

**CODE/MOE/UOIT Makerspaces Project--Lesson Plan**

**School Board: Wellington Catholic District School Board**

**Grade(s): 6, 7, 8**

**Subject(s): Visual Arts/Media**

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| **BIG IDEAS:**  Students can use media texts to convey feelings, ideas and issues. Students can use media technologies to demonstrate awareness of various points of view. Students will work individually to create a “Digital Billboard” advertising a product/logo for a company using paper/pencil (storyboard) and Scratch.  **Curriculum Expectations:**  **OVERALL:**  -apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia artworks, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.  **SPECIFIC:**   * create art works (Digital Billboard) using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view; * identify some media forms and explain how the conventions and techniques associated  with them are used to create meaning; * reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts. | |
| **Learning Goals:**  “We are learning to…”  -use drawings of various complexities and transfer the image into Scratch. | **Success Criteria:**  “We will be successful when…”   * we can draw an image using a storyboard with different techniques, and proper colour choices; then using that image to design to Digital Billboard on Scratch. |
| **Lesson Overview:**  **Working individually, students will focus on designing a Digital Media Piece.  Students will create a drawing related to a specific topic, idea or subject.  They will use a storyboard to outline their drawing then use this drawing to design a media piece in Scratch (i.e.; create a story, make music, let’s dance, animate a name).** | |
| **Materials and Technology:**  -Chrome Books  - art supplies/paper  - examples of Digital Billboards  - access to internet | |
| **Student Accommodations/Modifications:**  **- supplied materials**  **- assistance when necessary**  **- prompts to initiate the task or reminders throughout the task** | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**   * Introduce the activity by showing students a wide variety of digital billboards. * Have students practise on Scratch; choosing projects, animate a name. They can try their name and play with the color, font, and graphics. Students can share their projects with a small group.   **What key questions will you ask?**   * What media techniques do you see in the billboards? How are they visually appealing? What message are they trying to portray and how do they do this? * As they are creating their name as an introductory activity, ask students why they are choosing specific colors, fonts, and graphics.   **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  -brief quizzes  - exit cards  **How will students be grouped? How will materials be distributed?**   * Teacher will distribute materials and choose students to be responsible for getting Chromebooks and returning them to their proper place. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**  Working individually, students will focus on designing a Digital Media Piece.  Students will create a drawing related to a specific topic, idea or subject.  They will use a storyboard to outline their drawing then use this drawing to design a media piece in Scratch (i.e.; create a story, make music, let’s dance, animate a name).  **What misconceptions or difficulties do you think they might experience?**   * Critical thinking skills including the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as explicit meaning.   **How will they demonstrate their understanding of the concept?**   * Students will present their digital media project to the class and explain the techniques they used throughout the presentation. They will also be responsible for detailing any problems they had while engaged in the project, and how they were able to problem solve.   **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  -checklist or anecdotal notes to record students engaged in communication of specific ideas related to problem solving  - rubric for finished piece  **What extension activities will you provide?**   * Have students present their projects to younger classes, and assist them in creating their own Scratch Project. For primary grades they can do Scratch Jr. | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**   * Teacher observations/conversations   **What key questions will you ask during the debriefing?**  -address both what students learned and how well they learned during the activity | |