

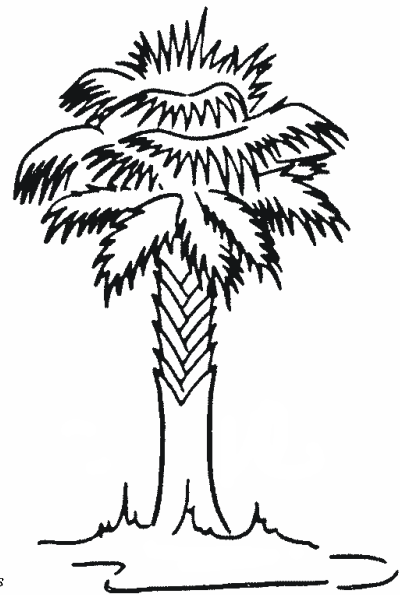
**COMPANION DOCUMENT
FOR THE SOUTH CAROLINA
MEDIA ARTS STANDARDS
FOR
TV AND VIDEO**

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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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 makes video and television different from other art forms?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the sequential and temporal nature of film and television.

Activities: Create a series of pictures that tell a story in a few frames. These could be photographs, drawings, or pictures from magazines or the Web. Show them to the children out-of-sequence and ask them to arrange the pictures in an order that tells a story. Talk with them about the number of pictures it takes to tell their story, and what “sequence” means.

Resources:

<http://www.knowitall.org/artopia/media/studio/animation/index.html>

This interactive animation game was developed for a middle-school audience, but younger children can have fun with it and practice sequencing, especially if you project it and do it together as a class:

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: What makes video and television different from other art forms?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the sequential and temporal nature of film and television.

Activities: Create a series of pictures that tell a story in a few frames. These could be photographs, drawings, or pictures from magazines or the Web. Show them to the children out-of-sequence and ask them to arrange the

pictures in an order that tells a story. Talk with them about the number of pictures it takes to tell their story, and what “sequence” means.

Resources:

<http://www.knowitall.org/artopia/media/studio/animation/index.html>

This interactive animation game was developed for a middle-school audience, but younger children can have fun with it and practice sequencing, especially if you project it and do it together as a class:

Assessments: <http://rubistar.4teachers.org/index.php>

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Bring a video camera to class, in a case with accessories such as the AC adapter, microphone and batteries. Introduce the children to the various components of the camera and accessories as you remove them from the case, and ask them to repeat their names and uses. Let some of them help you repack the equipment.

Resources: <http://www.mediacollege.com/video/misc/>

Assessments: Observation and conversation.

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 is the special language of video and television?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to learn the names of shots and camera movements.

Activities: Take a series of photographs of an object, a person or an animal, using different types of camera shots, or use pictures from the media college link below. Print the pictures or project them and discuss the names of the different kinds of shots with the children. For shot definitions refer to the media-awareness link below.

Resources:

<http://www.mediacollege.com/video/shots/>

[http://www.media-](http://www.media-awareness.ca/english/resources/educational/lessons/secondary/television_radio/camera_shots.cfm)

[awareness.ca/english/resources/educational/lessons/secondary/television_radio/camera_shots.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/secondary/television_radio/camera_shots.cfm)

Assessments: Observation and conversation.

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

Essential Question: How can we use video and television production to tell our own stories?

Concepts, Skills, Techniques, and Critical Knowledge: Video and television are often used for creative expression and personal storytelling.

Activities: Ask each child to draw a picture of something he or she likes. Set up a video camera in the classroom on a tripod, facing a music stand. If your video camera has an external microphone jack, hook up a hand-held microphone. Children take turns placing their pictures on the music stand, holding the microphone and describing their drawings as the video is being recorded. Play back the video for everyone to watch.

Resources: <http://pbskids.org/storyfactory/story.html> This is a site for telling and illustrating stories. It might be a good additional activity for this strand.

Assessments: Observation and conversation.

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 makes media? For whom do they make it?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to recognize author and audience in a media text.

Activities: Using a thaumatrope that you have constructed and used with the children, discuss with them who made it, who the audience is for it and what its purpose is. Use the word “producer” for yourself and the word “audience” for the children.

Resources: <http://www.wikihow.com/Make-a-Thaumatrope>

Assessments: Observation and conversation.

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

Essential Question: What are the messages in a television ad?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify messages in a television ad.

Activities: Show the children a television ad aimed at their age group. Discuss with them what the message is. The link below is to a Welch’s grape juice commercial on You Tube.

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How does a particular media text make me feel?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that media texts can affect our feelings and thoughts.

Activities: After watching the Welch’s grape juice ad above, discuss with the children how it makes them feel. Does it bring any thoughts to mind?

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How do different groups of people respond to the same advertisement?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that media texts can affect our feelings and thoughts in different ways, depending upon who we are.

Activities: After watching the Welch's grape juice ad above, ask the children how they think their mother or father would respond to the ad. What does the ad want a parent to do?

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How can I find a video on the computer?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the process of searching for videos online.

Activities: Conduct a search for Elmo videos online with the children. Project the computer and type in the link for Sesame Street as you say it out loud.

Resources: www.sesamestreet.org

Assessments: Observation and conversation.

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 do television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the impact of television and video on daily life.

Activities: Have a discussion with the children about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on this topic go to the link below.

Resources: [http://www.pbs.org/teachers/classroom/k-2/the-arts/resources/2495/ Berenstain Bears: Section 5: Socio-Emotional / Family & Community](http://www.pbs.org/teachers/classroom/k-2/the-arts/resources/2495/Berenstain%20Bears%20Section%205%20Socio-Emotional%20Family%20&%20Community%20Video%20Lesson%20Plan%20%2311) Video Lesson Plan #11

Assessments: Observation and conversation.

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

Essential Question: How is watching a video or TV show based on a book different from reading the book?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to compare and contrast books and movies or TV shows.

Activities: Watch a clip from the "Curious George" movie. Ask the children to name what a movie is made of, such as characters, music, sounds and movement. Read a similar excerpt from the book and ask the children to talk about the elements of the book and a story that's read aloud, such as pictures, pages, and the voice of the reader. Discuss which elements are the same, and which are different. Then ask them to listen to the book with their eyes closed and talk about what they "see and hear" with their imaginations.

Resources: For extension fun and games with Curious George go to: <http://pbskids.org/curiousgeorge/>

Assessments: Observation and conversation.

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 is watching a video or TV show based on a book different from reading the book?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to compare and contrast books and movies or TV shows.

Activities: Watch a clip from the "Curious George" movie. Ask the children to name what a movie is made of, such as characters, music, sounds and movement. Read a similar excerpt from the book and ask the children to talk about the elements of the book and a story that's read aloud, such as pictures, pages, and the voice of the reader. Discuss which elements are the same, and which are different. Then ask them to listen to the book with their eyes closed and talk about what they "see and hear" with their imaginations.

Resources: For extension fun and games with Curious George go to: <http://pbskids.org/curiousgeorge/>

Assessments: Observation and conversation.

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

Essential Question: How are families and communities portrayed on television or videos on the Web?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the ways in which families and communities are portrayed on television and in videos on the Web.

Activities: Go to the Sesame Street link below and select one of the videos that addresses family and/or community issues. Discuss the meaning of the video with the children and encourage them to talk about what they learned.

Resources: <http://www.sesamestreet.org/videos>

Assessments: Observation and conversation.

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

Essential Question: How is television the same or different in other countries?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify similarities and differences between television programs from different countries.

Activities: Watch clips of Sesame Street from different countries by following the link below. Talk with the children about what is the same from country to country and what is different.

Resources: <http://www.sesameworkshop.org/aroundtheworld>

Assessments: Observation and conversation.

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 can a video camera help me learn about and understand others?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to practice the skills of interviewing and understand the value of learning about other people.

Activities: Group the children in pairs and conduct a simple interview exercise, which you will videotape and play back for them. Explain that one child is the interviewer, who will ask the questions, and the other in the interviewee, who will answer the questions. You might give the children a question or let them choose their own. Use a hand-held microphone if you have one. If not you can make a pretend microphone and let the children use that. The interviewer should hold the microphone the entire time instead of handing it to the interviewee.

Resources: This website has good resources regarding cyber citizenship. <http://cybersmartcurriculum.org/>

Assessments: Play back the clips and talk with the children about what they learned. What can an interview teach us? What is good interview technique?

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

Essential Question: Who owns the media?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand the meaning of copyright and recognize the copyright symbol.

Activities: Show the children the PBS Kids website at the link below. Scroll to the bottom of the page and show them the copyright symbol. Draw the symbol on the board and talk with them about the meaning of copyright.

Resources: www.pbskids.org/sesame/elmo.html

Assessments: Observation and conversation.

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 makes film and television different from other art forms?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the sequential and temporal nature of film and television.

Activities: Create a series of pictures that tell a story in a few frames. These could be photographs, drawings, or pictures from magazines or the Web. Show them to the children out-of-sequence and ask them to arrange the pictures in an order that tells a story. Talk with them about the number of pictures it takes to tell their story, and what "sequence" means.

Resources:

<http://www.knowitall.org/artopia/media/studio/animation/index.html>

This interactive animation game was developed for a middle-school audience, but younger children can have fun with it and practice sequencing, especially if you project it and do it together, as a class:

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we make still pictures appear to move?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to recognize that when two static images are shown in quick succession they appear to move.

Activities: Assist the children in making their own thaumatropes. See the link below for assistance. (A classic pair of images is a bird and a cage). Talk with the children about what they see when they twirl the thaumatrope.

Resources: <http://www.wikihow.com/Make-a-Thaumatrope>

Assessments: <http://rubistar.4teachers.org/index.php>

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Bring a video camera to class, in a case with accessories such as the AC adapter, microphone and batteries. Introduce the children to the various components of the camera and accessories as you remove them from the case, and ask them to repeat their names and uses. Let some of them help you unpack and repack the equipment.

Resources: <http://www.mediacollege.com/video/misc/>

Assessments: <http://rubistar.4teachers.org/index.php>

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: What is the language of video and television?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Project the webpage below and discuss the different types of shots with the children, using the names of the shots. Talk with them about how specific shots make them feel and why someone would use one shot instead of another.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/television_radio/camera_shots.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we use video and television production to tell our own stories?

Concepts, Skills, Techniques, and Critical Knowledge: Video and television are often used for creative expression and personal storytelling through the use of sound and pictures.

Activities: Ask each child to draw a picture of something he or she likes. Set up a video camera in the classroom on a tripod, facing a music stand. If your video camera has an external microphone jack, hook up a hand-held microphone. Children take turns placing their pictures on the music stand, holding the microphone and describing their drawings as the video is being recorded. Play back the video for everyone to watch.

Resources: <http://pbskids.org/storyfactory/story.html> This is a site for telling and illustrating stories. It might be a good additional activity for this strand.

Assessments: <http://rubistar.4teachers.org/index.php>

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 makes media? For whom do they make it?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to recognize author and audience in a media text.

Activities: Using a thaumatrope that you have constructed and used with the children, discuss with them who made it, who the audience is for it and what its purpose is. Use the word “producer” for yourself and the word “audience” for the children. Talk with them about why you made it and what its purpose is.

Resources: <http://www.wikihow.com/Make-a-Thaumatrope>

Assessments: Observation and conversation.

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

Essential Question: What are the messages in a television ad?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify messages in a television ad.

Activities: Show the children a television ad aimed at their age group. Discuss with them who the audience is, who they think made the ad and what the message is. The link below is to a Welch’s grape juice commercial on You Tube.

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How does a particular media text make me feel?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that media texts can affect our feelings and thoughts.

Activities: After watching the Welch's grape juice ad above, discuss with the children how it makes them feel. Does it bring any thoughts to mind? Does it make them want to do anything?

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How do different groups of people respond to the same advertisement?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that media texts can affect our feelings and thoughts in different ways, depending upon who we are.

Activities: After watching the Welch's grape juice ad above, ask the children how they think their mother or father would respond to the ad. What does the ad want a parent to do?

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How can I find a video on the computer?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the process of searching for videos online.

Activities: Conduct a search for Elmo videos online with the children. Project the computer and type in the link for Sesame Street as you say it out loud.

Resources: www.sesamestreet.org

Assessments: Observation and conversation.

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 do television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the impact of television and video on daily life.

Activities: Have a discussion with the children about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on this topic go to the link below.

Resources: [http://www.pbs.org/teachers/classroom/k-2/the-arts/resources/2495/ Berenstain Bears: Section 5: Socio-Emotional / Family & Community](http://www.pbs.org/teachers/classroom/k-2/the-arts/resources/2495/Berenstain%20Bears%20Section%205%20Socio-Emotional%20Family%20&%20Community%20Video%20Lesson%20Plan%20%2311) Video Lesson Plan #11

Assessments: Ask the children to write down, with their parents' help, the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

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

Essential Question: How is watching a video or TV show based on a book different from reading the book?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to compare and contrast books and movies or TV shows.

Activities: Watch a clip from the "Curious George" movie at the link below. Ask the children to name what a movie is made of, such as characters, music, sounds and movement. Read a similar excerpt from the book and ask the children to talk about the elements of the book and a story that's read aloud, such as pictures, pages, and the voice of the reader. Discuss which elements are the same, and which are different. Then ask them to listen to the book with their eyes closed and talk about what they "see and hear" with their imaginations.

Resources: For extension fun and games with Curious George go to: <http://pbskids.org/curiousgeorge/>

Assessments: Observation and conversation.

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 television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the changes in television techniques over time.

Activities: Show the children an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.

<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

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

Essential Question: How are families and communities portrayed on television or videos on the Web?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the ways in which families and communities are portrayed on television and in videos on the Web.

Activities: Go to the link below and select one of the videos that addresses family and/or community issues. Discuss the meaning of the video with the children and encourage them to talk about what they learned.

Resources: <http://www.sesamestreet.org/videos>

Assessments: Observation and conversation.

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

Essential Question: How is television the same or different in other countries?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify similarities and differences between television programs from different countries.

Activities: Watch clips of Sesame Street from different countries by following the link below. Talk with the children about what is the same from country to country and what is different.

Resources: <http://www.sesameworkshop.org/aroundtheworld>

Assessments: Observation and conversation.

Using Technology Responsibly

Standard 6: The student will demonstrate 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: How can a video camera help me learn about and understand others?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to practice the skills of interviewing and understand the value of learning about other people.

Activities: Group the children in pairs and conduct a simple interview exercise, which you will videotape and play back for them. Explain that one child is the interviewer, who will ask the questions, and the other in the interviewee, who will answer the questions. You might give the children a question or let them choose their own. Use a hand-held microphone if you have one. If not you can make a pretend microphone and let the children use that. The interviewer should hold the microphone the entire time instead of handing it to the interviewee.

Resources: This website has good resources regarding cyber citizenship. <http://cybersmartcurriculum.org/>

Assessments: Play back the clips and talk with the children about what they learned. What can an interview teach us? What is good interview technique?

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

Essential Question: Who owns the media?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand the meaning of copyright and recognize the copyright symbol.

Activities: Show the children the PBS Kids website at the link below. Scroll to the bottom of the page and show them the copyright symbol. Draw the symbol on the board and talk with them about the meaning of copyright.

Resources: www.pbskids.org/sesame/elmo.html

Assessments: Observation and conversation.

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 makes film and television different from other art forms?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the sequential and temporal nature of film and television.

Activities: Create a series of pictures that tell a story in a few frames. These could be photographs, drawings, or pictures from magazines or the Web. Show them to the children out-of-sequence and ask them to arrange the pictures in an order that tells a story. Talk with them about the number of pictures it takes to tell their story, and what "sequence" means.

Resources:

<http://www.knowitall.org/artopia/media/studio/animation/index.html>

This interactive animation game was developed for a middle-school audience, but younger children can have fun with it and practice sequencing, especially if you project it and do it together, as a class.

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we make still pictures appear to move?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to recognize that when two static images are shown in quick succession they appear to move.

Activities: Assist the children in making their own thaumatropes. See the link below for assistance. (A classic pair of images is a bird and a cage). Talk with the children about what they see when they twirl the thaumatrope.

Resources: <http://www.wikihow.com/Make-a-Thaumatrope>

Assessments: <http://rubistar.4teachers.org/index.php>

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Bring a video camera to class, in a case with accessories such as the AC adapter, microphone and batteries. Introduce the children to the various components of the camera and accessories as you remove them from the case, and ask them to repeat their names and uses. Let some of them help you unpack and repack the equipment.

Resources: <http://www.mediacollege.com/video/misc/>

Assessments: <http://rubistar.4teachers.org/index.php>

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: What is the language of video and television?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Project the webpage below and discuss the different types of shots with the children, using the names of the shots. Talk with them about how specific shots make them feel and why someone would use one shot instead of another.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/television_radio/camera_shots.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we use video and television production to tell our own stories?

Concepts, Skills, Techniques, and Critical Knowledge: Video and television are often used for creative expression and personal storytelling.

Activities: Video Circle Story – Seat the children in a circle and give a story prompt to the one who wants to begin. As they go around the circle each child adds a sentence to the story and you write each sentence on a separate piece of paper. When they have finished give each child his or her sentence and ask them to draw a picture to illustrate their words.

Set up a video camera in the classroom on a tripod, facing a music stand. If your video camera has an external microphone jack, hook up a hand-held microphone. Children take turns placing their pictures on the music stand, holding the microphone and describing their drawings as the video is being recorded. Play back the video for everyone to watch.

Resources: <http://pbskids.org/storyfactory/story.html> This is a site for telling and illustrating stories. It might be a good additional activity for this strand.

Assessments: <http://rubistar.4teachers.org/index.php>

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 makes media? For whom do they make it?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to recognize author and audience in a media text.

Activities: Talk with the children about the idea of authorship, using the circle story video that you and the children have made. Ask them who the audience is for it. Try showing it to a different audience – maybe a group of adults and ask the children to observe their responses.

Resources: <http://www.frankwbaker.com/audience.htm>

Assessments: Observation and conversation.

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

Essential Question: What are the messages in a television ad?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify messages in a television ad.

Activities: Show the children a television ad aimed at their age group. Discuss with them who the audience is, who they think made the ad and what the message is. The link below is to a Welch's grape juice commercial on YouTube.

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How does a particular media text make me feel?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that media texts can affect our feelings and thoughts.

Activities: After watching the Welch’s grape juice ad above, discuss with the children how it makes them feel. Does it bring any thoughts to mind? Does it make them want to do anything?

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How do different groups of people respond to the same advertisement?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that media texts can affect our feelings and thoughts in different ways, depending upon who we are.

Activities: After watching the Welch’s grape juice ad above, ask the children how they think their mother or father would respond to the ad. What does the ad want a parent to do?

Resources: <http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How can I find a video on the computer?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the process of searching for videos online.

Activities: Conduct a search for Elmo videos online with the children. Project the computer and type in the link for Sesame Street as you say it out loud.

Resources: www.sesamestreet.org

Assessments: Observation and conversation.

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 do television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the impact of television and video on daily life.

Activities: Have a discussion with the children about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on this topic go to the link below.

Resources: <http://www.pbs.org/teachers/classroom/k-2/the-arts/resources/2495/> [Berenstain Bears: Section 5: Socio-Emotional / Family & Community](#) Video Lesson Plan #11

Assessments: Ask the children to write down, with their parents' help, the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

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

Essential Question: How is watching a video or TV show based on a book different from reading the book?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to compare and contrast books and movies or TV shows.

Activities: Watch a clip from the "Curious George" movie at the link below. Ask the students to name what a movie is made of, such as characters, music, sounds and movement. Read a similar excerpt from the book and ask the children to talk about the elements of the book and a story that's read aloud, such as pictures, pages, and the voice of the reader. Discuss which elements are the same, and which are different. Then ask them to listen to the book with their eyes closed and talk about what they "see and hear" with their imaginations.

Resources: For extension fun and games with Curious George go to:
<http://pbskids.org/curiousgeorge/>

Assessments: Observation and conversation.

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

Essential Question: Who makes television?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to think about the people behind the television we watch.

Activities: Watch a scene from an age-appropriate television program. Talk with the students about the elements of the show – words, music, costumes, make-up, sets, animation, etc. Talk with them about the various jobs these elements represent.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: Observation and conversation.

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 has television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the changes in television techniques over time.

Activities: Show the children an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.

<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

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

Essential Question: How has television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the changes in television techniques over time.

Activities: Show the children an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.

<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

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

Essential Question: How is television the same or different in other countries?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify similarities and differences between television programs from different countries.

Activities: Watch clips of Sesame Street from different countries by following the link below. Talk with the children about what is the same from country to country and what is different.

Resources: <http://www.sesameworkshop.org/aroundtheworld>

Assessments: Observation and conversation.

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 can a video camera help me learn about and understand others?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to practice the skills of interviewing and understand the value of learning about other people.

Activities: Group the children in pairs and conduct a simple interview exercise, which you will videotape and play back for them. Explain that one child is the interviewer, who will ask the questions, and the other in the interviewee, who will answer the questions. You might give the children a question or let them choose their own. Use a hand-held microphone if you have one. If not you can make a pretend microphone and let the children use that. . The interviewer should hold the microphone the entire time instead of handing it to the interviewee.

Resources: This website has good resources regarding cyber citizenship.
<http://cybersmartcurriculum.org/>

Assessments: Play back the clips and talk with the children about what they learned. What can an interview teach us? What is good interview technique?

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

Essential Question: Who owns the media?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand the meaning of copyright and recognize the copyright symbol.

Activities: Show the children the PBS Kids website at the link below. Scroll to the bottom of the page and show them the copyright symbol. Draw the symbol on the board and talk with them about the meaning of copyright.

Resources: www.pbskids.org/sesame/elmo.html

Assessments: Observation and conversation.

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 makes film and television different from other art forms?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the sequential and temporal nature of film and television and the way a story is broken into scenes.

Activities: Talk through a simple familiar story such as “Goldilocks and the Three Bears” with the students. Explain to them that the class is going to work together to draw the scenes of the story in order, and that a scene changes when the place changes. For each scene they should be able to answer the ‘4 Ws’ – *Where does the scene take place?; When does the scene take place?; Who is in the scene?; and What happens in the scene?* The first scene of “Goldilocks and the Three Bears,” for example, shows the bears in the morning, at the table eating breakfast. In the second scene they are leaving the house, and so forth. List the scenes on the blackboard and divide the children into groups, assigning each group to draw one scene on a large piece of paper. When they have drawn all the scenes they can tape the pages to the wall in sequence. Talk with them about the number of pictures it takes to tell their story, and what “sequence” means.

Resources:

<http://www.knowitall.org/artopia/media/studio/animation/index.html>

This interactive animation game was developed for a middle-school audience, but younger children can have fun with it and practice sequencing, especially if you project it and do it together, as a class.

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we make still pictures appear to move?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to recognize that when two static images are shown in quick succession they appear to move.

Activities: Assist the children in making their own thaumatropes. See the link below for assistance. (A classic pair of images is a bird and a cage). Talk with the children about what they see when they twirl the thaumatrope.

Resources: <http://www.wikihow.com/Make-a-Thaumatrope>

Assessments: <http://rubistar.4teachers.org/index.php>

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Bring a video camera to class, in a case with accessories such as the AC adapter, microphone and batteries. Introduce the children to the various components of the camera and accessories as you remove them from the case, and ask them to repeat their names and uses. Let some of them help you unpack and repack the equipment.

Resources: <http://www.mediacollege.com/video/misc/>

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can a video camera affect the way we see things?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to comprehend the power of different kinds of camera angles.

Activities: Hook up a video camera to a television. Ask a student to stand on a chair and take a shot from below. This is called a low angle shot and it makes the subject look bigger and more powerful. Now stand on the chair with the camera and shoot the student from above – a high angle shot, which makes the subject look weaker.

Resources: <http://www.mediacollege.com/video/camera/angles/>

Assessments: observation and conversation.

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

Essential Question: Why do we like certain characters on television?

Concepts, Skills, Techniques, and Critical Knowledge: Practice evaluating one's own responses to a television program.

Activities: Watch an age-appropriate television show with your students, and talk with them about their favorite character or characters. What do they like about them, and why? What are the characters' good qualities? Encourage the students to examine their reactions.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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 is the language of video and television?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Project the webpage below and discuss the different types of shots with the children, using the names of the shots. Talk with them about how specific shots make them feel and why someone would use one shot instead of another.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/television_radio/camera_shots.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we use video and television production to tell our own stories?

Concepts, Skills, Techniques, and Critical Knowledge: Video and television are often used for creative expression and personal storytelling.

Activities: Video Circle Story – Seat the children in a circle and give a story prompt to the one who wants to begin. As they go around the circle each child adds a sentence to the story and you write each sentence on a separate piece of paper. When they have finished give each child his or her sentence and ask them to draw a picture to illustrate their words.

Set up a video camera in the classroom on a tripod, facing a music stand. If your video camera has an external microphone jack, hook up a hand-held microphone. Children take turns placing their pictures on the music stand, holding the microphone and describing their drawings as the video is being recorded. Play back the video for everyone to watch.

Resources: <http://pbskids.org/storyfactory/story.html> This is a site for telling and illustrating stories. It might be a good additional activity for this strand.

Assessments: <http://rubistar.4teachers.org/index.php>

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: How is sound used in television programs?

Concepts, Skills, Techniques, and Critical Knowledge: Gain an awareness of the different kinds of sound used in television shows and the purposes of sound.

Activities: Watch a segment of an age-appropriate television program with your students. Then replay it and ask the children to close their eyes. Discuss with them the kinds of music they heard, the different characters' voices, and the other kinds of sounds they heard. How did the sounds and music make them feel? What did the voice of the character tell them about the character?

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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: Who is the audience for a television ad?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the audience for an advertisement.

Activities: Show the children a television ad aimed at their age group. Discuss with them who the ad was made for, and talk about the idea of audience. The link below is to a Welch's grape juice commercial on You Tube.

Resources:

<http://www.youtube.com/watch?v=Ho77CHdDdA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: What are the overt and implied messages in a television ad?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify overt and implied messages in a television ad.

Activities: Show the children a television ad aimed at their age group. Discuss with them who they think made the ad and what the main message is. Are there any other messages? Does the ad want you to feel a certain way? The link below is to a Welch's grape juice commercial on You Tube.

Resources:

<http://www.youtube.com/watch?v=Ho77CHdDdA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How does a particular media text make me feel?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that media texts can affect our feelings and thoughts.

Activities: After watching the Welch’s grape juice ad above, discuss with the children how it makes them feel. Does it bring any thoughts to mind? Does it make them want to do anything?

Resources:

<http://www.youtube.com/watch?v=Ho77CHdDdA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How do different groups of people respond to the same advertisement?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that media texts can affect our feelings and thoughts in different ways, depending upon who we are.

Activities: After watching the Welch’s grape juice ad above, ask the children how they think their mother or father would respond to the ad. What does the ad want a parent to do?

Resources:

<http://www.youtube.com/watch?v=Ho77CHdDdA&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How can I find a video on the computer?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the process of searching for videos online.

Activities: Conduct a search for Elmo videos online with the children. Project the computer and type in the link for Sesame Street as you say it out loud.

Resources: www.sesamestreet.org

Assessments: Observation and conversation.

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 do television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the impact of television and video on daily life.

Activities: Have a discussion with the children about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on this topic go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: Ask the children to write down, with their parents' help, the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

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

Essential Question: How is watching a video or TV show based on a book different from reading the book?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to compare and contrast books and movies or TV shows.

Activities: Watch a clip from the “Curious George” movie at the link below. Ask the children to name what a movie is made of, such as characters, music, sounds and movement. Read a similar excerpt from the book and ask the children to talk about the elements of the book and a story that’s read aloud, such as pictures, pages, and the voice of the reader. Discuss which elements are the same, and which are different. Then ask them to listen to the book with their eyes closed and talk about what they “see and hear” with their imaginations.

Resources: For extension fun and games with Curious George go to: <http://pbskids.org/curiousgeorge/>

Assessments: Observation and conversation.

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

Essential Question: Who makes television?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to think about the people behind the television we watch.

Activities: Watch a scene from an age-appropriate television program. Talk with the students about the elements of the show – words, music, costumes, make-up, sets, animation, etc. Talk with them about the various jobs these elements represent.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: Observation and conversation.

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 has television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the changes in television techniques over time.

Activities: Show the children an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.

<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

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

Essential Question: How can we find out about the people and cultures of South Carolina by using video?

Concepts, Skills, Techniques, and Critical Knowledge: Learn to use the videos on the Artopia website to find out about South Carolina artists.

Activities: Go to www.knowitall.org/artopia and click on any of the artforms, then "Meet an Artist." Most of the artists featured on this site are from South Carolina. Select one of them and share some of the videos with the students. Talk with them about what they learned about the artist by watching the videos.

Resources: <http://www.knowitall.org/artopia>

Assessments: Observation and conversation.

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

Essential Question: What do we notice about films and videos made in other countries?

Concepts, Skills, Techniques, and Critical Knowledge: Broaden the scope of understanding of video and film by watching productions from many different cultures.

Activities: The site for the New York International Children's Film Festival has a wealth of short films and animations from all over the world. Go to <http://www.qkids.tv/index2.cfm> and click on "watch online" in the top menu bar. (You have to sign up to use this website). This will take you to a collection of videos that may be sorted by age. Select some and watch them with your students. There are many things to discuss. The video at the link below called "Galaxy" is a Japanese rap that uses hands in interesting ways!

<http://www.qkids.tv/watchOnline.cfm?channelCRT=11&videoCRT=159&ID=11>

Resources: Another site that has lots of information to share from children around the world. <http://www.prixjeunesse.de/>

Assessments: Observation and conversation.

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:

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates?

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

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

Essential Question: Why do my parents have to register for me on some websites?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand one's place in the online world.

Activities: Go to the "Terms and Conditions" page of the gkids.tv website at <http://www.gkids.tv/terms.cfm>. (You have to sign up to use this website). Find the section addressing the age of those who can register on their own. Talk with the students about why they would not be permitted to register without their parents' permission. Is this for their own protection?

Resources: <http://mediaeducationlab.com/global> - watch a video on global understanding through media literacy

Assessments: Observation and conversation.

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: What makes film and television different from other art forms?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the sequential and temporal nature of film and television and the way a story is broken into scenes.

Activities: Essential Question: What makes film and television different from other art forms?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the sequential and temporal nature of film and television and the way a story is broken into scenes.

Activities: Talk through a simple familiar story such as “Goldilocks and the Three Bears” with the students. Explain to them that the class is going to work together to draw the scenes of the story in order, and that a scene changes when the place changes. For each scene they should be able to answer the ‘4 Ws’ – *Where does the scene take place?; When does the scene take place?; Who is in the scene?; and What happens in the scene?* The first scene of “Goldilocks and the Three Bears,” for example, shows the bears in the morning, at the table eating breakfast. In the second scene they are leaving the house, and so forth. List the scenes on the blackboard and divide the children into groups, assigning each group to draw one scene on a large piece of paper. When they have drawn all the scenes they can tape the pages to the wall in sequence. Talk with them about the number of pictures it takes to tell their story, and what “sequence” means.

Resources:

<http://www.knowitall.org/artopia/media/studio/animation/index.html>

This interactive animation game was developed for a middle-school audience, but younger children can have fun with it and practice sequencing, especially if you project it and do it together, as a class.

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we make still pictures appear to move?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to recognize that when two static images are shown in quick succession they appear to move.

Activities: Assist the children in making their own thaumatropes. See the link below for assistance. (A classic pair of images is a bird and a cage). Talk with the children about what they see when they twirl the thaumatrope.

Resources: <http://www.wikihow.com/Make-a-Thaumatrope>

Assessments: <http://rubistar.4teachers.org/index.php>

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Bring a video camera to class, in a case with accessories such as the AC adapter, microphone and batteries. Introduce the children to the various components of the camera and accessories as you remove them from the case, and ask them to repeat their names and uses. Let some of them help you unpack and repack the equipment.

Resources: <http://www.mediacollege.com/video/misc/>

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can a video camera affect the way we see things?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to comprehend the power of different kinds of camera angles.

Activities: Hook up a video camera to a television. Ask a student to stand on a chair and take a shot from below. This is called a low angle shot and it makes the subject look bigger and more powerful. Now stand on the chair with the camera and shoot the student from above – a high angle shot, which makes the subject look weaker.

Resources: <http://www.mediacollege.com/video/camera/angles/>

Assessments: observation and conversation.

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

Essential Question: How can a video camera affect the way we see things?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to comprehend the power of different kinds of camera angles.

Activities: Hook up a video camera to a television. Ask a student to stand on a chair and take a shot from below. This is called a low angle shot and it makes the subject look bigger and more powerful. Now stand on the chair with the camera and shoot the student from above – a high angle shot, which makes the subject look weaker.

Resources: <http://www.mediacollege.com/video/camera/angles/>

Assessments: observation and conversation.

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 is the language of video and television?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Project the webpage below and discuss the different types of shots with the children, using the names of the shots. Talk with them about how specific shots make them feel and why someone would use one shot instead of another.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/television_radio/camera_shots.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we use video and television production to tell our own stories?

Concepts, Skills, Techniques, and Critical Knowledge: Video and television are often used for creative expression and personal storytelling.

Activities: Video Circle Story – Seat the children in a circle and give a story prompt to the one who wants to begin. As they go around the circle each child adds a sentence to the story and you write each sentence on a separate piece of paper. When they have finished give each child his or her sentence and ask them to draw a picture to illustrate their words.

Set up a video camera in the classroom on a tripod, facing a music stand. If your video camera has an external microphone jack, hook up a hand-held microphone. Children take turns placing their pictures on the music stand, holding the microphone and describing their drawings as the video is being recorded. Play back the video for everyone to watch.

Resources: <http://pbskids.org/storyfactory/story.html> This is a site for telling and illustrating stories. It might be a good additional activity for this strand.

Assessments: <http://rubistar.4teachers.org/index.php>

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: How is sound used in television programs?

Concepts, Skills, Techniques, and Critical Knowledge: Gain an awareness of the different kinds of sound used in television shows and the purposes of sound and begin to evaluate sound quality.

Activities: Watch a segment of an age-appropriate television program with your students. Then replay it and ask the children to close their eyes. Discuss with them the kinds of music they heard, the different characters' voices, and the other kinds of sounds they heard. How did the sounds and music make them feel? What did the voice of the character tell them about the character? Were the sounds realistic?

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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: Who is the audience for a television ad?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the audience for an advertisement.

Activities: Show the children a television ad aimed at their age group. Discuss with them who the ad was made for, and talk about the idea of audience. What does the ad want the audience to do? The link below is to a Welch's grape juice commercial on You Tube.

Resources: <http://www.youtube.com/watch?v=fUCxza768sw>

Assessments: Observation and conversation.

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

Essential Question: What are the overt and implied messages in a television ad? Why are some messages only implied?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify overt and implied messages in a television ad and infer hidden meanings.

Activities: Show the children a television ad aimed at their age group. Discuss with them who they think made the ad and what the main message is. Are there any other messages? Does the ad want you to feel a certain way? Does it imply something about the person who consumes the product? The link below is to a Welch's grape juice commercial on You Tube.

Resources: <http://www.youtube.com/watch?v=fUCxza768sw>

Assessments: Observation and conversation.

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

Essential Question: What is my opinion of a certain advertisement?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that we can have opinions about media texts.

Activities: After watching the Welch's grape juice ad at the link below, discuss with the children how it makes them feel. Does it bring any thoughts to mind? Does it make them want to do anything? What is their opinion of the ad? Is it successful? Do they like the way it is constructed? Why or why not?

Resources: <http://www.youtube.com/watch?v=fUCxza768sw>

Assessments: Observation and conversation.

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

Essential Question: Why do different groups of people respond differently to the same advertisement?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand why media texts can affect our feelings and thoughts in different ways, depending upon who we are.

Activities: After watching the Welch's grape juice ad at the link below, ask the children how they think their mother or father would respond to the ad. What does the ad want a parent to do? Why would a parent's response be different from a child's?

Resources: <http://www.youtube.com/watch?v=fUCxza768sw>

Assessments: Observation and conversation.

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

Essential Question: How can I find a video on the computer?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the process of searching for videos online.

Activities: Conduct a search for videos on the gkids.tv website with the children. (You have to sign up to use this website). Project the computer and type in the link <http://www.gkids.tv/index2.cfm> as you say it out loud.

Resources: <http://www.gkids.tv/index2.cfm>

Assessments: Observation and conversation.

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 do television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the impact of television and video on daily life.

Activities: Have a discussion with the children about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on this topic go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: Ask the children to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

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

Essential Question: How is watching a video or TV show based on a book different from reading the book?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to compare and contrast books and movies or TV shows.

Activities: Watch a clip from an age-appropriate movie based on a book. Ask the children to name what a movie is made of, such as characters, music, sounds and movement. Read a similar excerpt from the book and ask the children to talk about the elements of the book and a story that's read aloud, such as pictures, pages, and the voice of the reader. Discuss which elements are the same, and which are different. Then ask them to listen to the book with their eyes closed and talk about what they "see and hear" with their imaginations.

Resources: For tips on movies for kids, based on books, go to <http://www.kidsreads.com/features/books2movies.asp> or <http://www.common sense media.org/book-lists/best-books-turned-movies-kids>

Assessments: Observation and conversation.

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

Essential Question: Who makes television?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to think about the people behind the television we watch.

Activities: Watch a scene from an age-appropriate television program. Talk with the students about the elements of the show – words, music, costumes, make-up, sets, animation, etc. Talk with them about the various jobs these elements represent.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: Observation and conversation.

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 television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the changes in television techniques over time.

Activities: Show the children an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.

<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

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

Essential Question: How can we use media to learn about the people and culture of the United States?

Concepts, Skills, Techniques, and Critical Knowledge: The United States is made up of many different kinds of people and cultures.

Activities: The State Department of the U.S. has interesting videos on its website about different cultures within this country that are appropriate for use with students. Show the students a video from the site and discuss with them what they have learned about an aspect of American culture.

Resources: <http://www.america.gov/amlife.html>

Assessments: Observation and conversation.

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

Essential Question: What do we notice about films and videos made in other countries?

Concepts, Skills, Techniques, and Critical Knowledge: Broaden the scope of understanding of video and film by watching productions from many different cultures.

Activities: The site for the New York International Children's Film Festival has a wealth of short films and animations from all over the world. Go to <http://www.qkids.tv/index2.cfm> and click on "watch online" in the top menu bar. (You have to sign up to use this website). This will take you to a collection of videos that may be sorted by age. Select some and watch them with your students. There are many things to discuss. This video called Galaxy is a Japanese rap that uses hands in interesting ways!

<http://www.qkids.tv/watchOnline.cfm?channelCRT=11&videoCRT=159&ID=11>

Resources: Another site that has lots of information to share from children around the world. <http://www.prixjeunesse.de/>

Assessments: Observation and conversation.

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 does television teach us about our world?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand that television reflects the social issues of the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates?

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

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

Essential Question: Why do my parents have to register for me on some websites?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand one's place in the online world.

Activities: Go to the "Terms and Conditions" page of the gkids.tv website at <http://www.gkids.tv/terms.cfm>. (You have to sign up to use this website). Find the section addressing the age of those who can register on their own. Talk with the students about why they would not be permitted to register without their parents' permission. Is this for their own protection?

Resources: <http://mediaeducationlab.com/global> - watch a video on global understanding through media literacy

Assessments: Observation and conversation.

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: How can a storyboard help us understand and convey the sequential and temporal nature of film and television and the way a story is broken into scenes?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to create storyboards in order to understand and convey the sequential and temporal nature of film and television and the way a story is broken into scenes.

Activities: Go to the link below at Artopia and project the storyboard page for the whole class. Let the students decide in what order to place the pictures and ask them to tell you what to write below each picture to describe the action. When they have finished give each student the opportunity to perform the activity on their own, and to print out their completed storyboards. Discuss the meaning of the word 'sequence' and 'continuity' and how they apply to moving images.

Resources:

<http://www.knowitall.org/artopia/media/studio/storyboard/index.html>

Assessments: Peer assessment – each student reviews and evaluates another's storyboard for clarity of sequence.

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

Essential Question: What happens when a video camera looks in the mirror?

Concepts, Skills, Techniques, and Critical Knowledge: Experience and analyze the effect achieved by pointing a video camera at a mirror, in which the image is repeated endlessly.

Activities: Hook up a video camera to a TV monitor so the whole class can see it. Point the camera at a mirror, and zoom in and out. Talk with the

students about what the camera sees and discuss the idea of 'infinity' with them.

Resources: video camera, monitor, long cable, mirror

Assessments: <http://rubistar.4teachers.org/index.php>

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Create a checklist of all the video equipment in each camera case. Before each group begins to shoot go over care of the equipment with them and ask them to check off the equipment they will use. Explain that when they are finished they will check the list again to show that they have returned the equipment in good shape. Going over the list can also be done with the whole class at once.

Resources: Video camera, AC adaptor, batteries, cables, etc.

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can a video camera affect the way we see things?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to comprehend the power of different kinds of camera angles.

Activities: Hook up a video camera to a television. Ask a student to stand on a chair and take a shot from below. This is called a low angle shot and it makes the subject look bigger and more powerful. Now stand on the chair with the camera and shoot the student from above – a high angle shot, which makes the subject look weaker.

Resources: <http://www.mediacollege.com/video/camera/angles/>

Assessments: observation and conversation.

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

Essential Question: Why do we like certain characters on television?

Concepts, Skills, Techniques, and Critical Knowledge: Practice evaluating one's own responses to a television program.

Activities: Watch an age-appropriate television show with your students, and talk with them about their favorite character or characters. What do they like about them, and why? What are the characters' good qualities? Encourage the students to examine their reactions. Ask them to write a paragraph about their reactions to the program.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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: How can we use existing light to make a picture look good?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to comprehend the concept of backlighting.

Activities: Hook up a video camera to a television. Ask a student to stand in front of a window and frame the shot fairly wide to demonstrate the backlighting effect. Then zoom in to show the students that a tighter shot solves the backlighting problem. Ask them to think about another way to solve the problem (asking the student to move away from the window). Talk about the iris of the camera and compare it to the iris of an eye. What happens to our irises when we look at a bright light?

Resources: <http://www.mediacollege.com/video/camera/exposure/>

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we use video to tell our own stories?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to use the video camera as a means of personal expression.

Activities: Begin this activity as an individual writing exercise in which each student writes about "something that happened to me." Once they have written their stories you can put them into groups to share their stories, instructing them to select one to produce as a group. Ask them to break their stories down into scenes, with the understanding that a scene changes when the place changes. Once they have a list of scenes, they decide how to illustrate each scene – with a drawing, a photograph (which they might bring from home), or a video shot. Give them a storyboard form and ask them to draw what each shot looks like. The students then shoot the stories in sequence and share them with the rest of the class.

Resources: There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: <http://rubistar.4teachers.org/index.php>

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 is sound used in television programs?

Concepts, Skills, Techniques, and Critical Knowledge: Gain an awareness of the different kinds of sound used in television shows and the purposes of sound and begin to evaluate sound quality.

Activities: Watch a segment of an age-appropriate television program with your students. Then replay it and ask the children to close their eyes. Discuss with them the kinds of music they heard, the different characters' voices, and the other kinds of sounds they heard. How did the sounds and music make them feel? What did the voice of the character tell them about the character? Were the sounds realistic?

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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: Who is the audience for a television ad?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the audience for an advertisement.

Activities: Show the children a television ad aimed at their age group. Discuss with them who the ad was made for, and talk about the idea of audience. What does the ad want the audience to do? The link below is to a compilation of food commercials on You Tube aimed at older elementary kids. Choose one or show the students several of them.

Resources: <http://www.youtube.com/watch?v=5Jlv1c-3JeM&feature=related>

Assessments: Observation and conversation.

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

Essential Question: What are the overt and implied messages in a television ad? Why are some messages only implied?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify overt and implied messages in a television ad and infer hidden meanings.

Activities: Show the students one or more of the ads at the link below, which are aimed at their age group. Discuss with them who they think made the ads and what the main message of each one is. Are there any other messages? Do the ads want you to feel a certain way? Do they imply something about the person who consumes the product?

Resources: <http://www.youtube.com/watch?v=5Jlv1c-3JeM&feature=related>

Assessments: Observation and conversation.

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 is my opinion of a certain advertisement?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to acknowledge that we can have opinions about media texts.

Activities: After watching one or more of the ads at the link below, discuss with the children how the ads make them feel. Do they bring any thoughts to mind? Do they make them want to do anything? What is their opinion of the ads? Are they successful? Do they like the way they're constructed? Why or why not? After discussion, ask them to write their thoughts and share them in small groups.

Resources: <http://www.youtube.com/watch?v=5Jlv1c-3JeM&feature=related>

Assessments: Observation and conversation.

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

Essential Question: Why do different groups of people respond differently to the same advertisement?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand why media texts can affect our feelings and thoughts in different ways, depending upon who we are.

Activities: After watching the one or more of the ads at the link below, ask the children how they think their mother or father would respond to the ads. What do the ads want a parent to do? Why would a parent's response be different from a child's? Ask them to write a response from a parent's point of view.

Resources: <http://www.youtube.com/watch?v=5Jlv1c-3JeM&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How can I find a video on the computer?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the process of searching for videos online.

Activities: Conduct a search for videos on the gkids.tv website with the children. (You have to sign up to use this website). Project the computer and type in the link <http://www.gkids.tv/index2.cfm> as you say it out loud.

Resources: <http://www.gkids.tv/index2.cfm>

Assessments: Observation and conversation.

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 do television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the impact of television and video on daily life.

Activities: Have a discussion with the children about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on TV viewing, go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-preteens.html>

Assessments: Ask the children to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

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

Essential Question: How is watching a video or TV show based on a book different from reading the book?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to compare and contrast books and movies or TV shows.

Activities: Watch a clip from an age-appropriate movie based on a book. Ask the children to name what a movie is made of, such as characters, music, sounds and movement. Read a similar excerpt from the book and ask the children to talk about the elements of the book and a story that's read aloud, such as pictures, pages, and the voice of the reader. Discuss which elements are the same, and which are different. Then ask them to listen to the book with their eyes closed and talk about what they "see and hear" with their imaginations.

Resources: For tips on movies for kids, based on books, go to <http://www.kidsreads.com/features/books2movies.asp> or <http://www.commonsemmedia.org/book-lists/best-books-turned-movies-kids>

Assessments: Observation and conversation.

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

Essential Question: Who makes television?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to think about the people behind the television we watch.

Activities: Watch a scene from an age-appropriate television program. Talk with the students about the elements of the show – words, music, costumes, make-up, sets, animation, etc. Talk with them about the various jobs these elements represent.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: Observation and conversation.

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 has television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the changes in television techniques over time.

Activities: Show the children an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.

<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

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

Essential Question: How can we use media to learn about the people and culture of the United States?

Concepts, Skills, Techniques, and Critical Knowledge: The United States is made up of many different kinds of people and cultures.

Activities: The State Department of the U.S. has interesting videos on its website about different cultures within this country, that are appropriate for use with students. Show the students a video from the site and discuss with them what they have learned about an aspect of American culture.

Resources: <http://www.america.gov/amlife.html>

Assessments: Observation and conversation.

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

Essential Question: What do we notice about films and videos made in other countries?

Concepts, Skills, Techniques, and Critical Knowledge: Broaden the scope of understanding of video and film by watching productions from many different cultures.

Activities: The site for the New York International Children's Film Festival has a wealth of short films and animations from all over the world. Go to <http://www.gkids.tv/index2.cfm> and click on "watch online" in the top menu bar. (You have to sign up to use this website). This will take you to a collection of videos that may be sorted by age. Select some and watch them with your students. There are many things to discuss. The video at the link below, called "Galaxy," is a Japanese rap that uses hands in interesting ways!

<http://www.gkids.tv/watchOnline.cfm?channelCRT=11&videoCRT=159&ID=11>

Resources: Another site that has lots of information to share from children around the world. <http://www.prixjeunesse.de/>

Assessments: Observation and conversation.

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 does television teach us about our world?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand that television reflects the social issues of the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates?

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

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

Essential Question: Why do my parents have to register for me on some websites?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand one's place in the online world.

Activities: Go to the "Terms and Conditions" page of the gkids.tv website at <http://www.gkids.tv/terms.cfm>. (You have to sign up to use this website). Find the section addressing the age of those who can register on their own. Talk with the students about why they would not be permitted to register without their parents' permission. Is this for their own protection?

Resources: <http://mediaeducationlab.com/global> - watch a video on global understanding through media literacy

Assessments: Observation and conversation.

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 can a storyboard help us understand and convey the sequential and temporal nature of film and television and the way a story is broken into scenes?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to create storyboards in order to understand and convey the sequential and temporal nature of film and television and the way a story is broken into scenes.

Activities: Go to the link below at Artopia and project the storyboard page for the whole class. Let the students decide in what order to place the pictures and ask them to tell you what to write below each picture to describe the action. When they have finished give each student the opportunity to perform the activity on their own, and to print out their completed storyboards. Discuss the meaning of the word “sequence” and “continuity” and how they apply to moving images.

Resources:

<http://www.knowitall.org/artopia/media/studio/storyboard/index.html>

Assessments: Peer assessment – each student reviews and evaluates another’s storyboard for clarity of sequence.

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

Essential Question: What happens when a video camera looks in the mirror?

Concepts, Skills, Techniques, and Critical Knowledge: Analyze and describe the effect achieved by pointing a video camera at a mirror, in which the image is repeated endlessly.

Activities: Hook up a video camera to a TV monitor so the whole class can see it. Point the camera at a mirror, and zoom in and out. Talk with the

students about what the camera sees and discuss the idea of “infinity” with them. Ask them to write a description of what they see.

Resources: video camera, monitor, long cable, mirror

Assessments: <http://rubistar.4teachers.org/index.php>

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Create a checklist of all the video equipment in each camera case. Before each group begins to shoot go over care of the equipment with them and ask them to check off the equipment they will use. Explain that when they are finished they will check the list again to show that they have returned the equipment in good shape. Going over the list can also be done with the whole class at once.

Resources: Video camera, AC adaptor, batteries, cables, etc.

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can a video camera affect the way we see things?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to comprehend the power of different kinds of camera angles.

Activities: Hook up a video camera to a television. Ask a student to stand on a chair and take a shot from below. This is called a low angle shot and it makes the subject look bigger and more powerful. Now stand on the chair with the camera and shoot the student from above – a high angle shot, which makes the subject look weaker.

Resources: <http://www.mediacollege.com/video/camera/angles/>

Assessments: observation and conversation.

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

Essential Question: Why do we like certain characters on television?

Concepts, Skills, Techniques, and Critical Knowledge: Practice evaluating one's own responses to a television program.

Activities: Watch an age-appropriate television show with your students, and talk with them about their favorite character or characters. What do they like about them, and why? What are the characters' good qualities? Encourage the students to examine their reactions. Ask them to write a paragraph about their reactions to the program. After they have finished writing break them into groups of three to share their ideas and report back to the whole class.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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: How can we use existing light to make a picture look good?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to comprehend the concept of backlighting.

Activities: Hook up a video camera to a television. Ask a student to stand in front of a window and frame the shot fairly wide to demonstrate the backlighting effect. Then zoom in to show the students that a tighter shot solves the backlighting problem. Ask them to think about another way to solve the problem (asking the student to move away from the window). Talk about the iris of the camera and compare it to the iris of an eye. What happens to our irises when we look at a bright light?

Resources: <http://www.mediacollege.com/video/camera/exposure/>

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we use video to tell our own stories?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to use the video camera as a means of personal expression.

Activities: Begin this activity as an individual writing exercise in which each student writes about "something that happened to me." Once they have written their stories you can put them into groups to share their stories, instructing them to select one to produce as a group. Ask them to break their stories down into scenes, with the understanding that a scene changes when the place changes. Once they have a list of scenes, they decide how to illustrate each scene – with a drawing, a photograph (which they might bring from home), or a video shot. Give them a storyboard form and ask them to draw what each shot looks like. The students then shoot the stories in sequence and share them with the rest of the class.

Resources: There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: <http://rubistar.4teachers.org/index.php>

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: How is sound used in television programs?

Concepts, Skills, Techniques, and Critical Knowledge: Gain an awareness of the different kinds of sound used in television shows and the purposes of sound and begin to evaluate sound quality.

Activities: Watch a segment of an age-appropriate television program with your students. Then replay it and ask the children to close their eyes. Discuss with them the kinds of music they heard, the different characters' voices, and the other kinds of sounds they heard. How did the sounds and music make them feel? What did the voice of the character tell them about the character? Were the sounds realistic?

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-grade.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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 do advertisers do to make their products look appealing?

Concepts, Skills, Techniques, and Critical Knowledge: The way a product looks on television may be the result of “tricks of the trade.”

Activities: Watch the clip for the video “Buy Me That” at the link below. Discuss with the students the reasons why the producers of the commercial might have hired a food stylist to make their burger look perfect. Ask them to discuss ways in which they might have been fooled by commercials.

Resources: http://www.youtube.com/watch?v=fUjz_eiIX8k

Assessments: observation and conversation

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

Essential Question: What are the overt and implied messages in a television ad? Why are some messages only implied?

Concepts, Skills, Techniques, and Critical Knowledge: Identify overt and implied messages in a television ad and explain how the messages are conveyed.

Activities: Show the students one or more of the ads at the link below, which are aimed at their age group. Discuss with them who they think made the ads and what the main message of each one is. Are there any other messages? Do the ads want you to feel a certain way? Do they imply something about the person who consumes the product? Ask them to write a paragraph about the ways in which the messages are conveyed.

Resources: <http://www.youtube.com/watch?v=5Jlv1c-3JeM&feature=related>

Assessments: Observation and conversation.

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

Essential Question: How are television commercials designed to appeal to a particular audience?

Concepts, Skills, Techniques, and Critical Knowledge: Analyze the relationship between a television commercial and the audience for whom it was made.

Activities: Go to the link below and click on the Newport commercial. Show it to the students a couple of times and ask them to write down things they notice that place the ad in a certain time. Then click on "More" and read the three sections that tell more about the ad. Ask them to reflect in writing on what they have learned, asking themselves whether this ad would be effective today (if cigarette commercials were shown on television!).

Resources:

<http://www.knowitall.org/artopia/media/artcritic/television/index.html>

Assessments: Observation and conversation.

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

Essential Question: Why do different audiences respond differently to television commercials?

Concepts, Skills, Techniques, and Critical Knowledge: Comprehend how political commercials made in recent years differ from those made in the early days of television.

Activities: Go to the Livingroom Candidate site below and play a political commercial from 1952. Contrast with one from 2008 and discuss with the students how they differ. What do they tell us about how the television audiences have changed?

Resources: <http://www.livingroomcandidate.org/>

Assessments: Observation and conversation.

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

Essential Question: Essential Question: How can I find a video on the computer?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the process of searching for videos online.

Activities: Conduct a search for videos on the gkids.tv website with the children. (You have to sign up to use this website). Project the computer and type in the link <http://www.gkids.tv/index2.cfm> as you say it out loud.

Resources: <http://www.gkids.tv/index2.cfm>

Assessments: Observation and conversation.

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

Essential Question: What sorts of techniques are used in political commercials today to convince people to vote for a candidate?

Concepts, Skills, Techniques, and Critical Knowledge: Understand the persuasive techniques used in contemporary political television commercials and compare them to techniques from earlier eras.

Activities: Use the Livingroom Candidate site at the link below to compare and contrast political ads from our era and others. Discuss with the students the techniques used and their effectiveness. The link to PBS Teachers provides lesson plans for analyzing political ads.

Resources: <http://www.livingroomcandidate.org>;
<http://www.pbs.org/teachers/connect/resources/6462/preview/>

Assessments: Observation and conversation.

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 do television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the impact of television and video on daily life.

Activities: Have a discussion with the children about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on watching TV go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-preteens.html>

Assessments: Ask the children to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

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

Essential Question: How can we learn about other subjects by watching television?

Concepts, Skills, Techniques, and Critical Knowledge: Television news can teach us about other discipline areas.

Activities: Go to the link below at PBS Teachers: the.News – “a place for teens to find out about people, places and things close to home and around the world. Watch the videos, and follow the links for more information.” Created by MacNeil/Lehrer productions, this is a very useful and resource-rich site for examining the news about science, social studies, etc., with extensive lesson plans for each news segment. Students can even edit news stories themselves at the “You Edit” link.

Resources: <http://www.pbs.org/teachers/connect/resources/7806/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: What is a career as a television videographer like?

Concepts, Skills, Techniques, and Critical Knowledge: Being interested in cameras can lead to a career in television.

Activities: Go to the link below and watch the interviews with Lynn Cornfoot, Electronic Field Specialist at South Carolina ETV. Talk with the students about being a television cameraperson and ask them to write a paragraph about something they learned from Lynn.

Resources:

<http://www.knowitall.org/artopia/media/artist/lcornfoot/index.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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 has television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the changes in television techniques over time.

Activities: Show the children an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.

<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

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

Essential Question: What do we notice about films and videos made in other countries?

Concepts, Skills, Techniques, and Critical Knowledge: Broaden the scope of understanding of video and film by watching productions from many different cultures.

Activities: The site for the New York International Children's Film Festival has a wealth of short films and animations from all over the world. Go to <http://www.gkids.tv/index2.cfm> and click on "watch online" in the top menu bar. (You have to sign up to use this website). This will take you to a collection of videos that may be sorted by age. Select some and watch them with your students. There are many things to discuss. This video at the link below, called "Galaxy," is a Japanese rap that uses hands in interesting ways!

<http://www.gkids.tv/watchOnline.cfm?channelCRT=11&videoCRT=159&ID=11>

Resources: Another site that has lots of information to share from children around the world. <http://www.prixjeunesse.de/>

Assessments: Observation and conversation.

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 films and videos are the same from country to country?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to see commonalities among videos and films by watching productions from many different cultures.

Activities: The site for the New York International Children's Film Festival has a wealth of short films and animations from all over the world. Go to <http://www.gkids.tv/index2.cfm> and click on "watch online" in the top menu bar. (You have to sign up to use this website). This will take you to a collection of videos that may be sorted by age. Select some and watch them with your students. Ask them to think about techniques, such as animation, that are used in many films for children from across the globe. Why do they think this is the case?

Resources: Another site that has lots of information to share from children around the world. <http://www.prixjeunesse.de/>

Assessments: Observation and conversation.

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: How does television teach us about our world?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand that television reflects the social issues of the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates?

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

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

Essential Question: Why do my parents have to register for me on some websites?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand one's place in the online world.

Activities: Go to the "Terms and Conditions" page of the gkids.tv website at <http://www.gkids.tv/terms.cfm>. (You have to sign up to use this website). Find the section addressing the age of those who can register on their own. Talk with the students about why they would not be permitted to register without their parents' permission. Is this for their own protection?

Resources: <http://mediaeducationlab.com/global> - watch a video on global understanding through media literacy

Assessments: Observation and conversation.

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 can a storyboard help us understand and convey the sequential and temporal nature of film and television and the way a story is broken into scenes?

Concepts, Skills, Techniques, and Critical Knowledge: Create storyboards in order to understand and convey the sequential and temporal nature of film and television and the way a story is broken into scenes.

Activities: Go to the link below at Artopia and project the storyboard page for the whole class. Let the students decide in what order to place the pictures and ask them to tell you what to write below each picture to describe the action. When they have finished give each student the opportunity to perform the activity on their own, and to print out their completed storyboards. Discuss the meaning of the word “sequence” and “continuity” and how they apply to moving images.

Resources:

<http://www.knowitall.org/artopia/media/studio/storyboard/index.html>

Assessments: Peer assessment – each student reviews and evaluates another’s storyboard for clarity of sequence.

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

Essential Question: How can a video camera affect the way we see things?

Concepts, Skills, Techniques, and Critical Knowledge: Demonstrate and comprehend the power of different kinds of camera angles.

Activities: Hook up a video camera to a television. Ask a student to stand on a chair and take a shot from below. This is called a low angle shot and it makes the subject look bigger and more powerful. Now stand on the chair with the camera and shoot the student from above – a high angle shot,

which makes the subject look weaker. Go to the link below for more information and examples.

Resources: <http://www.mediacollege.com/video/camera/angles/>

Assessments: observation and conversation.

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Create a checklist of all the video equipment in each camera case. Before each group begins to shoot go over care of the equipment with them and ask them to check off the equipment they will use. Explain that when they are finished they will check the list again to show that they have returned the equipment in good shape. Going over the list can also be done with the whole class at once.

Resources: Video camera, AC adaptor, batteries, cables, etc.

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Practice good interviewing techniques.

Activities: Conducting an effective interview is an important skill for 21st century learners. The website [mediacollege.com](http://www.mediacollege.com) at the link below has an excellent tutorial on interview techniques and skills. Go over the information on the site with the students and let them practice interviewing each other using the video camera. If your camera has an input for an external microphone it is best to use a microphone other than the built-in camera microphone. Your students will get much better sound and they will learn a more professional style of interviewing.

Resources: <http://www.mediacollege.com/video/interviews/>

Assessments: observation and conversation.

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

Essential Question: How can we determine the success of an interview?

Concepts, Skills, Techniques, and Critical Knowledge: Evaluate good interviewing techniques.

Activities: A good interview is a combination of listening skills, planning and camera and microphone technique. After your students have studied the interview tutorial at [mediacollege.com](http://www.mediacollege.com), ask them to create a rubric for a successful interview. Then play back the interviews they have shot and ask them to evaluate them using their rubric. The second link below is to the website of the Educational Video Center, where you can download an interview rubric that was created by teens, which you can share with your students after they have created their own.

Resources: <http://www.mediacollege.com/video/interviews/>
<http://www.evc.org/tools/evaluation-guides>

Assessments: student-produced rubric, EVC rubric

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 are the essential words in the vocabulary of film and television?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to learn and use the correct terms when talking about film and television.

Activities: Go to the television module of the media arts section on the Artopia website at the link below. View one of the videos, then click on the "More" tab. On the next screen click then the "Do More" tab and "Write About It." Ask the students to write about what they have seen using the "Word Bank." When they have finished writing ask them to explain some new words they have learned.

Resources:

<http://www.knowitall.org/artopia/media/artcritic/television/index.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: How does animation work?

Concepts, Skills, Techniques, and Critical Knowledge: Understand and apply the basic theory behind animation.

Activities: Show the students some of the claymations at the link below. (Click on the "Community" tab to access the videos). Talk with the students about the technique of shooting one frame at a time. Then go to the Artopia media arts section, at the second link, and watch two other animations. "Felix the Cat" uses cel animation, based on drawings, and "Spider-Man: The Perils of Doc Ock" is stop-motion using Lego figures. Divide the students into groups and give each group some modeling clay. Let them practice using the video camera to make the clay appear to change shape.

Resources: <http://www.animateclay.com/>
<http://www.knowitall.org/artopia/media/artcritic/film/index.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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 do we evaluate animations?

Concepts, Skills, Techniques, and Critical Knowledge: Determine the qualities that make an animation successful.

Activities: Discuss the animations you have viewed with the students and make a list of the qualities that constitute a good animation. Create a rubric based on the list and evaluate the animations using the rubric.

Resources: <http://www.global-action.org/main.html>

Assessments: student-produced rubric

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 do advertisers do to make their products look appealing?

Concepts, Skills, Techniques, and Critical Knowledge: The way a product looks on television may be the result of “tricks of the trade.”

Activities: Watch the clip for the video “Buy Me That” at the link below. Discuss with the students the reasons why the producers of the commercial might have hired a food stylist to make their burger look perfect. Ask them to discuss ways in which they might have been fooled by commercials.

Resources: http://www.youtube.com/watch?v=fUjz_eiIX8k

Assessments: observation and conversation

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

Essential Question: What are the key concepts of media literacy?

Concepts, Skills, Techniques, and Critical Knowledge: An understanding of media literacy is enhanced by knowing and applying the “five key concepts.”

Activities: Visit the link below at the Artopia media arts section. Review the key concepts of media literacy with the students.

Resources:
<http://www.knowitall.org/artopia/media/artcritic/closer/index.html>

Assessments: Observation and discussion

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

Essential Question: How can we use the key concepts of media literacy to evaluate advertising?

Concepts, Skills, Techniques, and Critical Knowledge: Learn and use the key concepts of media literacy as a framework for critically reading advertising.

Activities: Visit the link below at the Artopia media arts section. Review the key concepts of media literacy with the students. Then ask them to do the "Critical Viewing Activity" to which there is a link at the bottom of the page. When they have finished ask them to share their ideas in small groups and report back to the whole class.

Resources:

<http://www.knowitall.org/artopia/media/artcritic/closer/index.html>

Assessments: Small group report.

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

Essential Question: Why do different audiences respond differently to television commercials?

Concepts, Skills, Techniques, and Critical Knowledge: Comprehend how political commercials made in recent years differ from those made in the early days of television.

Activities: Go to the Livingroom Candidate site below and play a political commercial from 1952. Contrast with one from 2008 and discuss with the students how they differ. What do they tell us about how the television audiences have changed? The second link gives tips on talking to teens about advertising.

Resources: <http://www.livingroomcandidate.org/>

<http://www.pbs.org/parents/childrenandmedia/ads-teens.html>

Assessments: Observation and discussion

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

Essential Question: What can I learn from watching a television news report?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the difference between news and opinion.

Activities: Tape a news program and bring it to class. Use the lesson plan from the Media Awareness Network at the link below to discuss and deconstruct the news story.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Assessments: Observation and conversation.

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

Essential Question: What sorts of techniques are used in political commercials today to convince people to vote for a candidate?

Concepts, Skills, Techniques, and Critical Knowledge: Understand the persuasive techniques used in contemporary political television commercials and compare them to techniques from earlier eras.

Activities: Use the Livingroom Candidate site at the link below to compare and contrast political ads from our era and others. Discuss with the students the techniques used and their effectiveness. The link to PBS Teachers provides lesson plans for analyzing political ads.

Resources: <http://www.livingroomcandidate.org>;
<http://www.pbs.org/teachers/connect/resources/6462/preview/>

Assessments: Observation and conversation.

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 television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the impact of television and video on daily life.

Activities: Have a discussion with the students about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on watching TV go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-preteens.html>

Assessments: Ask the students to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

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

Essential Question: How can we learn about other subjects by watching television?

Concepts, Skills, Techniques, and Critical Knowledge: Television news can teach us about other discipline areas.

Activities: Go to the link below at PBS Teachers: the.News – “a place for teens to find out about people, places and things close to home and around the world. Watch the videos, and follow the links for more information.” Created by MacNeil/Lehrer productions, this is a very useful and resource-rich site for examining the news about science, social studies, etc., with extensive lesson plans for each news segment. Students can even edit news stories themselves at the “You Edit” link.

Resources: <http://www.pbs.org/teachers/connect/resources/7806/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

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

Essential Question: What is a career as a television videographer like?

Concepts, Skills, Techniques, and Critical Knowledge: Being interested in cameras can lead to a career in television.

Activities: Go to the link below and watch the interviews with Lynn Cornfoot, Electronic Field Specialist at South Carolina ETV. Talk with the students about being a television cameraperson and ask them to write a paragraph about something they learned from Lynn.

Resources:

<http://www.knowitall.org/artopia/media/artist/lcornfoot/index.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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 has television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the changes in television techniques over time.

Activities: Show the children an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.

<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

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

Essential Question: How can video help us understand other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is: "to support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and conversation.

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 films and videos are the same from country to country?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to see commonalities among videos and films by watching productions from many different cultures.

Activities: The site for the New York International Children’s Film Festival has a wealth of short films and animations from all over the world. Go to <http://www.gkids.tv/index2.cfm> and click on “watch online” in the top menu bar. (You have to sign up to use this website). This will take you to a collection of videos that may be sorted by age. Select some and watch them with your students. Ask them to think about techniques, such as animation, that are used in many films for children from across the globe. Why do they think this is the case?

Resources: Another site that has lots of information to share from children around the world. <http://www.prixjeunesse.de/>

Assessments: Observation and conversation.

Using Technology Responsibly

Standard 6: The student will demonstrate 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: How does television teach us about our world?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to understand that television reflects the social issues of the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates?

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

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

Essential Question: What do "copyright" and "Creative Commons" mean?

Concepts, Skills, Techniques, and Critical Knowledge: Knowledge of copyright laws and the uses of creative commons materials is critical to understanding media today.

Activities: Go to the Creative Commons website at the link below and explore it with your students. Click on the "learn more" link in the green box at the top of the page to access short videos explaining copyright and creative commons issues. Click on "find" on the home page to search for a wealth of creative commons licensed assets for your students to use.

Resources: <http://creativecommons.org/>

Assessments: observation and conversation

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 can we use a storyboard to help us design our public service announcement videos?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the design of a public service announcement (PSA).

Activities: Here's an idea for a short video exercise that combines media literacy content with scripting and storyboarding. Before beginning, talk about persuasive writing and watch the video on the Watchknow website at the link below. Got to the Ad Council website and view some PSAs with the class. Talk with the class about issues that are important to them and write their ideas on slips of paper. Divide the class into groups and give a topic to each group. The assignment is to create a short PSA to sell the idea or issue. Hand out storyboard forms and ask them to design the PSA in several scenes.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>

There are lots of resources on the Web for storyboard forms. Here is one:
<http://www.pbs.org/elections/kids/docs/storyboard.pdf>

Assessments: Ask the groups to share storyboards and use peer assessment to evaluate them.

MA8-1.2 Analyze and use a variety of media technologies, techniques, and processes.

Essential Question: How can we shoot a PSA using the storyboards we have created?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the production of a public service announcement (PSA).

Activities: After the students have completed the storyboards for their PSAs, assist them in shooting them. How you organize the shoots depends upon all the variables of your school and classroom. The PSA shouldn't require any editing – it is shot in sequence according to the storyboard. The tutorial at the media college website below is a good review of camera shots.

Resources: <http://www.mediacollege.com/video/camera/tutorial/01-terminology.html>

Assessments: View and discuss completed videos

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Create a checklist of all the video equipment in each camera case. Before each group begins to shoot go over care of the equipment with them and ask them to check off the equipment they will use. Explain that when they are finished they will check the list again to show that they have returned the equipment in good shape. Going over the list can also be done with the whole class at once.

Resources: Video camera, AC adaptor, batteries, cables, etc.

Assessments: <http://rubistar.4teachers.org/index.php>

MA8-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: How can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Learn and practice good interviewing techniques.

Activities: Conducting an effective interview is an important skill for 21st century learners. The Global Action Project website at the link below has an excellent curriculum for teaching interview techniques and skills. Go over the information on the site with the students and let them practice interviewing each other using the video camera, as described in the curriculum. If your camera has an input for an external microphone it is best to use a microphone other than the built-in camera microphone. Your students will get much better sound and they will learn a more professional style of interviewing.

Resources: <http://curriculum.global-action.org/>

Assessments: observation and conversation.

MA8-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How can we determine the success of an interview?

Concepts, Skills, Techniques, and Critical Knowledge: Evaluate good interviewing techniques.

Activities: A good interview is a combination of listening skills, planning and camera and microphone technique. Prepare the students for interviewing using the Global Action Project curriculum at <http://curriculum.global-action.org/>. After your students have studied the interview, ask them to create a rubric for a successful interview. Then play back the interviews they have shot and ask them to evaluate them using their rubric. The second link below is to the website of the Educational Video Center, where you can download an interview rubric that was created by teens, which you can share with your students after they have created their own.

Resources: <http://curriculum.global-action.org/>
<http://www.evc.org/tools/evaluation-guides>

Assessments: student-produced rubric, EVC rubric

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: How should we use the essential words in the vocabulary of film and television?

Concepts, Skills, Techniques, and Critical Knowledge: Use the correct terms when talking about film and television.

Activities: Go to the television module of the media arts section on the Artopia website at the link below. View one of the videos, then click on the "More" tab. On the next screen click then the "Do More" tab and "Write About It." Ask the students to write about what they have seen using the 'Word Bank.' When they have finished writing ask them to think of instances of the use of a certain shot in a film or TV show.

Resources:

<http://www.knowitall.org/artopia/media/artcritic/television/index.html>

Assessments: <http://rubistar.4teachers.org/index.php>

MA8-2.2 Design and create media artwork that communicates his or her experiences.

Essential Question: How can we make clay animations?

Concepts, Skills, Techniques, and Critical Knowledge: Understand and apply the basic theory behind animation.

Activities: Show the students some of the claymations at the link below. (Click on the 'Community' tab to access the videos). Talk with the students about the technique of shooting one frame at a time. Then go to the Artopia media arts section, at the second link, and watch two other animations. "Felix the Cat" uses cel animation, based on drawings, and "Spider-Man: The Perils of Doc Ock" is a stop-motion animation using Lego figures. Divide the students into groups and give each group a storyboard form. Ask them to draw the stages of a seed sprouting into a flower. After storyboarding they can model the stages in clay and videotape them, shot by shot.

Resources: <http://www.animateclay.com/>

<http://www.knowitall.org/artopia/media/artcritic/film/index.html>

Assessments: <http://rubistar.4teachers.org/index.php>

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 do we evaluate our animations?

Concepts, Skills, Techniques, and Critical Knowledge: Determine the qualities that make an animation successful.

Activities: View the short claymations the students have made and make a list of the qualities that constitute a good animation. Create a rubric based on the list and evaluate the animations using the rubric.

Resources: <http://www.animateclay.com/>

Assessments: student-produced rubric

MA8-2.4 Apply elements of artistic design specific to individual media.

Essential Question: How can a soundtrack change the mood and meaning of a scene from a film?

Concepts, Skills, Techniques, and Critical Knowledge: Determine the effect of different soundtracks on the mood and meaning of a film clip.

Activities: Go to Artopia at the link below, project the soundtrack activity and do it with the whole class (or ask students to do the activity individually). When they have tried a variety of different soundtracks, discuss with them how music creates mood in a film.

Resources:
<http://www.knowitall.org/artopia/media/studio/soundtrack/index.html>

Assessments: observation and conversation.

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 do advertisers do to make their products look appealing?

Concepts, Skills, Techniques, and Critical Knowledge: The way a product looks on television may be the result of “tricks of the trade.”

Activities: Watch the clip for the video “Buy Me That” at the link below. Discuss with the students the reasons why the producers of the commercial might have hired a food stylist to make their burger look perfect. Ask them to discuss ways in which they might have been fooled by commercials.

Resources: http://www.youtube.com/watch?v=fUjz_eiIX8k

Assessments: observation and conversation

MA8-3.2 Interpret increasingly complex **media texts**.

Essential Question: What are the key concepts of media literacy?

Concepts, Skills, Techniques, and Critical Knowledge: An understanding of media literacy is enhanced by knowing and applying the “five key concepts.”

Activities: Visit the link below at the Artopia media arts section. Review the key concepts of media literacy with the students. The other links have valuable materials for discussing advertising with teens.

Resources:

<http://www.knowitall.org/artopia/media/artcritic/closer/index.html>

<http://www.pbs.org/parents/childrenandmedia/ads-teens.html>;

http://youthdevelopment.suite101.com/article.cfm/advertising_to_teens;

http://www.mediaawareness.ca/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm

Assessments: Observation and discussion

MA8-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How can we use the key concepts of media literacy to evaluate advertising?

Concepts, Skills, Techniques, and Critical Knowledge: Learn and use the key concepts of media literacy as a framework for critically reading advertising.

Activities: Visit the link below at the Artopia media arts section. Review the key concepts of media literacy with the students. Then ask them to do the "Critical Viewing Activity" for which there is a link at the bottom of the page. When they have finished ask them to share their ideas in small groups and report back to the whole class. The other links have valuable materials for discussing advertising with teens.

Resources:

<http://www.knowitall.org/artopia/media/artcritic/closer/index.html>

<http://www.youtube.com/watch?v=40DykbPa4Lc&NR=1>;

<http://www.pbs.org/parents/childrenandmedia/ads-teens.html>

Assessments: Small group reports

MA8-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: Why do different audiences respond differently to television commercials?

Concepts, Skills, Techniques, and Critical Knowledge: Comprehend how political commercials made in recent years differ from those made in the early days of television.

Activities: Go to the Livingroom Candidate site below and play a political commercial from 1952. Contrast with one from 2008 and discuss with the students how they differ. What do they tell us about how the television audiences have changed? The second link gives tips on talking to teens about advertising.

Resources: <http://www.livingroomcandidate.org/>

<http://www.pbs.org/parents/childrenandmedia/ads-teens.html>

Assessments: Observation and discussion

MA8-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: What can I learn from watching a television news report?

Concepts, Skills, Techniques, and Critical Knowledge: Begin to identify the difference between news and opinion.

Activities: Tape a news program and bring it to class. Use the lesson plan from the Media Awareness Network at the link below to discuss and deconstruct the news story.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Assessments: Observation and conversation.

MA8-3.6 Identify whose point of view is presented in a **media text** and identify missing or alternative points of view.

Essential Question: How can we determine whose point of view is being expressed in political commercials today to convince people to vote for a candidate?

Concepts, Skills, Techniques, and Critical Knowledge: Understand the persuasive techniques used in contemporary political television commercials and compare them to techniques from earlier eras.

Activities: Use the Livingroom Candidate site at the link below to compare and contrast political ads from our era and others. Discuss with the students the techniques used and their effectiveness. The link to PBS Teachers provides lesson plans for analyzing political ads.

Resources: <http://www.livingroomcandidate.org>;
<http://www.pbs.org/teachers/connect/resources/6462/preview/>

Assessments: Observation and conversation.

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 television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the impact of television and video on daily life.

Activities: Have a discussion with the students about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on watching TV with teens go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-teens.html>

Assessments: Ask the students to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

MA8-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How can we learn about other subjects by watching television?

Concepts, Skills, Techniques, and Critical Knowledge: Television news can teach us about other discipline areas.

Activities: Go to the link below at PBS Teachers: the.News – “a place for teens to find out about people, places and things close to home and around the world. Watch the videos, and follow the links for more information.” Created by MacNeil/Lehrer productions, this is a very useful and resource-rich site for examining the news about science, social studies, etc., with extensive lesson plans for each news segment. Students can even edit news stories themselves at the “You Edit” link.

Resources: <http://www.pbs.org/teachers/connect/resources/7806/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

MA8-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What are the careers available in television production?

Concepts, Skills, Techniques, and Critical Knowledge: There are many types of jobs and careers in television production.

Activities: Go to the media college website below and explore the list of careers in television. Then go to the Artopia link and view the interview with Lynn Cornfoot, ETV Electronic Field Specialist (camerawoman). The knowitall.org site "Kids Work" also features interviews with ETV employees.

Resources: <http://www.mediacollege.com/employment/>
<http://www.knowitall.org/artopia/media/artist/lcornfoot/index.html>
<http://www.knowitall.org/kidswork/etv/realpeople/people/efp.html>

Assessments: Conversation and observation

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 has television changed or remained the same?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the changes in television techniques over time.

Activities: Show the students an ad for cereal from the early days of television, then a more contemporary ad. Ask them what they notice and talk with them about how the ads differ from each other, color versus black and white, and the sounds they hear.

Resources: http://www.archive.org/details/ClassicT1948_6 - many classic ads.
<http://www.youtube.com/watch?v=Ho77CHdD-dA&feature=related> - more contemporary Welch's grape juice ad

Assessments: Observation and conversation.

MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.

Essential Question: How can we use media to learn about the people and culture of the United States and South Carolina?

Concepts, Skills, Techniques, and Critical Knowledge: The United States and the state of South Carolina are made up of many different kinds of people and cultures.

Activities: The State Department of the U.S. has interesting videos on its website about different cultures within this country, that are appropriate for use with students. Show the students a video from the site and discuss with them what they have learned about an aspect of American culture. Then go to the knowitall.org website and click on "Gullah Net." Explore the site to discover more about Gullah culture in South Carolina.

Resources: <http://www.america.gov/amlife.html>
www.knowitall.org

Assessments: Observation and conversation.

MA8-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How can video help us understand other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and discussion

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: How does television teach us about our world?

Concepts, Skills, Techniques, and Critical Knowledge: Understand that television reflects the social issues of the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates?

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

MA8-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do "copyright" and "Creative Commons" mean?

Concepts, Skills, Techniques, and Critical Knowledge: Knowledge of copyright laws and the uses of creative commons materials is critical to understanding media today.

Activities: Go to the Creative Commons website at the link below and explore it with your students. Click on the "Learn More" link in the green box at the top of the page to access short videos explaining copyright and creative commons issues. Click on "Find" on the home page to search for a wealth of creative commons licensed assets for your students to use.

Resources: <http://creativecommons.org/>

Assessments: observation and conversation

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 can we use a storyboard to help us design our public service announcement videos?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the design of a public service announcement (PSA).

Activities: Here's an idea for a short video exercise that combines media literacy content with scripting and storyboarding. Before beginning, talk about persuasive writing and watch the video on the Watchknow website at the link below. Got to the Ad Council website and view some PSAs with the class. Talk with the class about issues that are important to them and write their ideas on slips of paper. Divide the class into groups and give a topic to each group. The assignment is to create a short PSA to sell the idea or issue. Hand out storyboard forms and ask them to design the PSA in several scenes.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>

There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: Ask the groups to share storyboards and use peer assessment to evaluate them.

MAHS1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can we shoot a PSA using the storyboards we have created?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the production of a public service announcement (PSA).

Activities: After the students have completed the storyboards for their PSAs, assist them in shooting them. How you organize the shoots depends upon all the variables of your school and classroom. The PSA shouldn't require any editing – it is shot in sequence according to the storyboard. The tutorial at the media college website below is a good review of camera shots.

Resources: <http://www.mediacollege.com/video/camera/tutorial/01-terminology.html>

Assessments: View and discuss completed videos

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: How can we shoot a PSA using the storyboards we have created?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the production of a public service announcement (PSA).

Activities: After the students have completed the storyboards for their PSAs, assist them in shooting them. How you organize the shoots depends upon all the variables of your school and classroom. The PSA shouldn't require any editing – it is shot in sequence according to the storyboard. The tutorial at the media college website below is a good review of camera shots.

Resources: <http://www.mediacollege.com/video/camera/tutorial/01-terminology.html>

Assessments: View and discuss completed videos

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 can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Practice good interviewing techniques.

Activities: **Essential Question:** How can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Learn and practice good interviewing techniques.

Activities: Conducting an effective interview is an important skill for 21st century learners. The Global Action Project website at the link below has an excellent curriculum for teaching interview techniques and skills. Go over the information on the site with the students and let them practice interviewing each other using the video camera, as described in the curriculum. If your camera has an input for an external microphone it is best to use a microphone other than the built-in camera microphone. Your students will get much better sound and they will learn a more professional style of interviewing.

Resources: <http://curriculum.global-action.org/>

Assessments: observation and conversation.

MAHS1-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How can we determine the success of an interview?

Concepts, Skills, Techniques, and Critical Knowledge: Evaluate good interviewing techniques.

Activities: A good interview is a combination of listening skills, planning and camera and microphone technique. Prepare the students for interviewing using the Global Action Project curriculum at <http://curriculum.global-action.org/>. After your students have studied the interview, ask them to create a rubric for a successful interview. Then play back the interviews they have shot and ask them to evaluate them using their rubric. The second link below is to the website of the Educational Video Center, where you can download an interview rubric that was created by teens, which you can share with your students after they have created their own.

Resources: <http://curriculum.global-action.org/>
<http://www.evc.org/tools/evaluation-guides>

Assessments: student-produced rubric, EVC rubric

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: How can we sharpen our camera skills and use the correct vocabulary to describe shots and functions of the camera?

Concepts, Skills, Techniques, and Critical Knowledge: It is important to have good camera skills and utilize the language of film correctly.

Activities: Ask your students to go to the link below at the media college website and take the camera video camera tutorials. Create a rubric to assess their understanding of the terms.

Resources: <http://www.mediacollege.com/video/camera/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS1-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How can we use video interviews to analyze issues within the school community?

Concepts, Skills, Techniques, and Critical Knowledge: Video can be a powerful tool for exploring social issues.

Activities: First, prepare the students for interviewing using the Global Action Project curriculum at <http://curriculum.global-action.org/>. Brainstorm with the class about issues at school that concern them. Divide them into groups and let each group choose an issue. Ask them to identify three people in the school who might have opinions on the issue, and write a series of questions they would ask each person.

They will need to set up an interview with each person either during class, free time or after school and arrange to use the equipment.

Resources: <http://curriculum.global-action.org/>

Assessments: <http://www.evc.org/tools/evaluation-guides>

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: What are the qualities of a good interview?

Concepts, Skills, Techniques, and Critical Knowledge: It is important to be able evaluate the quality of an interview.

Activities: When each group has completed their interviews, ask them to choose their very best segment to share with the class. Ask each group to explain why they have chosen their particular clip. Use the EVC evaluation guide below for assessment guidelines.

Resources: <http://www.evc.org/tools/evaluation-guides>

Assessments: <http://www.evc.org/tools/evaluation-guides>

MAHS1-2.4 Apply elements of artistic design specific to individual media.

Essential Question: How can a soundtrack change the mood and meaning of a scene from a film?

Concepts, Skills, Techniques, and Critical Knowledge: Determine the effect of different soundtracks on the mood and meaning of a film clip.

Activities: Go to Artopia at the link below, project the soundtrack activity and do it with the whole class (or ask students to do the activity individually). When they have tried a variety of different soundtracks, discuss with them how music creates mood in a film.

Resources:
<http://www.knowitall.org/artopia/media/studio/soundtrack/index.html>

Assessments: observation and conversation.

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 do advertisers do to make their products look appealing?

Concepts, Skills, Techniques, and Critical Knowledge: The way a product looks on television may be the result of “tricks of the trade.”

Activities: Watch the clip for the video “Buy Me That” at the link below. Discuss with the students the reasons why the producers of the commercial might have hired a food stylist to make their burger look perfect. Ask them to discuss ways in which they might have been fooled by commercials.

Resources: http://www.youtube.com/watch?v=fUjz_eiIX8k

Assessments: observation and conversation

MAHS1-3.2 Create messages using **media texts**.

Essential Question: How can we create public service announcement videos?

Concepts, Skills, Techniques, and Critical Knowledge: A public service announcement (PSA) uses the codes and conventions of media to convey a message .

Activities: Here’s an idea for a short video exercise that combines media literacy content with scripting and storyboarding. Before beginning, talk about persuasive writing and watch the video on the Watchknow website at the link below. Go to the Ad Council website and view some PSAs with the class. View “How to be a Critical Viewer” on the Artopia website. Then talk with the class about issues that are important to them and write their ideas on slips of paper. Divide the class into groups and give a topic to each group. The assignment is to create a short PSA to sell the idea or issue. Hand out storyboard forms and ask them to design the PSA in several scenes.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>
<http://www.knowitall.org/artopia/media/artcritic/closer/index.html>

There are lots of resources on the Web for storyboard forms. Here is one:
www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: Ask the groups to share storyboards and use peer assessment to evaluate them.

MAHS1-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How do we evaluate the effectiveness of a media text?

Concepts, Skills, Techniques, and Critical Knowledge: In order to be a critical viewer of media it is important to evaluate media codes and conventions and the ways they are used.

Activities: First watch "How to be a Critical Viewer" on Artopia. Then watch some of the ads at the link below and discuss with the students the evidence they see of the use of the codes and conventions. Ask them to write a short essay on their uses in a particular ad.

Resources:

<http://www.youtube.com/watch?v=Pm0RxTqj7ig&feature=related>

Assessments: <http://rubistar.4teachers.org/index.php>

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: What are the codes and conventions of media texts and how are they used?

Concepts, Skills, Techniques, and Critical Knowledge: In order to be a critical viewer of media it is important to understand media codes and conventions and the ways they are used.

Activities: First watch "How to be a Critical Viewer" on Artopia. Then watch some of the ads at the link below and discuss with the students the evidence they see of the use of the codes and conventions.

Resources:

<http://www.youtube.com/watch?v=Pm0RxTqj7ig&feature=related>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS1-3.5 Evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: How can we evaluate a television news report?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the difference between news and opinion and evaluate a news program for its objectivity or lack thereof.

Activities: Tape a news program and bring it to class. Use the lesson plan from the Media Awareness Network at the link below to discuss and deconstruct the news story.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

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.

Essential Question: How does the presentation of news affect its meaning?

Concepts, Skills, Techniques, and Critical Knowledge: The way a news story is presented can influence its interpretation and meaning for the audience.

Activities: Tape two different news stories on the same topic and share them with the class. Use the lesson plan from the Media Awareness Network at the link below to help guide a discussion on news, objectivity and point-of-view.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS1-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: How can we understand the persuasive techniques used in political commercials today to convince people to vote for a candidate?

Concepts, Skills, Techniques, and Critical Knowledge: Recognize the persuasive techniques used in contemporary political television commercials and compare them to techniques from earlier eras.

Activities: Use the Livingroom Candidate site at the link below to compare and contrast political ads from our era and others. Discuss with the students the techniques used and their effectiveness. The link to PBS Teachers provides lesson plans for analyzing political ads.

Resources: <http://www.livingroomcandidate.org>;
<http://www.pbs.org/teachers/connect/resources/6462/preview/>

Assessments: Observation and conversation.

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 television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the impact of television and video on daily life.

Activities: Have a discussion with the students about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on watching TV with teens go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-teens.html>

Assessments: Ask the students to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

MAHS1-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How can we learn about other subjects by watching television?

Concepts, Skills, Techniques, and Critical Knowledge: Television news can teach us about other discipline areas.

Activities: Go to the link below at PBS Teachers: the.News – “a place for teens to find out about people, places and things close to home and around the world. Watch the videos, and follow the links for more information.” Created by MacNeil/Lehrer productions, this is a very useful and resource-rich site for examining the news about science, social studies, etc., with extensive lesson plans for each news segment. Students can even edit news stories themselves at the “You Edit” link.

Resources: <http://www.pbs.org/teachers/connect/resources/7806/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS1-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What are the careers available in television production?

Concepts, Skills, Techniques, and Critical Knowledge: There are many types of jobs and careers in television production.

Activities: Go to the media college website below and explore the list of careers in television. Then go to the Artopia link and view the interview with Lynn Cornfoot, ETV Electronic Field Specialist (camerawoman). The knowitall.org site "Kids Work" also features interviews with ETV employees.

Resources: <http://www.mediacollege.com/employment/>
<http://www.knowitall.org/artopia/media/artist/lcornfoot/index.html>
<http://www.knowitall.org/kidswork/etv/realpeople/people/efp.html>

Assessments: Conversation and observation

MAHS1-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: How can video help us understand the global economy?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and discussion

HIGH SCHOOL

LEVEL 1

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 can video help us understand other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and discussion

MAHS1-5.2 Analyze and evaluate ways that media artwork portrays the people and cultures of the world.

Essential Question: How can we learn about other cultures through television?

Concepts, Skills, Techniques, and Critical Knowledge: Television documentaries can be useful in learning about other cultures.

Activities: This resource from PBS Teachers at the link below is a complete lesson, based on the PBS program "Frontline": "Look inside the Arab media revolution to see who is winning the war of ideas in the Middle East. Learn about the growing influence of Al Jazeera, and visit the "war room" of the U.S. State Department's Rapid Response Unit."

Resources: <http://www.pbs.org/teachers/connect/resources/7687/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS1-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How is television the same or different in different countries?

Concepts, Skills, Techniques, and Critical Knowledge: There are similarities and differences between television programs produced in the U.S. and other countries.

Activities: This resource from PBS Teachers at the link below is a complete lesson, based on the PBS program FRONTLINE/World: War of Ideas. "Look inside the Arab media revolution to see who is winning the war of ideas in the Middle East. Learn about the growing influence of Al Jazeera, and visit the "war room" of the U.S. State Department's Rapid Response Unit." Use this program to compare the techniques of Al Jazeera with American TV news.

Resources: <http://www.pbs.org/teachers/connect/resources/7687/preview/>
- when you get to this page type "middle east media" into the search box and click on "News War: Stories from a Small Planet."

Assessments: <http://rubistar.4teachers.org/index.php>

USING TECHNOLOGY RESPONSIBLY

Standard 6: The student will demonstrate 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 can watching TV shows made many years ago tell us about our culture today?

Concepts, Skills, Techniques, and Critical Knowledge: Television reflects the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates? Ask them to write a short essay on how television has changed since the Ed Sullivan show was produced.

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

MAHS1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do "copyright" and "Creative Commons" mean for us as consumers and makers of media?

Concepts, Skills, Techniques, and Critical Knowledge: Knowledge of copyright laws and the uses of creative commons materials is critical to understanding media today.

Activities: Go to the Creative Commons website at the link below and explore it with your students. Click on the "Learn More" link in the green box at the top of the page to access short videos explaining copyright and creative commons issues. Click on "Find" on the home page to search for a wealth of creative commons licensed assets for your students to use.

Resources: <http://creativecommons.org/>

Assessments: observation and conversation

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 can we use a storyboard to help us design our public service announcement videos?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the design of a public service announcement (PSA).

Activities: Here's an idea for a short video exercise that combines media literacy content with scripting and storyboarding. Before beginning, talk about persuasive writing and watch the video on the Watchknow website at the link below. Got to the Ad Council website and view some PSAs with the class. Talk with the class about issues that are important to them and write their ideas on slips of paper. Divide the class into groups and give a topic to each group. The assignment is to create a short PSA to sell the idea or issue. Hand out storyboard forms and ask them to design the PSA in several scenes.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>

There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: Ask the groups to share storyboards and use peer assessment to evaluate them.

MAHS2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can we shoot a PSA using the storyboards we have created?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the production of a public service announcement (PSA).

Activities: After the students have completed the storyboards for their PSAs, assist them in shooting them. How you organize the shoots depends upon all the variables of your school and classroom. The PSA shouldn't require any editing – it is shot in sequence according to the storyboard. The tutorial at the media college website below is a good review of camera shots.

Resources: <http://www.mediacollege.com/video/camera/tutorial/01-terminology.html>

Assessments: View and discuss completed videos

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Create a checklist of all the video equipment in each camera case. Before each group begins to shoot go over care of the equipment with them and ask them to check off the equipment they will use. Explain that when they are finished they will check the list again to show that they have returned the equipment in good shape. Going over the list can also be done with the whole class at once.

Resources: Video camera, AC adaptor, batteries, cables, etc.

Assessments: <http://rubistar.4teachers.org/index.php>

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 can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Practice good interviewing techniques.

Activities: Essential Question: How can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Learn and practice good interviewing techniques.

Activities: Conducting an effective interview is an important skill for 21st century learners. The Global Action Project website at the link below has an excellent curriculum for teaching interview techniques and skills. Go over the information on the site with the students and let them practice interviewing each other using the video camera, as described in the curriculum. If your camera has an input for an external microphone it is best to use a microphone other than the built-in camera microphone. Your students will get much better sound and they will learn a more professional style of interviewing.

Resources: <http://curriculum.global-action.org/>

Assessments: observation and conversation.

MAHS2-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How can we determine the success of an interview?

Concepts, Skills, Techniques, and Critical Knowledge: Evaluate good interviewing techniques.

Activities: A good interview is a combination of listening skills, planning and camera and microphone technique. Prepare the students for interviewing using the Global Action Project curriculum at <http://curriculum.global-action.org/>. After your students have studied the interview, ask them to create a rubric for a successful interview. Then play back the interviews they have shot and ask them to evaluate them using their rubric. The second link below is to the website of the Educational Video Center, where you can download an interview rubric that was created by teens, which you can share with your students after they have created their own.

Resources: <http://curriculum.global-action.org/>

<http://www.evc.org/tools/evaluation-guides>

Assessments: student-produced rubric, EVC rubric

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: How can we sharpen our camera skills and use the correct vocabulary to describe shots and functions of the camera?

Concepts, Skills, Techniques, and Critical Knowledge: It is important to have good camera skills and utilize the language of film correctly.

Activities: Ask your students to go to the link below at the media college website and take the camera video camera tutorials. Create a rubric to assess their understanding of the terms.

Resources: <http://www.mediacollege.com/video/camera/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS2-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How can we use video interviews to analyze issues within the school community?

Concepts, Skills, Techniques, and Critical Knowledge: Video can be a powerful tool for exploring social issues.

Activities: First, prepare the students for interviewing using the Global Action Project curriculum at <http://curriculum.global-action.org/>. Brainstorm with the class about issues at school that concern them. Divide them into groups and let each group choose an issue. Ask them to identify three people in the school who might have opinions on the issue, and write a series of questions they would ask each person.

The students will need to set up an interview with each person either during class, free time or after school and arrange to use the equipment. Editing the interviews together is another step. Use the Global Action Project site for guidance in teaching editing.

Resources: <http://curriculum.global-action.org/>

Assessments: <http://www.evc.org/tools/evaluation-guides>

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: What are the qualities of a good interview?

Concepts, Skills, Techniques, and Critical Knowledge: It is important to be able evaluate the quality of an interview.

Activities: When each group has completed their interviews, ask them to choose their very best segment to share with the class. Ask each group to explain why they have chosen their particular clip. Use the EVC evaluation guide below for assessment guidelines.

Resources: <http://www.evc.org/tools/evaluation-guides>

Assessments: <http://www.evc.org/tools/evaluation-guides>

MAHS2-2.4 Apply elements of artistic design specific to individual media.

Essential Question: How can a soundtrack change the mood and meaning of a scene from a film?

Concepts, Skills, Techniques, and Critical Knowledge: Determine the effect of different soundtracks on the mood and meaning of a film clip.

Activities: Go to Artopia at the link below, project the soundtrack activity and do it with the whole class (or ask students to do the activity individually). When they have tried a variety of different soundtracks, discuss with them how music creates mood in a film.

Resources:
<http://www.knowitall.org/artopia/media/studio/soundtrack/index.html>

Assessments: observation and conversation.

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 do advertisers do to make their products look appealing?

Concepts, Skills, Techniques, and Critical Knowledge: The way a product looks on television may be the result of “tricks of the trade.”

Activities: Watch the clip for the video “Buy Me That” at the link below. Discuss with the students the reasons why the producers of the commercial might have hired a food stylist to make their burger look perfect. Ask them to discuss ways in which they might have been fooled by commercials.

Resources: http://www.youtube.com/watch?v=fUjz_eiIX8k

Assessments: observation and conversation

MAHS2-3.2 Create messages using **media texts**.

Essential Question: How can we create a commercial for a product?

Concepts, Skills, Techniques, and Critical Knowledge: A commercial uses the codes and conventions of media to convey a message.

Activities: Gather some random objects which have no actual use, such as an empty paper towel roll, a piece of wood, a stone, etc., and place them in a bag. Divide the class into groups and ask each group to pick an object from the bag. The task is to create a use for the object and determine who will use it. Then they write a commercial for the “product,” storyboard and shoot it.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>
<http://www.knowitall.org/artopia/media/artcritic/closer/index.html>

There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: Ask the groups to share their commercials and use peer assessment to evaluate them.

MAHS2-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How do we evaluate the effectiveness of a media text?

Concepts, Skills, Techniques, and Critical Knowledge: In order to be a critical viewer of media it is important to evaluate media codes and conventions and the ways they are used.

Activities: First watch "How to be a Critical Viewer" on Artopia. Then watch some of the ads at the link below and discuss with the students the evidence they see of the use of the codes and conventions. Ask them to write a short essay on their uses in a particular ad.

Resources:

<http://www.youtube.com/watch?v=Pm0RxTqj7ig&feature=related>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS2-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: What are the codes and conventions of media texts and how are they used?

Concepts, Skills, Techniques, and Critical Knowledge: In order to be a critical viewer of media it is important to understand media codes and conventions and the ways they are used.

Activities: First watch "How to be a Critical Viewer" on Artopia. Then watch some of the ads at the link below and discuss with the students the evidence they see of the use of the codes and conventions.

Resources:

<http://www.youtube.com/watch?v=Pm0RxTqj7ig&feature=related>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS2-3.5 Analyze the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: How can we evaluate a television news report?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the difference between news and opinion and evaluate a news program for its objectivity or lack thereof.

Activities: Tape a news program and bring it to class. Use the lesson plan from the Media Awareness Network at the link below to discuss and deconstruct the news story.

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Assessments: <http://rubistar.4teachers.org/index.php>

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: How does the presentation of news affect its meaning?

Concepts, Skills, Techniques, and Critical Knowledge: The way a news story is presented can influence its interpretation and meaning for the audience.

Activities: Tape two different news stories on the same topic and share them with the class. Use the lesson plan from the Media Awareness Network at the link below to help guide a discussion on news, objectivity and point-of-view.

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Assessments: <http://rubistar.4teachers.org/index.php>

MAHS2-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: How can we understand the persuasive techniques used in political commercials today to convince people to vote for a candidate?

Concepts, Skills, Techniques, and Critical Knowledge: Recognize the persuasive techniques used in contemporary political television commercials and compare them to techniques from earlier eras.

Activities: Use the Livingroom Candidate site at the link below to compare and contrast political ads from our era and others. Discuss with the students the techniques used and their effectiveness. The link to PBS Teachers provides lesson plans for analyzing political ads.

Resources: <http://www.livingroomcandidate.org>;
<http://www.pbs.org/teachers/connect/resources/6462/preview/>

Assessments: Observation and conversation.

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 television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the impact of television and video on daily life.

Activities: Have a discussion with the students about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on watching TV with teens go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-teens.html>

Assessments: Ask the students to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

MAHS2-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How can we learn about other subjects by watching television?

Concepts, Skills, Techniques, and Critical Knowledge: Television news can teach us about other discipline areas.

Activities: Go to the link below at PBS Teachers: the.News – “a place for teens to find out about people, places and things close to home and around the world. Watch the videos, and follow the links for more information.” Created by MacNeil/Lehrer productions, this is a very useful and resource-rich site for examining the news about science, social studies, etc., with extensive lesson plans for each news segment. Students can even edit news stories themselves at the “You Edit” link.

Resources: <http://www.pbs.org/teachers/connect/resources/7806/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS2-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What are the careers available in television production?

Concepts, Skills, Techniques, and Critical Knowledge: There are many types of jobs and careers in television production.

Activities: Go to the media college website below and explore the list of careers in television. Then go to the Artopia link and view the interview with Lynn Cornfoot, ETV Electronic Field Specialist (camerawoman). The knowitall.org site "Kids Work" also features interviews with ETV employees.

Resources: <http://www.mediacollege.com/employment/>
<http://www.knowitall.org/artopia/media/artist/lcornfoot/index.html>
<http://www.knowitall.org/kidswork/etv/realpeople/people/efp.html>

Assessments: Conversation and observation

MAHS2-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: How can video help us understand the global economy?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and 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

MAHS2-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How can video help us understand other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and discussion

MAHS2-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question: How can we learn about other cultures through television?

Concepts, Skills, Techniques, and Critical Knowledge: Television documentaries can be useful in learning about other cultures.

Activities: This resource from PBS Teachers at the link below is a complete lesson based on the American Experience documentary "We Shall Remain": "Examine issues Native boarding-school students encountered living in two cultures, and discuss how Native protesters used news media in the 1970s to raise awareness of their plight. Consider how Native American leadership has changed since Wounded Knee."

Resources: <http://www.pbs.org/teachers/connect/resources/7687/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS2-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How is television the same or different in different countries?

Concepts, Skills, Techniques, and Critical Knowledge: There are similarities and differences between television programs produced in the U.S. and other countries.

Activities: This resource from PBS Teachers at the link below is a complete lesson, based on the PBS program FRONTLINE/World: War of Ideas. "Look inside the Arab media revolution to see who is winning the war of ideas in the Middle East. Learn about the growing influence of Al Jazeera, and visit the "war room" of the U.S. State Department's Rapid Response Unit." Use this program to compare the techniques of Al Jazeera with American TV news.

Resources: <http://www.pbs.org/teachers/connect/resources/7687/preview/>
- when you get to this page type "middle east media" into the search box and click on "News War: Stories from a Small Planet."

Assessments: <http://rubistar.4teachers.org/index.php>

USING TECHNOLOGY RESPONSIBLY

Standard 6: The student will demonstrate 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 can watching TV shows made many years ago tell us about our culture today?

Concepts, Skills, Techniques, and Critical Knowledge: Television reflects the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates? Ask them to write a short essay on how television has changed since the Ed Sullivan show was produced.

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

MAHS2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do "copyright" and "Creative Commons" mean for us as consumers and makers of media?

Concepts, Skills, Techniques, and Critical Knowledge: Knowledge of copyright laws and the uses of creative commons materials is critical to understanding media today.

Activities: Go to the Creative Commons website at the link below and explore it with your students. Click on the "Learn More" link in the green box at the top of the page to access short videos explaining copyright and creative commons issues. Click on "Find" on the home page to search for a wealth of creative commons licensed assets for your students to use.

Resources: <http://creativecommons.org/>

Assessments: observation and conversation

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 can we use a storyboard to help us design our public service announcement videos?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the design of a public service announcement (PSA).

Activities: Here's an idea for a short video exercise that combines media literacy content with scripting and storyboarding. Before beginning, talk about persuasive writing and watch the video on the Watchknow website at the link below. Go to the Ad Council website and view some PSAs with the class. Talk with the class about issues that are important to them and write their ideas on slips of paper. Divide the class into groups and give a topic to each group. The assignment is to create a short PSA to sell the idea or issue. Hand out storyboard forms and ask them to design the PSA in several scenes.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>

There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: Ask the groups to share storyboards and use peer assessment to evaluate them.

MAHS3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can we shoot a PSA using the storyboards we have created?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the production of a public service announcement (PSA).

Activities: After the students have completed the storyboards for their PSAs, assist them in shooting them. How you organize the shoots depends upon all the variables of your school and classroom. The PSA shouldn't require any editing – it is shot in sequence according to the storyboard. The tutorial at the media college website below is a good review of camera shots.

Resources: <http://www.mediacollege.com/video/camera/tutorial/01-terminology.html>

Assessments: View and discuss completed videos

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Create a checklist of all the video equipment in each camera case. Before each group begins to shoot go over care of the equipment with them and ask them to check off the equipment they will use. Explain that when they are finished they will check the list again to show that they have returned the equipment in good shape. Going over the list can also be done with the whole class at once.

Resources: Video camera, AC adaptor, batteries, cables, etc.

Assessments: <http://rubistar.4teachers.org/index.php>

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 can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Practice good interviewing techniques.

Activities: Essential Question: How can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Learn and practice good interviewing techniques.

Activities: Conducting an effective interview is an important skill for 21st century learners. The Global Action Project website at the link below has an excellent curriculum for teaching interview techniques and skills. Go over the information on the site with the students and let them practice interviewing each other using the video camera, as described in the curriculum. If your camera has an input for an external microphone it is best to use a microphone other than the built-in camera microphone. Your students will get much better sound and they will learn a more professional style of interviewing.

Resources: <http://curriculum.global-action.org/>

Assessments: observation and conversation.

MAHS3-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question: How can we determine the success of an interview?

Concepts, Skills, Techniques, and Critical Knowledge: Evaluate good interviewing techniques.

Activities: A good interview is a combination of listening skills, planning and camera and microphone technique. Prepare the students for interviewing using the Global Action Project curriculum at <http://curriculum.global-action.org/>. After your students have studied the interview, ask them to create a rubric for a successful interview. Then play back the interviews they have shot and ask them to evaluate them using their rubric. The second link below is to the website of the Educational Video Center, where you can download an interview rubric that was created by teens, which you can share with your students after they have created their own.

Resources: <http://curriculum.global-action.org/>
<http://www.evc.org/tools/evaluation-guides>

Assessments: student-produced rubric, EVC rubric

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: How can we sharpen our camera skills and use the correct vocabulary to describe shots and functions of the camera?

Concepts, Skills, Techniques, and Critical Knowledge: It is important to have good camera skills and utilize the language of film correctly.

Activities: Ask your students to go to the link below at the media college website and take the camera video camera tutorials. Create a rubric to assess their understanding of the terms.

Resources: <http://www.mediacollege.com/video/camera/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS3-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How can we use video interviews to analyze issues within the community in which we live?

Concepts, Skills, Techniques, and Critical Knowledge: Video can be a powerful tool for exploring social issues in our communities.

Activities: First, prepare the students for interviewing using the Global Action Project curriculum at <http://curriculum.global-action.org/>. Brainstorm with the class about issues in the community that concern them. Divide them into groups and let each group choose an issue. Ask them to identify three people in the community who might have opinions or who are authorities on the issue, and write a series of questions they would ask each person.

They will need to set up an interview with each person either during class, free time or after school and arrange to use the equipment. Editing the interviews together is another step. Use the Global Action Project site for guidance in teaching editing.

Resources: <http://curriculum.global-action.org/>

Assessments: <http://www.evc.org/tools/evaluation-guides>

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: What are the qualities of a good interview and how can we use interviews in making a documentary?

Concepts, Skills, Techniques, and Critical Knowledge: It is important to be able evaluate the quality of an interview and to know how it will be used in a documentary.

Activities: When each group has completed their interviews, ask them to choose their very best segment to share with the class. Ask each group to explain why they have chosen their particular clip, to justify its use and explain where they will use it in their edited documentary. Use the EVC evaluation guide below for assessment guidelines.

Resources: <http://www.evc.org/tools/evaluation-guides>

Assessments: <http://www.evc.org/tools/evaluation-guides>

MAHS3-2.4 Apply elements of artistic design specific to individual media.

Essential Question: How can a soundtrack change the mood and meaning of a scene from a film?

Concepts, Skills, Techniques, and Critical Knowledge: Determine the effect of different soundtracks on the mood and meaning of a film clip.

Activities: Go to Artopia at the link below, project the soundtrack activity and do it with the whole class (or ask students to do the activity individually). When they have tried a variety of different soundtracks, discuss with them how music creates mood in a film.

Resources:
<http://www.knowitall.org/artopia/media/studio/soundtrack/index.html>

Assessments: observation and conversation.

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 do advertisers do to make their products look appealing?

Concepts, Skills, Techniques, and Critical Knowledge: The way a product looks on television may be the result of “tricks of the trade.”

Activities: Watch the clip for the video “Buy Me That” at the link below. Discuss with the students the reasons why the producers of the commercial might have hired a food stylist to make their burger look perfect. Ask them to discuss ways in which they might have been fooled by commercials.

Resources: http://www.youtube.com/watch?v=fUjz_eiIX8k

Assessments: observation and conversation

MAHS3-3.2 Create messages using **media texts**.

Essential Question: How can we create a commercial for a product?

Concepts, Skills, Techniques, and Critical Knowledge: A commercial uses the codes and conventions of media to convey a message.

Activities: Before beginning, talk about persuasive writing and watch the video on the Watchknow website at the link below. Gather some random objects which have no actual use, such as an empty paper towel roll, a piece of wood, a stone, etc., and place them in a bag. Divide the class into groups and ask each group to pick an object from the bag. The task is to create a use for the object and determine who will use it. Then they write a commercial for the “product,” storyboard and shoot it.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>
<http://www.knowitall.org/artopia/media/artcritic/closer/index.html>

There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: Ask the groups to share their commercials and use peer assessment to evaluate them.

MAHS3-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How do we evaluate the effectiveness of a media text?

Concepts, Skills, Techniques, and Critical Knowledge: In order to be a critical viewer of media it is important to evaluate media codes and conventions and the ways they are used.

Activities: First watch "How to be a Critical Viewer" on Artopia. Then watch some of the ads at the link below and discuss with the students the evidence they see of the use of the codes and conventions. Ask them to write a short essay on their uses in a particular ad.

Resources:

<http://www.youtube.com/watch?v=Pm0RxTqj7ig&feature=related>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS3-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: What are the codes and conventions of media texts and how are they used?

Concepts, Skills, Techniques, and Critical Knowledge: In order to be a critical viewer of media it is important to understand media codes and conventions and the ways they are used.

Activities: First watch "How to be a Critical Viewer" on Artopia. Then watch some of the ads at the link below and discuss with the students the evidence they see of the use of the codes and conventions.

Resources:

<http://www.youtube.com/watch?v=Pm0RxTqj7ig&feature=related>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS3-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: How can we evaluate a television news report?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the difference between news and opinion and evaluate a news program for its objectivity or lack thereof.

Activities: Tape a news program and bring it to class. Use the lesson plan from the Media Awareness Network at the link below to discuss and deconstruct the news story.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

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: How does the presentation of news affect its meaning?

Concepts, Skills, Techniques, and Critical Knowledge: The way a news story is presented can influence its interpretation and meaning for the audience.

Activities: Tape two different news stories on the same topic and share them with the class. Use the lesson plan from the Media Awareness Network at the link below to help guide a discussion on news, objectivity and point-of-view.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS3-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: How can we understand the persuasive techniques used in political commercials today to convince people to vote for a candidate?

Concepts, Skills, Techniques, and Critical Knowledge: Recognize the persuasive techniques used in contemporary political television commercials and compare them to techniques from earlier eras.

Activities: Use the Livingroom Candidate site at the link below to compare and contrast political ads from our era and others. Discuss with the students the techniques used and their effectiveness. The link to PBS Teachers provides lesson plans for analyzing political ads.

Resources: <http://www.livingroomcandidate.org>;
<http://www.pbs.org/teachers/connect/resources/6462/preview/>

Assessments: Observation and conversation.

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 television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the impact of television and video on daily life.

Activities: Have a discussion with the students about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on watching TV with teens go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-teens.html>

Assessments: Ask the students to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

MAHS3-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How can we learn about other subjects by watching television?

Concepts, Skills, Techniques, and Critical Knowledge: Television news can teach us about other discipline areas.

Activities: Go to the link below at PBS Teachers: the.News – “a place for teens to find out about people, places and things close to home and around the world. Watch the videos, and follow the links for more information.” Created by MacNeil/Lehrer productions, this is a very useful and resource-rich site for examining the news about science, social studies, etc., with extensive lesson plans for each news segment. Students can even edit news stories themselves at the “You Edit” link.

Resources: <http://www.pbs.org/teachers/connect/resources/7806/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS3-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What are the careers available in television production?

Concepts, Skills, Techniques, and Critical Knowledge: There are many types of jobs and careers in television production.

Activities: Go to the media college website below and explore the list of careers in television. Then go to the Artopia link and view the interview with Lynn Cornfoot, ETV Electronic Field Specialist (camerawoman). The knowitall.org site "Kids Work" also features interviews with ETV employees.

Resources: <http://www.mediacollege.com/employment/>
<http://www.knowitall.org/artopia/media/artist/lcornfoot/index.html>
<http://www.knowitall.org/kidswork/etv/realpeople/people/efp.html>

Assessments: Conversation and observation

MAHS3-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: How can video help us understand the global economy?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and 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

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 knowledge of other cultures enhance our understanding of the media?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: This resource from PBS Teachers at the link below, based on the program "Frontline World," is a complete lesson: Discover *The 99*, a Western-style superhero comic book based on Islamic history and culture, created for Muslim children in the Middle East. Watch as the comic's creator, Naif Al-Mutawa, tours Indonesia to market the comics.

Resources: <http://www.pbs.org/teachers/connect/resources/7687/preview/>

Assessments: Observation and discussion

MAHS3-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question: How can video help us understand other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and discussion

MAHS3-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How is television the same or different in different countries?

Concepts, Skills, Techniques, and Critical Knowledge: There are similarities and differences between television programs produced in the U.S. and other countries.

Activities: This resource from PBS Teachers at the link below is a complete lesson, based on the PBS program FRONTLINE/World: War of Ideas. "Look inside the Arab media revolution to see who is winning the war of ideas in the Middle East. Learn about the growing influence of Al Jazeera, and visit the "war room" of the U.S. State Department's Rapid Response Unit." Use this program to compare the techniques of Al Jazeera with American TV news.

Resources: <http://www.pbs.org/teachers/connect/resources/7687/preview/> - when you get to this page type "middle east media" into the search box and click on "News War: Stories from a Small Planet."

Assessments: <http://rubistar.4teachers.org/index.php>

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 can watching TV shows made many years ago tell us about our culture today?

Concepts, Skills, Techniques, and Critical Knowledge: Television reflects the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates? Ask them to write a short essay on how television has changed since the Ed Sullivan show was produced.

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

MAHS3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do "copyright" and "Creative Commons" mean for us as consumers and makers of media?

Concepts, Skills, Techniques, and Critical Knowledge: Knowledge of copyright laws and the uses of creative commons materials is critical to understanding media today.

Activities: Go to the Creative Commons website at the link below and explore it with your students. Click on the "Learn More" link in the green box at the top of the page to access short videos explaining copyright and creative commons issues. Click on "Find" on the home page to search for a wealth of creative commons licensed assets for your students to use.

Resources: <http://creativecommons.org/>

Assessments: observation and conversation

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 can we use a storyboard to help us design our public service announcement videos?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the design of a public service announcement (PSA).

Activities: Here's an idea for a short video exercise that combines media literacy content with scripting and storyboarding. Before beginning, talk about persuasive writing and watch the video on the Watchknow website at the link below. Go to the Ad Council website and view some PSAs with the class. Talk with the class about issues that are important to them and write their ideas on slips of paper. Divide the class into groups and give a topic to each group. The assignment is to create a short PSA to sell the idea or issue. Hand out storyboard forms and ask them to design the PSA in several scenes.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>

There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: Ask the groups to share storyboards and use peer assessment to evaluate them.

MAHS4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can we shoot a PSA using the storyboards we have created?

Concepts, Skills, Techniques, and Critical Knowledge: A storyboard is an essential tool in the production of a public service announcement (PSA).

Activities: After the students have completed the storyboards for their PSAs, assist them in shooting them. How you organize the shoots depends upon all the variables of your school and classroom. The PSA shouldn't require any editing – it is shot in sequence according to the storyboard. The tutorial at the media college website below is a good review of camera shots.

Resources: <http://www.mediacollege.com/video/camera/tutorial/01-terminology.html>

Assessments: View and discuss completed videos

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: How should we care for our video equipment?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for the media arts requires special caretaking.

Activities: Create a checklist of all the video equipment in each camera case. Before each group begins to shoot go over care of the equipment with them and ask them to check off the equipment they will use. Explain that when they are finished they will check the list again to show that they have returned the equipment in good shape. Going over the list can also be done with the whole class at once.

Resources: Video camera, AC adaptor, batteries, cables, etc.

Assessments: <http://rubistar.4teachers.org/index.php>

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 can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Practice good interviewing techniques.

Activities: **Essential Question:** How can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Learn and practice good interviewing techniques.

Activities: Conducting an effective interview is an important skill for 21st century learners. The Global Action Project website at the link below has an

excellent curriculum for teaching interview techniques and skills. Go over the information on the site with the students and let them practice interviewing each other using the video camera, as described in the curriculum. If your camera has an input for an external microphone it is best to use a microphone other than the built-in camera microphone. Your students will get much better sound and they will learn a more professional style of interviewing.

Resources: <http://curriculum.global-action.org/>

Assessments: observation and conversation.

MAHS4-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question: How can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Practice good interviewing techniques.

Activities: Essential Question: How can we conduct an effective interview with a video camera?

Concepts, Skills, Techniques, and Critical Knowledge: Learn and practice good interviewing techniques.

Activities: Conducting an effective interview is an important skill for 21st century learners. The Global Action Project website at the link below has an excellent curriculum for teaching interview techniques and skills. Go over the information on the site with the students and let them practice interviewing each other using the video camera, as described in the curriculum. If your camera has an input for an external microphone it is best to use a microphone other than the built-in camera microphone. Your students will get much better sound and they will learn a more professional style of interviewing.

Resources: <http://curriculum.global-action.org/>

Assessments: observation and conversation.

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: How can we sharpen our camera skills and use the correct vocabulary to describe shots and functions of the camera?

Concepts, Skills, Techniques, and Critical Knowledge: It is important to have good camera skills and utilize the language of film correctly.

Activities: Ask your students to go to the link below at the media college website and take the camera video camera tutorials. Create a rubric to assess their understanding of the terms.

Resources: <http://www.mediacollege.com/video/camera/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS4-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How can we use video interviews to analyze issues within the community in which we live?

Concepts, Skills, Techniques, and Critical Knowledge: Video can be a powerful tool for exploring social issues in our communities.

Activities: First, prepare the students for interviewing using the Global Action Project curriculum at <http://curriculum.global-action.org/>. Brainstorm with the class about issues in the community that concern them. Divide them into groups and let each group choose an issue. Ask them to identify three people in the community who might have opinions or who are authorities on the issue, and write a series of questions they would ask each person.

They will need to set up an interview with each person either during class, free time or after school and arrange to use the equipment. Editing the interviews together is another step. Use the Global Action Project site for guidance in teaching editing.

Resources: <http://curriculum.global-action.org/>

Assessments: <http://www.evc.org/tools/evaluation-guides>

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: What are the qualities of a good interview and how can we use interviews in making a documentary?

Concepts, Skills, Techniques, and Critical Knowledge: It is important to be able evaluate the quality of an interview and to know how it will be used in a documentary.

Activities: When each group has completed their interviews, ask them to choose their very best segment to share with the class. Ask each group to explain why they have chosen their particular clip, to justify its use and explain where they will use it in their edited documentary. Use the EVC evaluation guide below for assessment guidelines.

Resources: <http://www.evc.org/tools/evaluation-guides>

Assessments: <http://www.evc.org/tools/evaluation-guides>

MAHS4-2.4 Apply elements of artistic design specific to individual media.

Essential Question: How can a soundtrack change the mood and meaning of a scene from a film?

Concepts, Skills, Techniques, and Critical Knowledge: Determine the effect of different soundtracks on the mood and meaning of a film clip.

Activities: Go to Artopia at the link below, project the soundtrack activity and do it with the whole class (or ask students to do the activity individually). When they have tried a variety of different soundtracks, discuss with them how music creates mood in a film.

Resources:
<http://www.knowitall.org/artopia/media/studio/soundtrack/index.html>

Assessments: observation and conversation.

MAHS4-2.5 Create works that demonstrate high levels of competency in design principals and effective composition in the media arts.

Essential Question: How can we make an effective and well-crafted video documentary?

Concepts, Skills, Techniques, and Critical Knowledge: There are many elements and skills involved in the production of a documentary video.

Activities: After studying and practicing interviewing skills, look at several documentaries with the students and ask them to list all the elements they see and hear in addition to interviews. Working in the same groups, the students will plan a short documentary that incorporates the interviews they have shot. To do this effectively it is important that they have access to editing equipment as well. Use the resources below to help guide them. When they have completed their projects host a screening and invite everyone involved as well as parents, administrators, other students and teachers. Having an audience is a vital component of the experience of creating a media project.

Resources: www.evc.org; <http://curriculum.global-action.org/>

Assessments: Discussion with the audience.

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 do advertisers do to make their products look appealing?

Concepts, Skills, Techniques, and Critical Knowledge: The way a product looks on television may be the result of “tricks of the trade.”

Activities: Watch the clip for the video “Buy Me That” at the link below. Discuss with the students the reasons why the producers of the commercial might have hired a food stylist to make their burger look perfect. Ask them to discuss ways in which they might have been fooled by commercials.

Resources: http://www.youtube.com/watch?v=fUjz_eiIX8k

Assessments: observation and conversation

MAHS4-3.2 Create messages using **media texts**.

Essential Question: How can we create a commercial for a product?

Concepts, Skills, Techniques, and Critical Knowledge: A commercial uses the codes and conventions of media to convey a message.

Activities: Before beginning, talk about persuasive writing and watch the video on the Watchknow website at the link below. Gather some random objects which have no actual use, such as an empty paper towel roll, a piece of wood, a stone, etc., and place them in a bag. Divide the class into groups and ask each group to pick an object from the bag. The task is to create a use for the object and determine who will use it. Then they write a commercial for the “product,” storyboard and shoot it.

Resources: <http://www.watchknow.org/Video.aspx?VideoID=7620>
<http://www.adcouncil.org/>
<http://www.knowitall.org/artopia/media/artcritic/closer/index.html>

There are lots of resources on the Web for storyboard forms. Here is one: www.pbs.org/elections/kids/docs/storyboard.pdf

Assessments: Ask the groups to share their commercials and use peer assessment to evaluate them.

MAHS4-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How do we evaluate the effectiveness of a media text?

Concepts, Skills, Techniques, and Critical Knowledge: In order to be a critical viewer of media it is important to evaluate media codes and conventions and the ways they are used.

Activities: First watch "How to be a Critical Viewer" on Artopia. Then watch some of the ads at the link below and discuss with the students the evidence they see of the use of the codes and conventions. Ask them to write a short essay on their uses in a particular ad.

Resources:

<http://www.youtube.com/watch?v=Pm0RxTqj7ig&feature=related>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS4-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: What are the codes and conventions of media texts and how are they used?

Concepts, Skills, Techniques, and Critical Knowledge: In order to be a critical viewer of media it is important to understand media codes and conventions and the ways they are used.

Activities: First watch "How to be a Critical Viewer" on Artopia. Then watch some of the ads at the link below and discuss with the students the evidence they see of the use of the codes and conventions.

Resources:

<http://www.youtube.com/watch?v=Pm0RxTqj7ig&feature=related>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS4-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: How can we evaluate a television news report?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the difference between news and opinion and evaluate a news program for its objectivity or lack thereof.

Activities: Tape a news program and bring it to class. Use the lesson plan from the Media Awareness Network at the link below to discuss and deconstruct the news story.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

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: How does the presentation of news affect its meaning?

Concepts, Skills, Techniques, and Critical Knowledge: The way a news story is presented can influence its interpretation and meaning for the audience.

Activities: Tape two different news stories on the same topic and share them with the class. Use the lesson plan from the Media Awareness Network at the link below to help guide a discussion on news, objectivity and point-of-view.

Resources: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/how_to_analyze_news_lesson.cfm

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS4-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: How can we understand the persuasive techniques used in political commercials today to convince people to vote for a candidate?

Concepts, Skills, Techniques, and Critical Knowledge: Recognize the persuasive techniques used in contemporary political television commercials and compare them to techniques from earlier eras.

Activities: Use the Livingroom Candidate site at the link below to compare and contrast political ads from our era and others. Discuss with the students the techniques used and their effectiveness. The link to PBS Teachers provides lesson plans for analyzing political ads.

Resources: <http://www.livingroomcandidate.org>;
<http://www.pbs.org/teachers/connect/resources/6462/preview/>

Assessments: Observation and conversation.

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 television and video affect everyday life?

Concepts, Skills, Techniques, and Critical Knowledge: Identify the impact of television and video on daily life.

Activities: Have a discussion with the students about their favorite television shows. Ask them to talk about why they like them and who their favorite characters are and why. Introduce the idea that watching too much television may not be good for people. For a guided discussion on watching TV with teens go to the link below.

Resources: <http://www.pbs.org/parents/childrenandmedia/tvmovies-teens.html>

Assessments: Ask the students to write down the television shows they watch when they go home. The next day ask them to report on their viewing and talk about when it took place, and with whom they watched television.

MAHS4-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How can we learn about other subjects by watching television?

Concepts, Skills, Techniques, and Critical Knowledge: Television news can teach us about other discipline areas.

Activities: Go to the link below at PBS Teachers: the.News – “a place for teens to find out about people, places and things close to home and around the world. Watch the videos, and follow the links for more information.” Created by MacNeil/Lehrer productions, this is a very useful and resource-rich site for examining the news about science, social studies, etc., with extensive lesson plans for each news segment. Students can even edit news stories themselves at the “You Edit” link.

Resources: <http://www.pbs.org/teachers/connect/resources/7806/preview/>

Assessments: <http://rubistar.4teachers.org/index.php>

MAHS4-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What are the careers available in television production?

Concepts, Skills, Techniques, and Critical Knowledge: There are many types of jobs and careers in television production.

Activities: Go to the media college website below and explore the list of careers in television. Then go to the Artopia link and view the interview with Lynn Cornfoot, ETV Electronic Field Specialist (camerawoman). The knowitall.org site "Kids Work" also features interviews with ETV employees.

Resources: <http://www.mediacollege.com/employment/>
<http://www.knowitall.org/artopia/media/artist/lcornfoot/index.html>
<http://www.knowitall.org/kidswork/etv/realpeople/people/efp.html>

Assessments: Conversation and observation

MAHS4-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: How can video help us understand the global economy?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and 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

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 knowledge of other cultures enhance our understanding of the media?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: This resource from PBS Teachers at the link below, based on the program "Frontline World," is a complete lesson: Discover *The 99*, a Western-style superhero comic book based on Islamic history and culture, created for Muslim children in the Middle East. Watch as the comic's creator, Naif Al-Mutawa, tours Indonesia to market the comics.

Resources: <http://www.pbs.org/teachers/connect/resources/7687/preview/>

Assessments: Observation and discussion

MAHS4-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question: How can video help us understand other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities: Go to the link below to access the Global School Net site. This site features videos by and about kids from all over the world. The Global School Net's mission is to: "support 21st century learning and improve academic performance through content driven collaboration. We engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. We prepare youth for full participation as productive and effective citizens in an increasing global economy."

Resources: <http://www.globalschoolnet.org/index.cfm>

Assessments: Observation and discussion

MAHS4-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How is television the same or different in different countries?

Concepts, Skills, Techniques, and Critical Knowledge: There are similarities and differences between television programs produced in the U.S. and other countries.

Activities: This resource from PBS Teachers at the link below is a complete lesson, based on the PBS program FRONTLINE/World: War of Ideas. "Look inside the Arab media revolution to see who is winning the war of ideas in the Middle East. Learn about the growing influence of Al Jazeera, and visit the "war room" of the U.S. State Department's Rapid Response Unit." Use this program to compare the techniques of Al Jazeera with American TV news.

Resources: <http://www.pbs.org/teachers/connect/resources/7687/preview/> - when you get to this page type "middle east media" into the search box and click on "News War: Stories from a Small Planet."

Assessments: <http://rubistar.4teachers.org/index.php>

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 can watching TV shows made many years ago tell us about our culture today?

Concepts, Skills, Techniques, and Critical Knowledge: Television reflects the time in which it is made.

Activities: Go to the Artopia link below and click on the Peg Leg Bates video. After the students watch the dance clip, click on "More" and read with them the information about Peg Leg Bates in the "Learn More" section, pointing out that the video is from a television program called "The Ed Sullivan Show." Ask them what they notice about the show – color, sound, staging, etc. What have they learned about Mr. Bates? Ask them to write a short essay on how television has changed since the Ed Sullivan show was produced.

Resources: <http://www.knowitall.org/artopia/dance/artcritic/critic.html>

Assessments: Observation and conversation.

MAHS4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What do "copyright" and "Creative Commons" mean for us as consumers and makers of media?

Concepts, Skills, Techniques, and Critical Knowledge: Knowledge of copyright laws and the uses of creative commons materials is critical to understanding media today.

Activities: Go to the Creative Commons website at the link below and explore it with your students. Click on the "Learn More" link in the green box at the top of the page to access short videos explaining copyright and creative commons issues. Click on "Find" on the home page to search for a wealth of creative commons licensed assets for your students to use.

Resources: <http://creativecommons.org/>

Assessments: observation and conversation

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 shown 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	<p>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.</p>
information literacy skills	<p>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.</p>
media art	<p>Types of art created with media technologies—computer graphics, for example, and digital imaging.</p>

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.