/route/usetech/digitalcamera/ - good resource for uses of digital cameras and lesson plans.

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm - good resource for uses of digital cameras and lesson plans

Assessments:

Pair/share

Discussion

Written work

Created scenes

MA6-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.

Essential Question: What is the main message you are getting from a media text that can apply to a theatrical performance?

Concepts, Skills, Techniques, and Critical Knowledge:

Photographs are taken and displayed for a purpose.

Ability to analyze a photo for its messages.

Ability to take part in a discussion on overt and implied messages in photographs.

Ability to create a photograph with a message.

Activities:

Teacher shows a slideshow of advertisements. Some pictures should be of things sixth grade students would naturally want; toys or video games. Other photos should be of things the students have little connection with. Teacher asks class about the purpose of the photographs. It is to make the viewer want something. Ask the students which things they responded to strongly. How is the photo getting you to want that thing? Explain to class that there are messages in each of the photos because if we buy that thing we will be skinnier, richer, or more popular. Ask the class if they are easily influenced by advertisements. Ask the class if they want converse sneakers and what do they think about people who wear them or people who wear Hollister clothing. Ask students to look around the room and to identify name brand pieces of clothing. Ask them why they are wearing that clothing line and how does it make them feel? Tell class that they will create an advertisement with a message. Hold up some plastic fruit. Tell class that in groups they will take photos of the fruit with an actor or actors with a message. The message will be an emotion which the teacher will give randomly to each group. Give class five minutes to take the photographs and make up a catchy slogan that will make the viewer want to eat the fruit. Upload photos and show them to the class which has to decide how successful the advertisement was and what was the message.

Resources:

Plastic fruit or other objects.

Smart board

Computer

Slideshow of advertisements

Assessments:

Discussion

Group project

MA6-3.3 Evaluate the effectiveness of the presentation in **media texts** (for example, treatment of ideas, information, themes, opinions, issues).

Essential Question: How do these techniques make this an effective piece of theatre?

Concepts, Skills, Techniques, and Critical Knowledge:

Photographs are taken and displayed for a purpose.

Photos can use dramatic effects to heighten its effects.

Ability to relate a photo to the viewers own experiences.

Ability to take part in a discussion on a photograph's emotional qualities.

Activities:

Teacher puts up dramatic advertisement photos around the room like an art gallery. Students are given five minutes to walk around the room looking at pictures. They will decide which picture they like the most and why. Students have to write down what the photo makes them think about from their own lives. They write down their responses and then present their ideas to the class. Teacher asks why the photos are effective. Tell them that light, color, and composition help us understand and connect to the photo. Ask students about the models/actors contribution to the photograph.

Resources:

Artistic digital photos from internet

Slideshow

Internet access

Computer

Color printer

Smart board

Assessments:

Discussion

Written work

MA6-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: Why might different audiences might have a different reaction to the message contained in differing digital media?

Concepts, Skills, Techniques, and Critical Knowledge:

Photographs are taken and displayed for a purpose.

Photographs might have different meanings to different people or audiences.

Ability to relate a photo to the viewers own experiences.

Ability to take part in a discussion on a photographs emotional qualities.

Activities:

Put a picture of a cute baby on the smart board. Wait thirty seconds to a minute as the class makes comments on the photo. Ask the class what their reaction to the photo is. Ask the class how many of them have a baby brother or sister. Would their reaction be any different if their situation was different? How would a childless couple feel about that photo? How would a parent who lost their child feel about the photo? How would a hungry tiger feel about that photo? Ask the class a series of questions about how different audiences would feel about that same cute baby. Ask students what that means? The same thing could have different meanings depending upon who is viewing the piece of artwork. Break class into groups and have them choose one photo from indicator MA6-3.3. Group has to present three different viewpoints from that one photo. Scenes are shown to class.

Resources:

Photo of cute baby (strange looking baby would get other reactions but is probably just as valid).

Smart board

Computer

Photographs in classroom “art gallery”.

Assessments:

Discussion

Presented scenes

MA6-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: Where is the information and media found?

Concepts, Skills, Techniques, and Critical Knowledge:

Media comes in all different forms.

Sometimes advertisements can be very subtle.

Ability to use the internet.

Ability to locate product advertisements in a variety of media.

Activities:

Teacher asks class where they see advertisements. Puts answers on the board. Have a slideshow of different places where advertisements are placed. Explain that many times we see advertisements for the same product in many different places. Tell the class they are going on a treasure hunt. Break class up into groups and have them make a list of five places that they can find advertisements. Group has to find advertisements on theatre company productions and movies and will collect examples of their product in different media. Group members will write down the script that they see on TV or hear on the radio. Students can act out the advertisement for the class. For extra credit the class could look for their product or any product in TV or films which is called product placement. Ask what the students think an audience will think of a product if they see a start using it. After project is complete, have time for students to present what they have found.

Resources:

Smart board

Computer

Assessments:

Discussion

Advertisement scavenger hunt

MA6-3.6 Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

MA6-3.6 Identify the creators of selected **media texts** and explain why and how those texts are produced.

Essential Question: Who creates media texts? Why are they created? How are they created?

Concepts, Skills, Techniques, and Critical Knowledge:

Who produced the famous painting of Marilyn Monroe and why is it important?

Concepts, Skills, Techniques, and Critical Knowledge:

Artists have reasons for what they do and how they work.

We don't have to feel the same way as the artist for us to get something out of the artwork.

Old masters can inspire us to be more creative.

Ability to analyze artwork.

Activities:

Teacher puts the famous photograph of Marilyn Monroe on the smart board. Teacher asks the students if they know who that was. Tell the class she was a famous actress but a visual artist made her even more famous. Teacher puts up one of the silk screens of Marilyn by Andy Warhol. Ask for their reactions. Ask the class about the similarities and differences between the two. Ask the class why they think the artist choose that photograph and the colors. Ask the class how they feel about the artwork. Go to www.webexhibits.org/colorart/marilyns.html. This website lets the students change the colors in the painting. At different times ask the students how the painting has changed and what possible meanings can we get from that change. Students use their headshots and manipulate them in a similar way to Andy Warhol. Students view the work and try to find meaning in the manipulated images.

Resources:

Smart board

Computer

Access to the internet

www.webexhibits.org/colorart/marilyns.html

Assessments:

Discussion

Headshot project

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA6-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question: How does the media artwork help you gain awareness to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a correct way to operate video equipment.

Ability to safely turn on and off a digital video camera.

Ability to upload a video onto the computer.

Activities:

Teacher shows a video recorded from a cell phone to the class. After that is done, teacher shows a clip from a film that was professionally made and that the student is familiar with. Explain that there is a difference between amateur and professionally made films. Put the words lighting, sound, equipment, and editing on the board. Ask how each area is treated in the professional and non-professional areas. Ask the class if there is a time when non-professional films are important to view. There are even some instances when professional recordings are made to look like they are amateur video. Show a mild clip from the Blair Witch Project or Signs which both use this technique. As a homework assignment have the students bring in three examples of professional and non-professional videos that people view on a regular basis.

Resources:

Digital video camera

Cell phone capable of video recording.

Computer

Smart board

Assessments:

Discussion

Homework.

MA6-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

There is a difference between acting for the camera and acting before a live audience.

Ability to act for the camera.

Ability to act onstage.

Activities:

Teacher chooses a recently acted scene in class and films it. Class views the video. Teacher asks if the acting was effective why or why not. Teacher introduces the idea that film acting is different than stage acting. Class brainstorms the similarities and differences between the two art forms. After deciding on what is important, the scene is shot again and the class is asked if there was improvement and what still needs to be addressed. This process can continue as long as time allows. All students are given the opportunity to try out a monologue in front of the camera.

Resources:

Digital video camera

Computer

Smart board

Recent acting scene that would be appropriate for this exercise

Assessments:

Discussion

Filmed monologues.

MA6-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What financial aspects are included in the creation of the production?

Concepts, Skills, Techniques, and Critical Knowledge:

There are many professions in the film industry.

There are costs involved in the production of film and television projects.

Activities:

Teacher shows a clip of the credits of a movie that the students know right to the end. Teacher asks students about what those jobs entail, what is a best boy or key grip? Teacher explains that movies are very expensive especially if there are special effects. Teacher invites a local videographer/filmmaker in to talk to the class. (There are always wedding videographers or commercial filmmakers around to invite in.) Guest artist describes the costs involved in making a film and what it is like to be an artist in the film industry and various professions therein. Students can ask questions. After the artist leaves, the students write a thank you describing what they learned by the visit.

Resources:

Local artist

Clips from recent movie

Smart board

Computer

Assessments:

Discussion

Written thank you to artist.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA6-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How does performance from the past or other cultures influence the creation of modern works of theatre? How does artwork from the past influence the productions of the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Art forms from the past have influenced the art of today.

Ability to see the connection between the past and the present.

Activities:

Teacher asks the students how the art from the past have influenced theatre and film of today. After brainstorming ask if they have ever seen a remake of a movie. Get examples from the students. Teacher explains that many stories have been re-made hundreds of times since theatre has begun. Teacher holds up a copy of Romeo and Juliet and recites the prologue. Those words have been spoken by thousands of people over the last five hundred years. Teacher gets students to repeat the prologue and announces that they are a part of history. Teacher shows clips from various filmed versions of the play to show how in different times the story is handled in different ways. Students memorize short segments of the play to perform for the class.

Resources:

Smart board

Computer

Clips from various versions of Romeo and Juliet

Assessments:

Discussion

Memorized monologue

MA6-5.2 View and discuss media artwork that portrays the people and cultures of the world.

Essential Question: How can we create a radio play from the stories of other people?

Concepts, Skills, Techniques, and Critical Knowledge:

Radio plays can teach us about other cultures.

Ability to create a radio play from a work of literature.

Ability to recognize conventions of playwriting and the basic elements of dramatic structure in the stories of other cultures.

Activities:

Students are given several short fables from other cultures. After a brief review of elements of playwriting and how a radio drama differs from a stage play, the students are asked to create a radio drama based on fables of another culture. The scenes are recorded and then played back for the class to critique.

Resources:

Fables from other cultures

Assessments:

Written and performed radio drama

MA6-5.3 Describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media artworks exist across time among diverse cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Music has a message which is intended for a specific audience.

The same song can mean different things to different people.

Ability to understand a song from a different time and culture for its meaning.

Activities:

Teacher plays a song that is popular for the students (and is politically correct). Teacher introduces the dancing game which is like musical chairs without the chairs. As the music plays they can dance or move to the music. When the music stops they freeze. Teacher plays a song from the rock and roll era and then a country song. Teacher then introduces foreign cultures to the mix., Hindu, Arabic, and African music are played along with euro-pop. Class is asked to get back in their seats. Ask class if they could identify any of the other songs or from what culture they are from. Play the Hindu song again and ask if that was the only music they heard, how would it change their lives. What would they think of American music if it was unfamiliar to them? Ask them which unfamiliar music they liked the best and why. Students can break up into groups and create a non-verbal scene using the foreign song as the soundtrack.

Resources:

A variety of songs from different cultures.

www.musicindiaonline.com (Hindu music)

www.listenarabic.com/music (Arabic music)

www.museke.com (Music from the African continent)

Sound system to play music.

Assessments:

Discussion

Participation in theatre game

Created improvisation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA6-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What are some human, cultural and societal considerations that exist when creating a theatrical production?

Concepts, Skills, Techniques, and Critical Knowledge:

Theatre is based on issues.

Ability to research a time period in relation to the cultural, societal, and human issues.

Ability to incorporate the research into a script

Ability to act for the camera.

Ability to create a short film based on the life of a famous person.

Activities:

Students, in groups pick a famous historical person and create a short film based on his or her life after researching the cultural, societal, and human issues of his/her time. A connection must be made to the present day and the life of the students. The film is shown in class and critiqued by the other students.

Resources:

Short biographies on selected historical people.

Assessments:

Written and directed short film.

MA6-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizenship?

Concepts, Skills, Techniques, and Critical Knowledge:

There are legal and ethical issues involved in recording, using and changing recorded audio.

There are legal and ethical issues involved in recording, using and changing filmed performances.

Ability to analyze a situation and discuss both sides of an issue.

Activities:

Teacher tells class that there are lots of legal and ethical issues involved in the recording industry. Brainstorm some of the important issues that the students have to deal with everyday and write them on the board. Teacher breaks the class in to groups and then passes out the following dilemmas. Have each group create a scene which presents both sides of the issues.

Your friend found a free download site for music. You know it is illegal, do you use it?

Your best friend bought a new CD that you wanted. He offered to make you a copy. Do you take it.

Your friend wants you to make a copy of one of your albums for him. He gives you a blank CD. Do you do it?

A friend tells you that he recorded another one of your friends confessing an embarrassing secret. Do you listen to it?

A friend wants you to help him upload a recording to Facebook that could be embarrassing to someone you know. Do you help him?

Your friend found a free download site for films. You know it is illegal, do you use it?

Your best friend bought a new DVD that you wanted. He offered to make you a copy. Do you take it.

Your friend wants you to make a copy of one of your DVDs for him. He gives you a blank DVD. Do you do it?

A friend tells you that he recorded another one of your friends confessing an embarrassing secret. Do you watch to it?

A friend wants you to help him upload a video to Facebook that could be embarrassing to someone you know. Do you help him?

Resources:

Computer

Smart board

Dilemma List

Assessments:

Discussion

Created scenes

GRADE 7

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA7-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are media arts used? What do I need to know to create a media arts piece using digital equipment and programs?

Concepts, and Critical Knowledge: Have an understanding that media is used to enhance or reproduce works of art and more. Used to preserve products for later viewing, or used for instruction after viewing a media artworks sample.

Skills, Techniques- the student will have been exposed to aspects of media

Activities: Discuss when media arts are implemented or used in different settings. Show samples of media artworks.

Resources: Community theatre, school performance, or local touring company performance.

Assessments: checklist

MA7-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How do we use different technologies in relation to media artworks?

Concepts, and Critical Knowledge: Students have some understanding of media such as computers, cameras and software

Activities: Show samples and demonstrate media equipment used for sharing media

Resources: School media center

Assessments: Observation

MA7-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, and Critical Knowledge: Students must know how to operate a computer and/or camera and know what software is used for given concepts

Skills, Techniques: Have some exposure to theatre processes

Activities: Demonstrate and use a handout for use of materials and equipment

Resources: Select information regarding rules and regulations for equipment including an AUP (Acceptable use Policy)

Assessments: Demonstration with checklist

MA7-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: How do you decide what is a good source of information when you are doing research online or at the library?

Concepts, and Critical Knowledge: the student must have an understanding of what is and is not allowed as resource material

Skills, Techniques: the student can demonstrate the ability to decipher what is useful material for a given performance project.

Activities: The student will demonstrate what is good information by doing research for a performance project using film, photos, or advertisements.

Resources: Internet outlets

Assessments: Signed agreement/permission form (AUP Policy)

MA7-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How can you share knowledge and skills with others when working with media arts equipment as part of a media arts task?

What are some of the criteria used to evaluate media artworks?

Concepts, and Critical Knowledge: the student must know how to operate the equipment and help others

Skills, Techniques: Have some exposure to theatre processes

Activities: Have students work in groups. Have each student video/photograph group members saying their name and something interesting about themselves. Have each student import information into the computer. Have each student edit or use software to manipulate the media retrieved.

Resources: Cameras, editing software such as iPhoto or iMovie, or Garageband

Assessments: Observation and demonstration

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA7-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating a media artwork piece?

Concepts, Skills, Techniques, and Critical Knowledge: students must know how to work a camera, computer, and selected software. Some students may have limited knowledge and training on theatre equipment such as sound and light boards.

Activities: Students may create video commercials and advertisement flyers for upcoming productions following criteria.

Resources: camera, computers and selected software such as iPhoto or iMovie.

Assessments: Commercials and advertisement posters

MA7-2.2 Design and create media artwork that communicates his or her experiences.

Essential Question: How do you communicate and express your personal experiences through media?

Concepts, Skills, Techniques, and Critical Knowledge: Students must have an original monologue prepared.

Activities: Have students video each other performing an original monologue. Video the monologue from 3 angles. Have the students look at the video and self critique performance and message sent to the audience through the video.

Resources: Camera, original monologue, individual set pieces or props as needed.

Assessments: Self and peer critique

MA7-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How did you create your media performance? What criteria do you use to evaluate your work?

Concepts, and Critical Knowledge: must know how to use a camera, computer, and selected computer programs.

Skills and Techniques: Have some exposure to theatre processes

Activities: View a video performance of a play and critique the performance. What is good about it and what can be improved?

Resources: Monitor, DVD player, computer

Assessments: Observation, written reflection

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA7-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? Why did you create this media artwork for this audience? How do you know and what is your evidence?

Concepts, and Critical Knowledge: Student will discuss opinions and observations through personal experience and relevant teaching standards.

Skills and Techniques: Have some exposure to theatre processes

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MA7-3.2 Interpret increasingly complex **media texts**.

Essential Question: What is the main message you are getting from media texts that can apply to a theatre piece?

Concepts and Critical Knowledge: Ability to form opinions regarding what texts are presented

Skills and Techniques: Have some exposure to theatre processes

Activities: Show samples of media artwork through a variety of mediums to integrate with theatre arts.

Resources: samples of work, monitor, computer

Assessments: Observation and discussion

MA7-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How successful is the creator in delivering his/her message to the audience? How do these techniques make this an effective piece?

Concepts, and Critical Knowledge: analyze texts as presented in class

Skills and Techniques: Have some exposure to theatre processes

Activities: have students work in groups to discuss how effective pieces are to the target audience

Resources:

Assessments: checklist

MA7-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: Why do people react differently to the messages contained in a variety of media forms? (differing digital media)

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes and media forms

Activities: Discuss how the arts, theatre and media impact audiences and how each compares/contrasts.

Resources:

Assessments: Open dialogue

MA7-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: Where is information and media found?

Concepts and Critical Knowledge: must know how to research effectively

Skills and Techniques: Have some exposure to theatre processes

Activities: Have student go to the library, and using a media specialist, go through the areas where information can be found, and use the computers for internet research as necessary.

Resources: school or public library, internet

Assessments: Checklist

MA7-3.6 Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

MA7-3.6 Identify the creators of selected media texts, and explain why and how those texts were produced.

Essential Question: Who creates media texts that are useful in theatre? Why was it created? How were they made? (What tools and techniques or methods were used?)

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes

Activities: Show samples of commercials or photo advertisements to generate dialogue regarding messages. How can that translate to stage?

Resources: Samples

Assessments: Open dialogue

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA7-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question: How do these performances connect to every day life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes

Activities: Have students look at a variety of media forms and discuss how they integrate with other arts areas or can be integrated.

Resources: Samples

Assessments: Open dialogue, observation

MA7-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts relate to other discipline areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes

Activities: Show a variety of sample media works for integration purposes.

Resources: Samples

Assessments: Observation

MA7-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kinds of careers are available in film and how much does it cost when planning a production? What financial aspects need to be considered? How does film to stage differ and are there jobs that can relate to both media and stage?

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes

Activities: Have students create a mock production focusing on financial and artistic processes.

Resources: sample pre-production, production and post-production forms

Assessments: Completion of task

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA7-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How does media from the past or from other cultures influence the creation of modern media/theatrical works?

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes and history concepts

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

MA7-5.2 View and discuss media artwork that portrays the people and cultures of the world.

Essential Question: What can you learn about people and cultures of the world by watching pieces of recorded media?

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Samples of a variety of texts

Assessments: Observation and open dialogue

MA7-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different people? Can we make theatrical connections to them?

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Samples of a variety of texts

Assessments: Observation and open dialogue

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA7-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural and societal considerations are associated with the creation of media/stage artworks?

Concepts, Skills, Techniques, and Critical Knowledge: Have some exposure to theatre processes

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Show samples of a variety of media texts

Assessments: (how can people deal with the problems)

MA7-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge: Have a working knowledge of rules regarding acceptable digital citizenship

Activities: During research students exhibit good digital citizenship

Resources: computers

Assessments: Annotations and justification for use of material

GRADE 8

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA8-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are media arts used in theatre? What do I need to know to create a media arts piece using digital equipment and programs?

Concepts, and Critical Knowledge: Have an understanding that media is used to enhance or reproduce theatre performances. It is used to preserve performances for later viewing, or used for instruction after viewing a media artworks sample.

Skills, Techniques- the student will have been exposed to aspects of theatre

Activities: discuss when media arts are implemented or used during live theatre performances

Resources: Live performance opportunities

Assessments: checklist

MA8-1.2 Analyze and use a variety of media technologies, techniques, and processes.

Essential Question: How do we use different technologies in relation to media/stage artworks?

Concepts, and Critical Knowledge: have some understanding of media such as computers, cameras and software

Skills and Techniques: the student will have been exposed to aspects of theatre

Activities: Show samples and demonstrate media equipment used for sharing media

Resources: Samples

Assessments: Observation and open dialogue

MA8-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge: the student will have been exposed to aspects of theatre

Activities: Demonstrate and use a handout for use of materials and equipment

Resources: Select information regarding rules and regulations for equipment including an AUP(Acceptable use Policy)

Assessments: Demonstration with checklist

MA8-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: How do you decide what is a good source of information when you are doing research online or at the library?

Concepts, and Critical Knowledge: the student must have an understanding of what is and is not allowed as resource material

Skills, Techniques: the student can demonstrate the ability to decipher what is useful material for a given performance project.

Activities: The student will demonstrate what is good information by doing research for a performance project using film, photos, or advertisements.

Resources: computers and select sample works

Assessments: signed agreement/permission form (AUP Policy)

MA8-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How can you share knowledge and skills with others when working with media arts equipment as part of a media arts/theatrical task?

What are some of the criteria used to evaluate theatre through a media artworks product?

Concepts, Skills, Techniques, and Critical Knowledge: the student must know how to operate the equipment and help others

Activities: Work in groups and assign jobs within the group to complete an assignment or when a student asks a question have other students who know the concept help the student.

Resources: Selected materials for the task

Assessments: Observation, demonstration

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA8-2.1 Expand his or her media arts vocabulary.

Essential Question: What techniques, elements and equipment work best for creating a theatre piece?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms

Activities: Have students create a simple piece of work demonstrating skill level

Resources: working visible vocabulary bank

Assessments: Rubric

MA8-2.2 Design and create media artwork that communicates his or her experiences.

Essential Question: How do you communicate and express your personal experiences through theatre?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a piece of filmed theatre that expresses personal experiences.

Resources: camera, computer, props as necessary

Assessments: Final product

MA8-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How did you create your theatre/media performance? What criteria do you use to evaluate your work?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a piece of filmed theatre that expresses personal experiences.

Resources: camera, computer, selected software

Assessments: peer and teacher response

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA8-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? Why did you create this theatre artwork for this audience? How do you know and what is your evidence?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MA8-3.2 Interpret increasingly complex **media texts**.

Essential Question: What is the main message you are getting from media texts that can apply to a theatre piece?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work to be interpreted

Resources: Samples of a variety of complex texts

Assessments: Observation

MA8-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How successful is the creator in delivering his/her message to the audience? How do these techniques make this an effective piece?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work to be interpreted

Resources: Select samples of work

Assessments: Observation and open dialogue

MA8-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: Why do people react differently to the messages contained in a variety of media forms? (differing digital media)

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show a variety of texts for response

Resources: Select samples of work

Assessments: Observation

MA8-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: Where is information and media found?

Concepts, Skills, Techniques, and Critical Knowledge: must know how to research effectively

Activities: have student go to the library, and using a media specialist, go through the areas where information can be found, and use the computers for internet research as necessary.

Resources: school or public library, internet

Assessments: Annotations and justifications of information selected

MA8-3.6 Identify whose point of view is presented in a **media text** and identify missing or alternative points of view.

MA8-3.6 Identify the creators of selected media texts, and explain why and how those texts were produced.

Essential Question: Who creates media texts that are useful in theatre? Why was it created? How were they made? (What tools and techniques or methods were used?)

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of commercials or photo advertisements to generate dialogue regarding messages. How can that translate to stage?

Resources: Samples of selected work

Assessments: Observation and open dialogue

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA8-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question: How do these performances connect to every day life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MA8-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts relate to other discipline areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show a variety of sample media works for integration purposes.

Resources: Samples

Assessments: Observation

MA8-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kinds of careers are available to those with a strong theatre background, integrated with media, and how much does it cost when planning a production? What financial aspects need to be considered? How does film to stage differ and are there jobs that can relate to both media and stage?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Have students create a mock production focusing on financial and artistic processes.

Resources: sample pre-production, production and post-production forms

Assessments: Completion of task

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA8-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How does media from the past or from other cultures influence the creation of modern media/theatrical works?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.

Essential Question: What can you learn about people and cultures of the world by watching or listening to pieces of recorded media?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Samples of a variety of texts

Assessments: Observation

MA8-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different people? Can we make theatrical connections to them?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA8-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural and societal considerations are associated with the creation of media/stage artworks?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Show samples of a variety of media texts

Assessments: (how can people deal with the problems)

MA8-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge: Have a working knowledge of rules regarding acceptable digital citizenship

Activities: During research students exhibit good digital citizenship

Resources: computers

Assessments: Annotations and justification for use of material

HIGH SCHOOL: LEVEL 1

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are media arts used in theatre? What do I need to know to create a media arts/theatre piece using digital equipment and programs?

Concepts and Critical Knowledge: Have an understanding that media is used to enhance or reproduce theatre performances. Used to preserve performances for later viewing, or used for instruction after viewing a media artworks sample.

Skills, Techniques- the student will have been exposed to aspects of theatre

Activities: discuss when media arts are implemented or used during live theatre performances

Resources : Live performance opportunities

Assessments: checklist

MAHS1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How do we use different technologies in relation to media artworks and theatre?

Concepts and Critical Knowledge: have some understanding of media such as computers, cameras and software

Activities: Show samples and demonstrate media equipment used for sharing media

Resources: computer, cameras, software

Assessments: Demonstration

MAHS1-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge: have some understanding of media such as computers, cameras and software

Activities: Demonstrate and use a handout for use of materials and equipment

Resources: Select information regarding rules and regulations for equipment including an AUP(Acceptable use Policy)

Assessments: Demonstration with checklist

MAHS1-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question: How do you decide what is a good source of information when you are doing research online or at the library?

Concepts, and Critical Knowledge: the student must have an understanding of what is and is not allowed as resource material

Skills, Techniques: the student can demonstrate the ability to decipher what is useful material for a given performance project.

Activities: The student will demonstrate what is good information by doing research for a performance project using film ,photos, or advertisements.

Resources: Samples, computers

Assessments: signed agreement/permission form (AUP Policy)

MAHS1-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How can you share knowledge and skills with others when working with media arts equipment as part of a media arts/theatre task?

What are some of the criteria used to evaluate media artworks?

Concepts, Skills, Techniques, and Critical Knowledge: the student must know how to operate the equipment and help others

Activities: Work in groups and assign jobs within the group to complete an assignment or when a student asks a question have other students who know the concept help the student.

Resources: Selected materials for the task

Assessments: Observation, demonstration

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS1-2.1 Communicate effectively using media arts vocabulary.

Essential Question: What techniques, elements and equipment work best for creating a theatre piece? Use vocabulary to communicate ideas and concepts in relation to theatre and media arts.

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: Have students brainstorm how to create a media piece using theatre applications such as acting, designing, or directing. Have them create a storyboard that will enable them to outline their piece.

Resources: paper and computers as needed

Assessments: Written storyboard

MAHS1-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How do you communicate and express your personal experiences through theatre?

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: create a public service announcement relating to something that has happened to you personally that you wish to warn others about. Write the script, storyboard and film the piece for classroom viewing. may be used as a video announcement on the daily news show.

Resources: cameras, computers and selected software such as iPhoto or iMovie

Assessments: Final video product

MAHS1-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How did you create your theatre/media performance? What criteria do you use to evaluate your work?

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: Have students create a checklist or rubric to create their piece. Discuss what parts are important when evaluating work.

Resources: Select books as reference

Assessments: checklist/rubric, written reflection and self and peer critique

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS1-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? Why did you create this theatre artwork for this audience? How do you know and what is your evidence?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MAHS1-3.2 Create messages using **media texts**.

Essential Question: What is the main message you are getting from media texts that can apply to a theatre piece? How will you create one of your own?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MAHS1-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How successful is the creator in delivering his/her message to the audience? How do these techniques make this an effective piece?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a storyboard for a 30 sec commercial. Hand it to a neighbor and have them reflect the exact concept to you. Were they the same? What problems occurred in getting your message to the audience?

Resources: paper for storyboard

Assessments: Self assess with a partner.

MAHS1-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways in which they help to create meaning.

Essential Question: Why do people react differently to the messages contained in a variety of media forms? (differing digital media) What different ways do we get the message across?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show a variety of texts for response

Resources: Select samples of work

Assessments: Observation

MAHS1-3.5 Evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: Where is information and media found and how do we know it is useful or appropriate for the assigned task?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Given a specific topic, have students look up and annotate the validity of sources.

Resources: computers

Assessments: Annotations and justification

MAHS1-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

MAHS1-3.6 Analyze how the language, tone, and point-of-view used in media texts work to influence the interpretation and meaning of messages.

Essential Question: Who creates media texts that are useful in theatre? Why was it created? How were they made? (What tools and techniques or methods were used?) Will it be valuable in the theatrical concept of a performance?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of commercials or photo advertisements to generate dialogue regarding messages. How can that translate to stage?

Resources: Samples of selected work

Assessments: Observation and open dialogue

MAHS1-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: What techniques are being used to reflect different perspectives and points-of-view? (What techniques does the producer use to create this media artwork and how does the producer show varying perspectives and points of view of this piece in relation to theatre.)

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work of a variety of media and theatre applications

Resources: Selected works

Assessments: Observation and checklist of techniques possible

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS1-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question: How do these performances connect to every day life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MAHS1-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts relate to other discipline areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MAHS1-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kinds of careers are available to those with a strong theatre background, integrated with media, and how much does it cost when planning a production? What financial aspects need to be considered? How does film to stage differ and are there jobs that can relate to both media and stage?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Read a script and create a mock pre, production, and post production outline of jobs and budget in relation to the production needs.

Resources: Production forms and checklists

Assessments: Completed task

MAHS1-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: What place does this hold in a global society and how do we find value so that the arts are continually funded?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Have students find data that proves the arts are a contributing source to human growth and evolution, culture and entertainment.

Resources: computers

Assessments: annotated bibliography and written essay

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS1-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How does media from the past or from other cultures influence the creation of modern media/theatrical works?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

MAHS1-5.2 Analyze and evaluate ways that media artwork portrays the people and cultures of the world.

Essential Question: What can you learn about people and cultures of the world by watching or listening to pieces of recorded media?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

MAHS1-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different people? Can we make theatrical connections to them?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS1-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural and societal considerations are associated with the creation of media/stage artworks?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Show samples of a variety of media texts

Assessments: (how can people deal with the problems)

MAHS1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge: Have a working knowledge of rules regarding acceptable digital citizenship

Activities: During research students exhibit good digital citizenship

Resources: computers

Assessments: Annotations and justification for use of material

HIGH SCHOOL: LEVEL 2

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are media arts used in theatre? What do I need to know to create a media arts/theatre piece using digital equipment and programs?

Concepts and Critical Knowledge: Have an understanding that media is used to enhance or reproduce theatre performances. Used to preserve performances for later viewing, or used for instruction after viewing a media artworks sample.

Skills, Techniques- the student will have been exposed to aspects of theatre

Activities: discuss when media arts are implemented or used during live theatre performances

Resources: Live performance opportunities

Assessments: checklist

MAHS2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How do we use different technologies in relation to media artworks and theatre?

Concepts, and Critical Knowledge: have some understanding of media such as computers, cameras and software

Activities: Show samples and demonstrate media equipment used for sharing media

Resources: computer, cameras, software

Assessments: Demonstration

MAHS2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge: have some understanding of media such as computers, cameras and software

Activities: Demonstrate and use a handout for use of materials and equipment

Resources: Select information regarding rules and regulations for equipment including an AUP(Acceptable use Policy)

Assessments: Demonstration with checklist

MAHS2-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question: How do you decide what is a good source of information when you are doing research online or at the library?

Concepts, and Critical Knowledge: the student must have an understanding of what is and is not allowed as resource material

Skills and Techniques, the student can demonstrate the ability to decipher what is useful material for a given performance project.

Activities: The student will demonstrate what is good information by doing research for a performance project using film, photos, or advertisements.

Resources: Samples, computers

Assessments: signed agreement/permission form(AUP Policy)

MAHS2-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How can you share knowledge and skills with others when working with media arts equipment as part of a media arts/theatre task?

What are some of the criteria used to evaluate media artworks?

Concepts, Skills, Techniques, and Critical Knowledge: the student must know how to operate the equipment and help others

Activities: Work in groups and assign jobs within the group to complete an assignment or when a student asks a question have other students who know the concept help the student.

Resources: Selected materials for the task

Assessments: Observation, demonstration

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS2-2.1 Communicate effectively using media arts vocabulary.

Essential Question: What techniques, elements and equipment work best for creating a theatre piece? Use vocabulary to communicate ideas and concepts in relation to theatre and media arts.

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: Have students brainstorm how to create a media piece using theatre applications such as acting, designing, or directing. Have them create a storyboard that will enable them to outline their piece.

Resources: paper and computers as needed

Assessments: Written storyboard

MAHS2-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How do you communicate and express your personal experiences through theatre?

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: create a public service announcement relating to something that has happened to you personally that you wish to warn others about. Write the script, storyboard and film the piece for classroom viewing. may be used as a video announcement on the daily news show.

Resources: cameras, computers and selected software such as iPhoto or iMovie

Assessments: Final video product

MAHS2-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How did you create your theatre/media performance? What criteria do you use to evaluate your work?

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: Have students create a checklist or rubric to create their piece. Discuss what parts are important when evaluating work.

Resources: Select books as reference

Assessments: checklist/rubric, written reflection and self and peer critique

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS2-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? Why did you create this theatre artwork for this audience? How do you know and what is your evidence?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MAHS2-3.2 Create messages using **media texts**.

Essential Question: What is the main message you are getting from media texts that can apply to a theatre piece? How will you create one of your own?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MAHS2-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How successful is the creator in delivering his/her message to the audience? How do these techniques make this an effective piece?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Create a storyboard for a 30 sec commercial. Hand it to a neighbor and have them reflect the exact concept to you. Were they the same? What problems occurred in getting your message to the audience?

Resources: paper for storyboard

Assessments: Self assess with a partner.

MAHS2-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: Why do people react differently to the messages contained in a variety of media forms? (differing digital media) What different ways do we get the message across?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show a variety of texts for response

Resources: Select samples of work

Assessments: Observation

MAHS2-3.5 Analyze the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: Where is information and media found and how do we know it is useful or appropriate for the assigned task?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Given a specific topic, have students look up and annotate the validity of sources.

Resources: computers

Assessments: Annotations and justification

MAHS2-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question: Who creates media texts that are useful in theatre? Why was it created? How were they made? (What tools and techniques or methods were used?) Will it be valuable in the theatrical concept of a performance?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of commercials or photo advertisements to generate dialogue regarding messages. How can that translate to stage?

Resources: Samples of selected work

Assessments: Observation and open dialogue

MAHS2-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: What techniques are being used to reflect different perspectives and points-of-view? (What techniques does the producer use to create this media artwork and how does the producer show varying perspectives and points of view of this piece in relation to theatre.)

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work of a variety of media and theatre applications

Resources: Selected works

Assessments: Observation and checklist of techniques possible

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS2-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question: How do these performances connect to every day life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MAHS2-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts relate to other discipline areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MAHS2-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kinds of careers are available to those with a strong theatre background, integrated with media, and how much does it cost when planning a production? What financial aspects need to be considered? How does film to stage differ and are there jobs that can relate to both media and stage?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Read a script and create a mock pre, production, and post production outline of jobs and budget in relation to the production needs.

Resources: Production forms and checklists

Assessments: Completed task

MAHS2-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: What place does this hold in a global society and how do we find value so that the arts are continually funded?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Have students find data that proves the arts are a contributing source to human growth and evolution, culture and entertainment.

Resources: computers

Assessments: annotated bibliography and written essay

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS2-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How does media from the past or from other cultures influence the creation of modern media/theatrical works?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

MAHS2-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question: What can you learn about people and cultures of the world by watching or listening to pieces of recorded media?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

MAHS2-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different people? Can we make theatrical connections to them?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS2-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural and societal considerations are associated with the creation of media/stage artworks?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Show samples of a variety of media texts

Assessments: (how can people deal with the problems)

MAHS2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge: Have a working knowledge of rules regarding acceptable digital citizenship

Activities: During research students exhibit good digital citizenship

Resources: computers

Assessments: Annotations and justification for use of material

HIGH SCHOOL: LEVEL 3

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are media arts used? What do I need to know to create a media arts piece using digital equipment and programs?

Concepts and Critical Knowledge: Have an understanding that media is used to enhance or reproduce theatre performances. Used to preserve performances for later viewing, or used for instruction after viewing a media artworks sample.

Skills and Techniques- the student will have been exposed to aspects of theatre

Activities: discuss when media arts are implemented or used during live theatre performances

Resources: Samples of programs of live performances- reference only

Assessments: checklist

MAHS3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How do we use different technologies in relation to media artworks?

Concepts, Skills, Techniques, and Critical Knowledge: have some understanding of media such as computers, cameras and software

Activities: Show samples and demonstrate media equipment used for sharing media

Resources: Selected samples

Assessments: Observation

MAHS3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge: have some understanding of media such as computers, cameras and software

Activities: Demonstrate and use a handout for use of materials and equipment

Resources: Select information regarding rules and regulations for equipment including an AUP(Acceptable use Policy)

Assessments: Demonstration with checklist

MAHS3-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question: How do you decide what is a good source of information when you are doing research online or at the library?

Concepts, and Critical Knowledge: the student must have an understanding of what is and is not allowed as resource material

Skills, Techniques, the student can demonstrate the ability to decipher what is useful material for a given performance project.

Activities: The student will demonstrate what is good information by doing research for a performance project using film, photos, or advertisements.

Resources: Samples, computers

Assessments: signed agreement/permission form(AUP Policy)

MAHS3-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question: How can you share knowledge and skills with others when working with media arts equipment as part of a media arts/theatre task?

What are some of the criteria used to evaluate media artworks?

Concepts, Skills, Techniques, and Critical Knowledge: the student must know how to operate the equipment and help others

Activities: Work in groups and assign jobs within the group to complete an assignment or when a student asks a question have other students who know the concept help the student.

Resources: Selected materials for the task

Assessments: Observation, demonstration

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS3-2.1 Communicate effectively using media arts vocabulary.

Essential Question: What techniques, elements and equipment work best for creating a theatre piece? Use vocabulary to communicate ideas and concepts in relation to theatre and media arts.

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: Have students brainstorm how to create a media piece using theatre applications such as acting, designing, or directing. Have them create a storyboard that will enable them to outline their piece.

Resources: paper and computers as needed

Assessments: Written storyboard

MAHS3-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How do you communicate and express your personal experiences through theatre?

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: create a public service announcement relating to something that has happened to you personally that you wish to warn others about. Write the script, storyboard and film the piece for classroom viewing. may be used as a video announcement on the daily news show.

Resources: cameras, computers and selected software such as iPhoto or iMovie

Assessments: Final video product

MAHS3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How did you create your theatre/media performance? What criteria do you use to evaluate your work?

Concepts, Skills, Techniques, and Critical Knowledge: have a working knowledge of vocabulary in theatre and media

Activities: Have students create a checklist or rubric to create their piece. Discuss what parts are important when evaluating work.

Resources: Select books as reference

Assessments: checklist/rubric, written reflection and self and peer critique

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS3-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? Why did you create this theatre artwork for this audience? How do you know and what is your evidence?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MAHS3-3.2 Create messages using **media texts**.

Essential Question: What is the main message you are getting from media texts that can apply to a theatre piece? How will you create one of your own?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MAHS3-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How successful is the creator in delivering his/her message to the audience? How do these techniques make this an effective piece?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Create a storyboard for a 30 sec commercial. Hand it to a neighbor and have them reflect the exact concept to you. Were they the same? What problems occurred in getting your message to the audience?

Resources: paper for storyboard

Assessments: Self assess with a partner.

MAHS3-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: Why do people react differently to the messages contained in a variety of media forms? (differing digital media) What different ways do we get the message across?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Show a variety of texts for response

Resources: Select samples of work

Assessments: Observation

MAHS3-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: Where is information and media found and how do we know it is useful or appropriate for the assigned task?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Given a specific topic, have students look up and annotate the validity of sources.

Resources: computers

Assessments: Annotations and justification

MAHS3-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question: Who creates media texts that are useful in theatre? Why was it created? How were they made? (What tools and techniques or methods were used?) Will it be valuable in the theatrical concept of a performance?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Show samples of commercials or photo advertisements to generate dialogue regarding messages. How can that translate to stage?

Resources: Samples of selected work

Assessments: Observation and open dialogue

MAHS3-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: What techniques are being used to reflect different perspectives and points-of-view? (What techniques does the producer use to create this media artwork and how does the producer show varying perspectives and points of view of this piece in relation to theatre.)

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Show samples of work of a variety of media and theatre applications

Resources: Selected works

Assessments: Observation and checklist of techniques possible

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS3-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question: How do these performances connect to every day life in the world? What about this piece makes it possible to use in my everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MAHS3-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts relate to other discipline areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MAHS3-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kinds of careers are available to those with a strong theatre background, integrated with media, and how much does it cost when planning a production? What financial aspects need to be considered? How does film to stage differ and are there jobs that can relate to both media and stage?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Read a script and create a mock pre, production, and post production outline of jobs and budget in relation to the production needs.

Resources: Production forms and checklists

Assessments: Completed task

MAHS3-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: What place does this hold in a global society and how do we find value so that the arts are continually funded?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Have students find data that proves the arts are a contributing source to human growth and evolution, culture and entertainment.

Resources: computers

Assessments: annotated bibliography and written essay

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS3-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How does media from the past or from other cultures influence the creation of modern media/theatrical works?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

MAHS3-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question: What can you learn about people and cultures of the world by watching or listening to pieces of recorded media?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, etc.) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

MAHS3-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different people? Can we make theatrical connections to them?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS3-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural and societal considerations are associated with the creation of media/stage artworks?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of basic theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Show samples of a variety of media texts

Assessments: (how can people deal with the problems)

MAHS3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge: Have a working knowledge of rules regarding acceptable digital citizenship

Activities: During research students exhibit good digital citizenship

Resources: computers

Assessments: Annotations and justification for use of material

HIGH SCHOOL: LEVEL 4

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are media arts used? What do I need to know to create a media arts piece using digital equipment and programs?

Concepts and Critical Knowledge: Have an understanding that media is used to enhance or reproduce theatre performances. Used to preserve performances for later viewing, or used for instruction after viewing a media artworks sample.

Skills, Techniques- the student will have been exposed to most aspects of theatre

Activities: discuss when media arts are implemented or used during live theatre performances

Resources: programs from live performances as reference

Assessments: checklist

MAHS4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How do we use different technologies in relation to media artworks?

Concepts, Skills, Techniques, and Critical Knowledge: have some understanding of media such as computers, cameras and software

Activities: Show samples and demonstrate media equipment used for sharing media

Resources: Selected media

Assessments: Observation

MAHS4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge: have comprehensive understanding of media such as computers, cameras and software

Activities: Demonstrate and use a handout for use of materials and equipment

Resources: Select information regarding rules and regulations for equipment including an AUP (Acceptable use Policy)

Assessments: Demonstration with checklist

MAHS4-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question: How do you decide what is a good source of information when you are doing research online or at the library?

Concepts, and Critical Knowledge: the student must have an understanding of what is and is not allowed as resource material

Activities: The student will demonstrate what is good information by doing research for a performance project using film, photos, or advertisements.

Resources: Samples, computers

Assessments: signed agreement/permission form (AUP Policy)

MAHS4-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question: How can you share knowledge and skills with others when working with media arts equipment as part of a media arts task?

What are some of the criteria used to evaluate media artworks?

Concepts, Skills, Techniques, and Critical Knowledge: the student must know how to operate the equipment and help others

Activities: Work in groups and assign jobs within the group to complete an assignment or when a student asks a question have other students who know the concept help the student.

Resources: Selected materials for the task

Assessments: Observation, demonstration

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS4-2.1 Communicate effectively using media arts vocabulary.

Essential Question: What techniques, elements and equipment work best for creating a theatre piece? Use vocabulary to communicate ideas and concepts in relation to theatre and media arts.

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Have students brainstorm how to create a media piece using theatre applications such as acting, designing, or directing. Have them create a storyboard that will enable them to outline their piece.

Resources: paper and computers as needed

Assessments: Written storyboard

MAHS4-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How do you communicate and express your personal experiences through theatre?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: create a public service announcement relating to something that has happened to you personally that you wish to warn others about. Write the script, storyboard and film the piece for classroom viewing. may be used as a video announcement on the daily news show. create copy for news show daily using information needed for student communication. create commercials for upcoming events on campus.

Resources: cameras, computers and selected software such as iPhoto or iMovie

Assessments: Final video product

MAHS4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How did you create your theatre/media performance? What criteria do you use to evaluate your work?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Have students create a checklist or rubric to create their piece. Discuss what parts are important when evaluating work.

Resources: Select books as reference

Assessments: checklist/rubric, written reflection and self and peer critique

MAHS4-2.4 Apply elements of artistic design specific to individual media.

MAHS4-2.4 Create works that demonstrate high levels of competency in design principals and effective composition in media arts.

Essential Question: How do you create a piece that is worthy of competitive power and displays mastery of skill?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: create a work that is a teleplay, documentary or selected competition work such as Scholastics or The Toaster Series sponsored by The SC Arts Commission

Resources: school sponsored events or state and national outlets

Assessments: completed projects based on criteria for assignments

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS4-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? Why did you create this theatre artwork for this audience? How do you know and what is your evidence? Did it accomplish what you set out to accomplish?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Create a multimedia piece that reflects a personal view: may be a rule at school, a monologue or skit, a true story, interview, etc.. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MAHS4-3.2 Create messages using **media texts**.

Essential Question: What is the main message you are getting from media texts that can apply to a theatre piece? How will you create one of your own?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Create a multimedia piece that reflects a rule at school. Make it personal and applicable to the target audience.

Resources: camera and locations, props as necessary

Assessments: Final video product

MAHS4-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How successful is the creator in delivering his/her message to the audience? How do these techniques make this an effective piece?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: groups create a performance of the same scene, film it, and review it for different messages presented to an audience. Which ones work best? Is there a performance approach that does not work?

Resources: scripts, cameras, computer

Assessments: finished product reflection

MAHS4-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: Why do people react differently to the messages contained in a variety of media forms? (differing digital media) What different ways do we get the message across?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: create a checklist for codes and conventions and how they work best in different situations

Resources: paper and reference books

Assessments: checklist complete

MAHS4-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: Where is information and media found and how do we know it is useful or appropriate for the assigned task?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Given a specific topic, have students look up and annotate the validity of sources.

Resources: computers

Assessments: Annotations and justification

MAHS4-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question: Who creates media texts that are useful in theatre? Why was it created? How were they made? (What tools and techniques or methods were used?) Will it be valuable in the theatrical concept of a performance?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, analysis concepts, and ability to use a variety of media to create a project

Activities: Show samples of commercials or photo advertisements to generate dialogue regarding messages. How can that translate to stage?

Resources: Samples of selected work

Assessments: Observation and open dialogue

MAHS4-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: What techniques are being used to reflect different perspectives and points-of-view? (What techniques does the producer use to create this media artwork and how does the producer show varying perspectives and points of view of this piece in relation to theatre.)

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, analysis concepts, and ability to use a variety of media to create a project

Activities: Show samples of work of a variety of media and theatre applications

Resources: Selected works

Assessments: Observation and checklist of techniques possible

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS4-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question: How do these performances connect to every day life in the world? What about this piece makes it possible to use in my everyday life? What message and connection do I want to make with this performance? Does it make a difference to someone?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MAHS4-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts relate to other discipline areas? How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, and ability to use a variety of media to create a project

Activities: Show samples of work of a variety of media and theatre applications

Resources: Sample texts of media and theatre

Assessments: Observation

MAHS4-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What kinds of careers are available to those with a strong theatre background, integrated with media, and how much does it cost when planning a production? What financial aspects need to be considered? How does film to stage differ and are there jobs that can relate to both media and stage?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, analysis concepts, and ability to use a variety of media to create a project

Activities: Take a field trip to a local theatre and TV station and compare and contrast job opportunities, financial obligations, production methods and intern applications

Resources: community partnerships

Assessments: checklist

MAHS4-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: What place does this hold in a global society and how do we find value so that the arts are continually funded?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, analysis concepts, and ability to use a variety of media to create a project

Activities: Have students find data that proves the arts are a contributing source to human growth and evolution, culture and entertainment.

Resources: computers

Assessments: annotated bibliography and written essay

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS4-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How does media from the past or from other cultures influence the creation of modern media/theatrical works?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, analysis concepts, and ability to use a variety of media to create a project

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation and essay questions

MAHS4-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, analysis concepts, and ability to use a variety of media to create a project

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation and essay questions

MAHS4-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different people? Can we make theatrical connections to them?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, analysis concepts, and ability to use a variety of media to create a project

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, etc.) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: samples of a variety of texts

Assessments: Observation and essay questions

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS4-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural and societal considerations are associated with the creation of media/stage artworks?

Concepts, Skills, Techniques, and Critical Knowledge: must have a working knowledge of advanced theatre and media terms, and technique through performance, analysis concepts, and ability to use a variety of media to create a project

Activities: Listen to music, see a photograph, see a cartoon or a play from another culture (African, Indian, Aboriginal, Japanese, ect) and compare to American folk song recordings, pictures, cartoons, or see a play.

Resources: Show samples of a variety of media texts

Assessments: (how can people deal with the problems)

MAHS4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do you need to know and how do you put the practice of legal and ethical behavior to work to be a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge: Have a working knowledge of rules regarding acceptable digital citizenship

Activities: During research students exhibit good digital citizenship

Resources: computers

Assessments: Annotations and justification for use of material

Media Arts Glossary

Aesthetic awareness encompasses the abilities necessary for a student to respond in a considered or profound way to artistic creations and the natural environment. An aesthetic experience results in a reasoned judgment regarding the beauty of an object, event, or place. In terms of media arts examples could include identifying emotional and intellectual responses to a certain film or advertisement, or acknowledging the differing aesthetic values in media of diverse cultures and time periods.

Analyze is to examine critically, so as to bring out the essential elements or give the essence of: to analyze a poem.

Art Concepts (a) An object of thought such as an element of art or principle of design. (b) Theories and ideas about art and how it contributes to human growth, how it may be understood in terms of styles and techniques, and how it rests on philosophical and aesthetic assumptions.

Arts disciplines are the areas of emphasis in arts education, including music, dance, theater, and visual arts.

Codes: systems of signs, put together (usually in a sequence) to create meaning. These systems may be verbal, visual, non-verbal or aural (sound effects, music). Visuals, for example, may use a number of technical codes such as camera angles, framing, composition, lighting etc to convey a particular attitude to a subject. Codes can also be symbolic, eg. The clothes the actor is wearing may have associations with another period such as the thirties.

Communications is the field of study concerned with the transmission of information by various means, such as print or broadcasting.

Content areas are specific subject areas.

Conventions habits or long accepted ways of doing things through repeated experiences, audiences become familiar with these. Through experiencing a technique over and over an audience becomes used to the convention. There are hundreds of conventions developed over the years which audiences accept as natural. Conventions may have to do with the structure of a narrative such as how the passing of time is show on film and television -- the fading to black. Conventions have usually been agreed upon by an audience.

Create is to evolve from one's own thought or imagination, as a work of art or an invention.

Creative Expression is the act of making art, either through production or performance.

Deconstruct is to take apart, analyze, or break down a media text into its component parts in order to understand how and why it was created.

Digital Arts the creative combination of arts and technology.

Digital Citizenship the norms of behavior with regard to technology use.

Forms (see Media Art Forms)

Genre (see Media Genre)

Implied Messages suggested messages without being directly or explicitly stated

Information Literacy Skills

Media materials that hold data in any form or that allow data to pass through them, including paper, transparencies, multipart forms, hard, floppy and optical disks, magnetic tape, wire, cable and fiber. Media is the plural of "medium."; or any form of information, including music, design, advertisements and film. Media may also refer to CDs, DVDs, videotapes and other prerecorded material.

Media Arts the study and practice of human communication through photography, film or video, audio, computer or digital arts, and interactive media.

Media Art Forms (see Media Arts)

Media Genres a category of media texts characterized by a particular style, form or content

Media Literacy is the process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.

Media texts include spoken, print, graphic and electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English are found in newspapers, magazines, and on television, video, film, radio, computer software and the Internet.

Overt Messages are messages which are directly stated or obvious

Perspective how different authors/artists bring various viewpoints to their created works

Point-of-View (see perspective)

Production is the industrial process of creating media texts as well as the people who are engaged in this process.

Production Values describe the quality of a media production--which is generally proportional to the money and technology expended on it.

Simple Media Texts (see Media Texts)

Technology/Technologies is the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society and the environment. It can also be described, as the machinery, tools, and materials required producing a media text. In media literacy terms, technology greatly impacts upon the construction and connotation of a text.

GLOSSARY

Terms in the glossary are defined as they relate to media arts content. It is important to note that a single term may have more than one definition or explanation.

The following source was utilized in the creation of the Media Arts glossary:

Boles, Derek. 1994. "The Language of Media Literacy: A Glossary of Terms." *Mediacy* [letter of the Association for Media Literacy (Ontario, Canada)] 16, no. 3. Available online at http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/glossary_media_literacy.cfm.

Media Arts Glossary	
codes and conventions	<p><i>Codes</i> are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. <i>Conventions</i> are the commonly accepted or generally known methods of doing something.</p> <p>Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.</p>
digital citizenship	A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.
information literacy skills	The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.
media art	Types of art created with media technologies—computer graphics, for example, and digital imaging.

Media Arts Glossary

media texts

Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.