****

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

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

**Grade(s): 7**

**Subject(s): Drama & Media Literacy**

|  |  |
| --- | --- |
| **BIG IDEAS: Drama works can be used to communicate feelings, ideas and multiple perspectives. Using the Green Screen, students (in a group) will create a 1-2 minute movie trailer for a horror movie.**  **Curriculum Expectations:**  **OVERALL:**  **Drama:**  B1. **Creating and Presenting:** apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;  **Media Literacy:**  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.  **SPECIFIC:**  **Drama:**  B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects *(e.g., develop a drama presentation incorporating a series of tableaux, a group sound- scape, a movement piece, and a rap/song);*  B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspec tives *(e.g.,* In role: *use thought tracking or writing in role to explore the feelings and motivations of a character; introduce a new perspective during role play to foster a sense of empathy with the character;* Out of role: *use a place mat activity to select ideas that group members agree upon; use invented notation to explain the movement of the character);*  B1.4 communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience *(e.g., use music to create mood; use video and drums/noisemakers to signal the climax; use a digital slide presentation to create a backdrop of words or images; use costumes, props, fabric to establish character and/or setting;*  **Media Literacy:** 4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers. | |
| **Learning Goals:**  “We are learning to…”  - use the green screen using the DoInk app  - create a movie trailer for a horror movie | **Success Criteria:**  “We will be successful when…”   * we work collaboratively to come up with ideas for the horror trailer * We know how to use the green screen |
| **Lesson Overview:**  **Create a 1-2 minute movie trailer for a horror film using the green screen.** | |
| **Materials and Technology:** Green Screen, Do Ink app, Costumes, Music, Sound Effects | |
| **Student Accommodations/Modifications:**  Depends on the class.  Students are usually very engaged so even those who struggle will be very interested. | **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.**  Students will be shown a video about the Green Screen and how the green background becomes transparent and then you can add any backdrop.  Students will also be given an outline of what they need in their trailers. They have to use a three act structure. (Act 1: Premise of movie, Act 2: drives the story further to a climax, Act 3: features a strong piece of music, visual montage of powerful and emotional moments)  **What key questions will you ask?**  What is the best way to come up with ideas in a group?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Diagnostic: Through teacher observations. Walking around and making sure the students are on task, making sure all group members are helping.  Formative: Feedback on the final trailer.  **How will students be grouped? How will materials be distributed?**  Students will be in groups of five to six.  There are three green screens in the school so they will be taking turns using the screens. Each group will get to use the green screen for half the class. | |
| **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.**  In their groups, students will plan what their movie is called and what it is about.  Then they need to figure out the 3 acts outlined in their instructions.  Then, they need to plan the Green Screen part.  Filming is next and then editing.  **What misconceptions or difficulties do you think they might experience?**  Some groups may have trouble getting along.  Some groups might need guidance using the Green Screen and Do Ink app.  **How will they demonstrate their understanding of the concept?**  By using the Green Screen correctly  By working with their groups collaboratively  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  By walking and having a checklist of who is on task and how the groups are collaborating.  Marking the trailer after it’s completed by using a rubric.  **What extension activities will you provide?**  Students could write the first scene of their movies based on their movie trailers. They could film it using the Green Screen and other areas in the school. | |
| **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)?**  Every group is going to be showing their trailers.  **What key questions will you ask during the debriefing?**  Do you find it easy or difficult to work with the Green Screen? Why or why not?  Was this a fun task? What did you like about it? What did you not like? What did you learn?  What would you do differently next time?  Did your group work well together? Why or why not? | |