

Learning Activity Template

Title: Digital Movie Making_____

Curriculum: Media and Technology_____

Grade-Level Span: 4-6_____

Author: Brian Schilling_____

PURPOSE: The purpose is the students will learn computer movie production and learn the process of creating a short story movie.

DESCRIPTION: Students will collaborate to create a short story movie, plan and organize the script, locate and use tools and elements to produce a movie using the computer production tools and evaluate both the process and the product.

ACTIVITIES	Curriculum Standards	Minnesota Technology Standards	ISTE-NETS	Information Literacy Standard	Big 6
Determine the short story movie project including purpose, timeline, movie roles, location, and what resources and media will be needed to tell it					1.1. 1.2
Brainstorm using Kidspiration and select the best story ideas, physical and media sources to make the short story					2.1 2.2
Locate visuals on the Internet, locations in the school, physical props, costumes and specific information to create the short story.					3.1 3.2
Storyboard or map the story in Kidspiration and store the resources (music and secondary clips) for the short story in the movie folder					4.1 4.2
Gather all necessary visuals, physical props, and equipment for short story. Secure locations in and around school.					4.1 4.2
Type a script in Word 2004 or locate a short story script keeping in mind plot, setting, character, and dialogue					5.1
Record the short story using the proper video capturing techniques with a camcorder					5.1
Put together media sources into iMovie and include title, transitions, effects, music score and credits					5.1
Design a DVD menu and chapter selections in iDVD. Burn the DVD and make copies to					5.1

distribute.					
Present DVD to audience					5.2
Evaluate the short story movie and decide what processes you would change to make the movie better and more efficient					6.1 6.2

TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

- Video cameras
- Microphone
- Digital camera
- eMac computer lab
- iMovie and iDVD
- Word 2004
- Headphones
- Family photo album
- GarageBand sound files
- Kidspiration for storyboarding
- Music and video clips from tapes, CDs, DVDs, or MPEG format
- Picsearch.com
- Freeplaymusic.com
- Meeting with classroom teacher, principal, and other interested parties concerning space and scheduling
- Parent information letter
- Set of 25 DVD-R discs for recording

ASSESSMENT:

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible.)



Short Story Analytical Student Scoring Guide

	Exemplar	Not Quite Exemplar	Developed	Not Quite Developed	Limited
Preparation Process					
	Clear purpose		Implied purpose		Purpose weak or missing
	Extensive preparation tasks. (e.g. story boarding, outlining,		At least one adequate preparation task		Preparation tasks missing or weak

<p>notetaking)</p> <p>Target audience clearly identified</p> <p>Extensive background information collected</p> <p>Reflection/revision purposeful – extensive</p> <p>Collaboration, if any, demonstrates cohesive shared leadership of tasks, decisions, contributions, group management, roles and responsibilities for project goals being met successfully; appreciation and respect for abilities of others actively communicated.</p>	<p>Target audience implied</p> <p>Adequate background information collected</p> <p>Reflection/revision adequate</p> <p>Collaboration, if any, generally performed as individuals in completing tasks, roles, and contributions as assigned; single leader assumes major responsibility for group management, decisions and meeting project goals; appreciation and respect for abilities of others implicit.</p>	<p>Target audience not identified</p> <p>Background information collected weak or missing</p> <p>Reflection/revision not evident</p> <p>Collaboration, if any, weak or not evident. Group has difficulty adjusting, communicating, and taking self-responsibility to effectively meet project goals; lack of group management, interactions and decision making impairs relationships, contributions and quality of work; appreciation and respect for abilities of others apathetic or callous.</p>
---	--	--

Content Knowledge

<p>Plot engaging and well developed exceeding task expectations</p> <p>Character development is interesting and believable</p> <p>Setting highly imaginative and easy for reader to visualize</p> <p>Dialogue interesting and engaging</p>	<p>Plot adequately developed</p> <p>Character development sufficient to make story work</p> <p>Setting imaginative</p> <p>Dialogue enhances story</p>	<p>Plot unclear</p> <p>Character development not evident</p> <p>Setting undeveloped</p> <p>Dialogue weak or missing</p>
--	---	---

Format Structure					
	Highly engaging introduction with a strong hook		Introduction developed		Introduction weak or missing
	Pacing is highly effective and riveting		Pacing effective		Pacing is weak or missing
	High point dramatic and riveting		High point evident		High point not evident
	A clear and powerful resolution developed		Resolution developed		Resolution weak or missing

Copyright 2005 DigiTales.us



Craftsmanship of Communication Analytical Scoring Guide

	Exemplar	Not Quite Exemplar	Developed	Not Quite Developed	Limited
Text Communication					
	Amount of text effectively supports purpose of communication providing maximum user control Minor or no mechanical errors – reflects grade level competency/some risk taking (spelling, punctuation, grammar, sentence structure.)		Amount of text matches purpose of communication but user has minimal control Few mechanical errors – while some distracting it does not interfere w/ message		Amount of text not appropriate to communication purpose and/or lacks user control Many mechanical errors detracts and interferes w message
Voice/Sound Communication					
	Significant, enriching contribution and relevancy extending the topic's meaning Creates insightful emotional mood/tone/impact Quality of volume/diction/fluency/flow is high.		Relevant to topic but adds little extended value to meaning Creates interest Quality of volume/diction/fluency/flow is acceptable.		Not relevant to topic - us appears mostly as "decoration" No emotional impact/interest created Quality of volume/diction/fluency/fl is not acceptable.
Image Communication					
	Significant, enriching contribution extending relevancy and meaning to		Relevant and supportive of topic's message		Not relevant to topic – us appears mostly as "decoration"

<p>the topic's message</p> <p>Images highly engaging for content/audience</p> <p>Striking, original – insightful tone/style/theme of image use</p> <p>Technical quality high</p>	<p>Images appropriate to content/audience</p> <p>Tone/style/theme of images attempted but not sustained or consistent</p> <p>Technical quality adequate</p>	<p>Images detracts or inappropriate for content/audience</p> <p>Tone/style/theme of images not developed w/ images</p> <p>Technical quality below acceptable standards.</p>
--	---	---

Design of Communication

<p>Creative, striking design theme maintained consistently – extending value and meaning to the message</p> <p>Layout has intentional balance/unity of elements and structure</p> <p>Fonts readable w/ no more than three styles consistently applied – creatively extends meaning of message</p> <p>White space, colors backgrounds, graphics used creatively and effectively -- highly engaging to message</p> <p>Transitions enhance/enrich meaning of message</p> <p>Special effects fluid and working, extends meaning of message</p> <p>Overall design has aesthetic appeal/ease of use consistent with purpose/audience</p>	<p>Design theme appropriate for topic and audience -- pre-made templates used.</p> <p>Layout balance attempted.</p> <p>Fonts readable and appropriate.</p> <p>White space, colors, backgrounds, and graphics used appropriately</p> <p>Transitions applied satisfactorily</p> <p>Special effects working but do not necessarily flow.</p> <p>Overall design has adequate appeal but shows some inconsistencies with purpose/audience.</p>	<p>Design theme(s) used inconsistently or inappropriately for topic and audience.</p> <p>Layout balance not achieved with multiple design elements not working</p> <p>Too many fonts used, interfering with readability not always suitable to topic, confuses/detracts from meaning</p> <p>Not enough white space; use of colors, background graphics meaning more distracting than helpful</p> <p>Transitions frequently inappropriate or distracting from message.</p> <p>Special effects frequently do not work distracting from the topic's message</p> <p>Overall design is unappealing and inappropriate for purpose/audience</p>
--	---	--

Presentation of Communication

<p>Eye contact included entire audience</p> <p>Voice varied using engaging tone and rate of speech to enhance message.</p> <p>Visual and auditory aides used creatively extending the meaning of the message</p> <p>Body language and hand gestures extended meaning</p>	<p>Eye contact with only part of audience</p> <p>Voice, tone and rate of speed appropriate</p> <p>Use of visual /auditory aides reinforced main points</p> <p>Body language and hand gestures used satisfactorily</p>	<p>Little eye contact with audience</p> <p>Voice, tone and rate of speed monotone or distracting.</p> <p>Use of visual/auditory aides inappropriate or distracting.</p> <p>Body language and hand gestures inappropriate or</p>
--	---	---

of message Exhibited poise, confidence, and personal style during delivery Actively engaged the audience in reflective thinking	Exhibited relaxed delivery Engaged the audience rhetorically in reflective thinking	distracting. Exhibited nervous or detached delivery Message delivered without engaging the audience in reflective thinking
---	--	--

CREDITS (INCLUDING CONTACT INFORMATION):

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

Keith Anderson

Mary Churchill

Bernajean Porter

<http://www.digitales.us>

<http://www.adobe.com/education/digkids/lessons/index.html>

<http://www.apple.com/ilife/tutorials/>

COMMENTS:

(Have you taught this learning activity before? What are the great ah ha's/experiences you had?)

Used with permission of the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) Project (<http://www.iste.org> or <http://cnets.iste.org>) Contact: Lajeane Thomas, Louisiana Tech University, P.O. Box 3161, Ruston, LA 71272; Voice: 318 257-3923 Email: lthomas@latech.edu