STEAM – Unit 4 (MEDIA PRODUCTION)

Content Area: **MEDIA PRODUCTION (Grades 4)**
Course(s):
Time Period: **Ongoing**
Length: **Ongoing**
Status: **Published**

Big Idea

Everyday, digital media becomes more important as a means for receiving, producing, sharing, and broadcasting information. Tools and resources that were once the exclusive property of a few are now available to many more people. Tomorrow's publishers, marketing people, and community leaders will need to know how to use digital media to persuade others and tell new and effective stories. Knowledge of the rules and grammar of movie production, broadcasting, and media presentation is a new powerful literacy. (Apple Inc., 2008)

Enduring Understanding

SWBAT understand the process of video production which includes developing a script, filming, and editing. SWBAT identify the equipment needed to film a television show. SWBAT write code to create an animation.

Skills

- Use block programming app such as SCRATCH to design and build an animation that includes a background, characters, speaking parts, background sounds, and a plot.
- Write a television script on a digital platform and share it with peers.
- Upload the script to a teleprompter application. Monitor the teleprompter during the script reading.
- Use a green screen app to film the television show.
- Use video editing software to cut and enhance film. (advanced)
- Publish film on shared file.

Standards

3-5	The cultural, social, economic and political effects of technology.	**8.2.5.B.1**	Examine ethical considerations in the development and production of a product through its life cycle.
	The effects of technology on the environment.	**8.2.5.B.2**	Examine systems used for recycling and recommend simplification of the systems and share with product developers.
		8.2.5.B.3	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
	The role of society in the development and use of technology.	**8.2.5.B.4**	Research technologies that have changed due to society's changing needs and wants.
		8.2.5.B.5	Explain the purpose of intellectual property law.

	The influence of technology on history.	**8.2.5.B.6**	Compare and discuss how technologies have influenced history in the past century.

Assessments

- Teacher observation
- Successful completion of project

Resources/Instructional Materials

SCRATCH ANIMATION PROJECT. In this lesson, students will use the SCRATCH programming app by MIT to create an animation. Scratch enables students to create animations, cartoons, and video games. Students can create animations with sprites (characters), backgrounds, speaking characters, moving characters, background sounds etc. Students will reinforce math concepts such as variables, integers, coordinate plane, plotting, coordinates, angles, and elapsed time. Provide students with a writing prompt to create the ending scene to a story. Ideas include:

- birthday party
- day at the beach
- flying a kite
- riding bikes on the boardwalk
- playing a sport
- saving the castle
- having a dream
- first day of school
- first day of summer
- going fishing
- rescuing a pet

GREEN SCREEN TELEVISION PRODUCTION PROJECT . In this lesson, students learn how to produce a television show. Students discuss media technology. How did people find out the news before televisions were invented? People used to find out news from word of mouth, books, magazines, and newspapers. In the latter part of the last century, people found out their news from newspapers, magazines, and television. Today, we find out our news using equipment such as telephones, computers, tablets, and phones. The information is accessed from web sites on the internet and social media sites. To emulate media production, students use a green screen, teleprompter app, green screen app, IPAD camera, tripod, microphone, and up lighting to produce a tv show. The theme of the television show might be one of the following:

- When I grow up I want to be...
- This holiday season, I would like to help...
- My favorite book is...
- This year I learned...
- Next year I hope to learn...
- This summer, I would like to engineer a ...
- The weather today is ...
- My favorite poem is ...
- My favorite teacher is ...

- My favorite class is ...

COMMON SENSE EDUCATION NATURAL DISASTERS. Students should work in groups to research a current natural disaster using at least two online sources. One of them must be a database such as World Book Online, World Almanac for Kids/Students, Science News for Kids, or Ebscohost Explora. Students may use Wikipedia as long you use one of the other sources listed above. Groups should focus on discovering the cause-and-effect relationships within the natural disaster they are researching. The groups may then have a short discussion of their ideas. As students read about their natural disaster, they should record the cause-and-effect relationships they encounter in a T-chart. Students use the information in the t-chart and an IPAD green screen app to create a news account of their natural disaster. https://www.commonsense.org/education/lesson-plans/natural-disasters

WEB SITES
Apple Moving Making curriculum
Discovery Education Television Production lesson
Movavi video editing
IMovie video editing
Adobe Flash video editing

Modifications

Individual accommodations

• Additional support

• Adapting lessons to meet various learning styles

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills

- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to community explorations.
- Adult Connections - Projects connect students with the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.