

Engaged Learning

Unit Plan

Introduction

Title	Sitka's Riches Video Project	Author(s)	E. Demmert
Grade Level(s)	7	Subject(s)	Technology
Duration	3-4 weeks		
Synopsis	Students will create a video about what "Sitka's Riches" means to them.		

Desired Results





GLE/Performance Standards	<ul style="list-style-type: none">English/Language ArtsTechnology	Write Using a Variety of Forms Structures and Conventions of Writing Revise, Cite Sources, Use Resources W3.1 Write a Composition W3.3 Use Conventions W3.4 Revise W3.5 Document Sources W3.6 Use Word Processing W3.2 Use a Variety of Forms A student should be able to use technology to explore ideas, solve problems, and derive meaning. A student should be able to use technology to express ideas and exchange information.
ISTE NETS*S	<ul style="list-style-type: none">Creativity and InnovationCommunication and CollaborationCritical Thinking, Problem Solving, and Decision MakingDigital CitizenshipTechnology Operations / Concepts	

Classroom Considerations

Sequence of Learning Activities	<p>Week 1</p> <ol style="list-style-type: none">Watch "Inspired Bicycles" together<ol style="list-style-type: none">Discuss symbolism, transitions, types of shots, music used, how much editing requiredWatch "Hitchcock Loves Bikinis"<ol style="list-style-type: none">Discuss Kuleshov effectLook at Screen Education QuizletGo through all features and how to use tripods and cameras using tutorials and videos. <p>Week 2</p> <ol style="list-style-type: none">With one to three people, start writing a storyboard in Google Docs.<ol style="list-style-type: none">Goal is to have a beginning, middle, and end to the story. Something must "happen," or some point must be made.Go on first field trip, learning to take pictures with the camera as well as short, steady shots with video cam.<ol style="list-style-type: none">Remember to assign a student or have all the students geoTweet along the way for our Tripline map!Import all images and video footage into the database.<ol style="list-style-type: none">All students will have access to all the stored footage. Brilliant! <p>Week 3</p>
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	<ol style="list-style-type: none"> 1. Revisit storyboard. Think about what other footage needs to be taken. 2. Plan and take final field trip. 3. Import footage and begin putting movie together. <p>Week 4</p> <ol style="list-style-type: none"> 1. In groups, students will decide what clips to add, what music or sound effects to use, and if they need to create a voiceover for their final production. <ol style="list-style-type: none"> a. This is why movie making follows podcasting. Students already know how to record, mix, and edit audio which gives them the freedom to be more creative when producing their movies. 2. Students finalize and publish their movies. <ol style="list-style-type: none"> a. Students will ensure that they give credit for all of their music and sound effects.
Technology Used	Zoom Recorders, Kodak Playsport Cameras, tripods, Windows Live Movie Maker, Audacity Audio Editor, Google Docs
Resources	See my LiveBinder on Movie Units for all the resources used.
Author's Reflection	<p>I decided that although it is imperative that our movie making unit follow our podcasting and digital images units, we need more time for movie making. I will begin this much sooner in the semester next time. Then we can end the semester with design in static media applications like Publisher and Word.</p> <p>The best idea we had was to compile all of our footage into a database for all students in both classes to use. We use the Student Share folder to do this. I wish that I had thought of and figured out a way to do this with Jan's class. The only problem is that if you do this without a lot of planning, the students don't know what is in the database and have to look through everything carefully to see what they want or don't want.</p> <p>In the end, we didn't have enough time to produce this movie properly. Students didn't write a satisfactory storyboard, nor did many of them finish. But they all enjoyed the unit and learned a lot about movie making, using Movie Maker, editing, and planning.</p>

PROJECT EVALUATION RUBRIC

CATEGORY	A - 4 Stars 	B - 3 Stars 	C - 2 Stars 	D - 1 Star 	SCORE
STORY	The story is very clear and interesting. The story had a beginning, middle and end. Excellent; no room for improvement.	The story is clear. The story had a beginning, middle and end. Holds the viewer's attention.	The story was difficult to follow at times, but the general ideas were presented. Struggles to keep the viewer's attention.	The story was not clear. The story had no beginning, middle or end. Needs major improvements.	
STORYBOARD	Storyboard is easy to read, and all elements for the shot are clearly described.	Storyboard is mostly easy to read, and all elements for the shot are described.	Storyboard is difficult to read and doesn't clearly describe the shots.	Storyboard is very hard to read and does not clearly communicate filmmaker's intention.	
CAMERA WORK	Uses four or more camera angles. Shots are framed and well lit. Camera movement is smooth and steady, using a tripod.	Uses three or more camera angles. Shots are framed but sometimes too light or dark. Camera movement is mostly smooth but needs tripod.	Uses two or three camera angles. Shots are light or dark and/or zoom in and out. Camera movement is shaky and unsure at times.	Uses one or two long continuous shots. Lighting is bad. Camera movement is distracting and shaky. Camera zooms in and out without warning.	
ACTING	Actors create believable compelling characters who enhance the film. Actors clearly know their lines.	Actors mostly stay in character and communicate the story. Actors mostly know their lines.	Actors sometimes struggle to remember their lines and create believable characters.	Actors do not succeed in creating believable characters and distract from the film by either not knowing their lines or by looking into the camera.	
EDITING	Film had transitions, music, titles and credits. Editing choices all work to create a distinctive flow and flavor.	Film had transitions, music, titles and credits. The film sometimes struggles to have a continuous flow or tone.	Film had an incomplete feel with no transitions or music, just different clips put together.	Film had no editing done whatsoever. Raw imported video in no particular order.	
PRODUCTION VALUES	Film uses story and period appropriate costumes, props, locations and sets.	Film uses costumes and some attention is paid to accurate props, locations and sets.	Film minimally uses costumes, props, locations and sets.	Film does not use costumes, props and sets at all.	

PRESENTATION: _____
 CLASS & PERIOD: _____
 OVERALL SCORE: _____

PRODUCED BY: _____
 EVALUATOR: _____
 DATE: _____



Two-Column Storyboard

Text	Images/Video

A word cloud of terms related to film and video production, set against a black background. The words are arranged in various orientations and sizes, with colors ranging from white and light green to purple and red. The most prominent words include 'credits', 'script', 'close shot', 'freeplaymusic.com', 'actor', 'documentary', 'producer', 'screen', 'storyboard', 'screenplay', 'panning', 'lighting', 'transitions.org', 'dig.cc', 'mixer.org', 'collaborate', 'establish', 'longshot', 'studio', 'soundeffects', 'cameo', 'Kuleshov effect', 'sounngle', and 'moviemaker'. Other visible words include 'movies', 'documentary', 'producer', 'screen', 'storyboard', 'screenplay', 'panning', 'lighting', 'transitions.org', 'dig.cc', 'mixer.org', 'collaborate', 'establish', 'longshot', 'studio', 'soundeffects', 'cameo', 'Kuleshov effect', 'sounngle', and 'moviemaker'.

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moviemaker



tripline.



Google Docs

Audacity



Windows Live



Movie Maker

