

PCSB ITV CURRICULUM 9-12 LESSON PLANS

Rule of Thirds: Sound Bite Project

I. Basic Information:

Name: Pam Baker _____ Position: ITV teacher

School: Lakeland High School_ Grade Level focus: 9-12 TELEVISION PRODUCTION 1

Lesson title: *Rule of Thirds: Sound bite project*

Students research and create appropriate “open-ended” questions. Students use basic production equipment (camera, tripod, and microphone) to interview/obtain a sound bite from a subject adhering to the basic composition concept known as the “rule of thirds.”

Subjects:
(List areas that the lesson addresses)

Sunshine State Standard Addressed:
(Benchmark, strand, brief explanation)

<p>Visual and Performing Arts</p>	<p>VA.A1.4 The student understands and applies media, techniques, and processes.</p> <ol style="list-style-type: none"> 1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination. 2. uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner. 3. knows how the elements of art and the principles of design can be used to solve specific art problems. 4. uses effective control of media, techniques, and tools when communicating an idea in both two dimensional and three-dimensional works of art.
	<p>VA.B.1.4 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.</p> <ol style="list-style-type: none"> 1. applies various subjects, symbols, and ideas in works of art. 2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes. 3. understands some of the implications of intentions and purposes in particular works of art. 4. knows how the elements of art and the principles of design can be used and solves specific visual art problems at a proficient level.

Technology Training Modules used in development:

<p>Captain Video’s Handbook</p>		
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II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Administrator: If applicable to plan.

<p>1. II. LEARNING AND TEACHING. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.</p>
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Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

2. VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Teacher: If applicable to plan.

1. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.

<ul style="list-style-type: none"> ➤ use technology to support learner-centered strategies that address the diverse needs of students. ➤ apply technology to develop students' higher order skills and creativity. ➤ manage student learning activities in a technology-enhanced environment.
<p>4. ASSESSMENT AND EVALUATION. <i>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:</i></p> <ul style="list-style-type: none"> ➤ apply technology in assessing student learning of subject matter using a variety of assessment techniques. ➤ use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. ➤ apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
<p>5. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES. <i>Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:</i></p> <ul style="list-style-type: none"> ➤ model and teach legal and ethical practice related to technology use. ➤ apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. ➤ identify and use technology resources that affirm diversity ➤ promote safe and healthy use of technology resources. ➤ facilitate equitable access to technology resources for all students.

Student:

<p>1. Basic operations and concepts</p> <ul style="list-style-type: none"> ➤ Students demonstrate a sound understanding of the nature and operation of technology systems. ➤ Students are proficient in the use of technology.
<p>2. Social, ethical, and human issues</p> <ul style="list-style-type: none"> ➤ Students understand the ethical, cultural, and societal issues related to technology. ➤ Students practice responsible use of technology systems, information, and software. ➤ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
<p>3. Technology productivity tools</p> <ul style="list-style-type: none"> ➤ Students use technology tools to enhance learning, increase productivity, and promote creativity. ➤ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
<p>4. Technology communications tools</p> <ul style="list-style-type: none"> ➤ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. ➤ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

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?

Students learn the difference between closed-ended (yes or no) questions and open-ended questions (require a more detailed response appropriate for a “sound bite.” Students review examples of sound bites and discuss how sound bites add depth, character, and personality to a news story. Students view examples of the “rule of thirds” from television as well as print media. Students discuss why this rule of thirds is aesthetically pleasing and circumstances in which the rule of thirds would not be appropriate. (For example, when the President addresses the Nation, he is framed in the center of the shot. Students practice and perform proper camera and microphone set up and use.

IV. Materials and Resources required for lesson plan implementation:

Project instructions, examples of shot composition from Captain Video’s Handbook and current electronic and print media (Channel One broadcasts are a great and easily accessible resource).

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

As indicated in child’s IEP. General accommodations include written and oral directions and instructions, teacher circulation

VI. Assessment/ evaluation of the lesson:

Sound Bite Project Student Response for _____

1. What was the most difficult part of this project for you?
2. What part of the project are you most satisfied with?
3. What question produced the best response? Why?
4. Using the grid below, sketch your subject—it does not have to be a work of art :-)—as shown on your video tape. Label HEADROOM and NOSE/LEAD ROOM.

5. How well did you do on adhering to the RULE OF THIRDS? Explain.

Rule of Thirds Sound Bite Project				
Television Production 1	<p>Performance Task: Students practice proper equipment use, visual composition, and basic interview skills.</p>			
Performance Element	Level 4	Level 3	Level 2	Level 1
Understanding of proper equipment use.	Demonstrates a thorough understanding of basic content and concepts.	Demonstrates a proficient understanding of basic content and concepts; minor errors do not detract from the overall response.	Demonstrates marginal understanding of basic content and concepts; major errors of fact are present.	Demonstrates little understanding of basic content and concepts.
Quality of questions	Uses all open-ended questions.	Uses mostly open-ended questions.	Uses mostly closed-end (yes of no) questions.	Does not use open-ended questions.
Persistence and Independence	Gives extra effort to attain objectives; independently overcomes obstacles to get work done.	Gives extra effort to attain objectives; needs assistance when obstacles arise.	Gives extra effort when prompted or when provided outside assistance.	Gives up easily when work becomes challenging with or without assistance.
Work Habits	Begins and finishes work promptly; no reminders	Begins and finishes work; few reminders	Begins and finishes work; many reminders	Has difficulty finishing work

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

Anticipatory set: Students are familiar with the camera, tripod and microphone they will be using.

This project involves approximately 360 classroom minutes (8 45-minute or 4 90-minute classes)

Session 1: Guided review and practice of equipment handling procedures. Introduction of assignment. Assignment of student partners (groups of three should pair AB BC CA) for camera operator/interviewer and interview subject. Interview subject should be evaluated on active participation and cooperation with camera operator/interviewer.

Session 2: Students interact to establish interview “topics.” Topics may be very simple and realistic such as a new pet or an academic or athletic achievement, or students may chose to affect a completely different persona and become a celebrity. The point of this project is OPEN ENDED QUESTIONS and THE RULE OF THIRDS not accuracy in journalism (this time only!!!!).

Session 3: Students continue to develop questions and rehearse questions and production skills.

Session 4: Students work on projects. Teacher circulates and aids hands-on work

Session 5: Students work on projects. Teacher circulates and aids hands-on work

Session 6: Students work on projects. Teacher circulates and aids hands-on work

Session 7: Project self-assessment and reflection presentation of work for teacher assessment.

Session 8: Project self-assessment and reflection presentation of work for teacher assessment.

Self-Assessment: self-assessment using teacher-prepared rubric and written reflection to teacher-provided prompts

Teacher-Assessment: teacher-prepared rubric

VIII. Unit Outcomes or Product Produced:

Students demonstrate ability to use field production equipment properly,

demonstrate appropriate picture composition, and ask open-ended questions.

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

Students use video production equipment including digital video cameras. Students gain knowledge of the video production process and tools.