

PCSB ITV Middle School Lesson Plan:
Creating, storyboarding, and filming a commercial

I. Basic Information:

Name: Joyce Kirby Position: TV Production Teacher
 School: Dundee Ridge Middle School Grade Level focus: 8

Lesson title: Creating, Storyboarding, and Filming a Commercial.

Subjects: Sunshine State Standard Addressed:
 (List areas that the lesson addresses) (Benchmark, strand, brief explanation)

Language Art	LA.D.2.3.6 understands specific ways that mass media can potentially enhance or manipulate information.
	LA.B.2.3.3 selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
	LA.C.3.3.1 understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
	LA.C.2.3.2 uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience
	LA.D.2.3.5 incorporates audiovisual aids in presentations.
	LA.B.1.3.1 organizes information before writing according to the type and purpose of writing.
	LA.B.2.3.4 uses electronic technology including databases and software to gather information and communicate new knowledge. Understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

	LA.B.1.3.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in presentation of ideas.
Mathematics	MA.E.3.3.1 formulates hypotheses, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics.
	MA.E.1.3.1 collects, organizes, and displays data in a variety of forms
Science	SC.H.3.3.7 understands that science, technology and society are interwoven and interdependent. Knows that computers speed up and extend peoples' ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others.
Theatre	TH.E.1.3.3 Know pertinent skills, disciplines, and knowledge needed to pursue careers and recreational opportunities in theatre, film, television and electronic media.
Visual Arts	VA.B.1.3.2 Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

Technology Training Modules used in development:

Television Production Today	
------------------------------------	--

II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Student:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to

support learning and research. (3, 5)

- | |
|--|
| 4. IIE - Plan strategies to manage student learning in a technology-enhanced environment. |
| 5. IIIA - Facilitate technology-enhanced experiences that address content standards and student technology standards |
| 6. IIID - Manage student learning activities in a technology-enhanced environment. |

- | |
|--|
| 5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6) |
| 6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6) |
| 7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5) |
| 8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6) |
| 9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving. (1, 6) |
| 10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6) |

Teacher: If applicable to plan.

- | |
|--|
| 1. IA -Demonstrate introductory knowledge, skills, and understanding of concepts related to storyboarding, scriptwriting, camera operation, and editing technology. |
| 2. IIA – Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. |
| 3. IIIB - Use technology to support learner-centered strategies that address the diverse needs of students |

7. IIE - Plan strategies to manage student learning in a technology-enhanced environment.

III. Overall description of the project: What is the reason for this module? What impact will it make on increasing technology and academic literacy for the participant?

The students will select a school activity, product or concept and create a 60 second commercial. The process will involve researching the activity, product or concept, creating a storyboard, writing a script, and assembling props, costumes, backgrounds, graphics and music to use in the commercial. The students will use previously learned skills with the camera, microphones, computer and editing programs to produce the commercial.

IV. Materials and Resources required for lesson plan implementation:

Storyboard form, pencil, digital video camcorder/battery/power supply, microphone, mic cord, tripod, mini DV tapes, headphones, firewire cable, G4 Macintosh computer, Final Cut Pro, LiveType, Photoshop and needed props.

V. Any special accommodations: i.e. ESE/ESOL

E.S.O.L – Re-explanation to Spanish-speaking student.

E.S.O.L. – Pair Spanish student with bilingual student.

E.S.E. – Pair with another student to assist.

VI. Assessment/ evaluation of the lesson:

Process	Below Avg.	Satisfactory	Excellent
1. Had clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
6. Worked with group members	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of writing/editing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10

Total Score: _____

Teacher(s) Comments:

VII. Timeline and procedures of the lesson: (daily specific plans for implementation including anticipatory set, student-centered activities, student assessment strategy)

Anticipatory Set: Students will be instructed to watch commercials on a television network at home for production ideas. Students will watch a commercial from past school video files. Students will review brainstorming skills and guidelines for planning. Teacher will lead discussion on creativity, originality and product appeal for audience.

Background Knowledge: Student must have the knowledge of brainstorming, creating a storyboard, writing a script, assembling needed props and music, creating graphics, camera skills, and editing skills using Final Cut Pro.

Procedure:

1. Teacher puts the students into teams.
2. Students brainstorm using previously learned skills for discussion.
3. Students decide on school activity, product or concept for commercial.
4. Students create storyboard and script for commercial.
5. Students assemble all props, costumes, and music.
6. Students decide on graphics and special effects and write out credits.
7. Students rehearse commercial until perfected.
8. Students check out equipment for filming.

Technology is critical to the lesson plan. In order to complete the project, students must film with digital cameras/tripods, record acceptable audio with microphones, and demonstrate skills in editing film using Final Cut Pro, and in adding graphics, music, and credits using Livetype or Photoshop. Skills learned and experience gained will be invaluable in the future workplace.

9. Students film, log film, and transfer film to computer for editing.
10. Students work together to edit film using Final Cut Pro.
11. Students create name bars, graphics and credits using Livetype or Photoshop.
12. Students transfer final product to digital tape.
13. Team members, class and teacher critique the final product.

VIII. Unit Outcomes or Product Produced:

The students on each team will have learned how to create and produce a commercial with audience appeal for their school activity, product or concept. The commercial will be used on the KNN school news show. The students will have gained experience using technology.

VIX. Write a summary that addresses how the integration of the technology in this lesson is relevant and increases student achievement.