Unit Plan Title:­­­­­­­­­­­­­ Digital Storytelling Length: 4 weeks

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| **Course Name** | Digital Storytelling | **Grade Level** | High School |

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| **Standards** | **Grade Level Expectations** |
| 1. Observe and Learn to **Comprehend** | -Visual art has inherent characteristics and expressive features  -Historical and cultural context are found in visual art  -Art and design have purpose and function |
| 2. Envision and Critique to **Reflect** | -Reflective strategies are used to understand the creative process  -A personal philosophy of art is accomplished through use of sophisticated language and studio art processes  -Interpretation is a means for understanding and evaluating works of art |
| 3. Invent and Discover to **Create** | -Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas  -Assess and produce art with various materials and methods  -Make judgments from visual messages |
| 4. Relate and Connect to **Transfer** | -The work of art scholars impacts how art is viewed today  -Communication through advanced visual methods is a necessary skill in everyday life  -Art is a lifelong endeavor |

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| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**    **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description** | **Lesson Length** | **Sequence** |
| Photo Stories   * Using Microsoft’s free application, Photo Story, students will create a story from a series of photos they have taken. Photo Story will allow them to include narration, effects, transitions and background music to enhance their stories. * We will explore how photos can tell a story, the role of images in storytelling and what information can be given with an image | (6 hours) | 1, 2 |
| Whiteboard Stories   * Using the free program, Video Scribe, students will create a digital story with a partner. Students will draw images which can be uploaded into the program and can incorporate voice-overs, music and additional images to enhance their stories. * We explore the role of storytelling, elements of a story and how digital storytelling is similar and different from other types of storytelling. | (6 hours) | 3, 4 |
| Stop-Motion Stories   * Students will create a short, claymation film. Students will work together to create clay figures, plan their story-line and record the stop motion. Students will then use movie-making software to combine the images into their film. * We will explore how we can engage the viewer in the story, what roles characters play and how people identify with characters in a story. | (12 hours) | 5, 6, 7 |
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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Identity, Relationships, Conflict, Transformation, Change, Collaboration, Play/Exploration, Choices | **Unit: Prepared Graduate**  **Competencies** | - Make informed critical evaluations of visual and material culture, information, and technologies  - Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas  -Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas  -Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research  -Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design  -Critique personal work and the work of others with informed criteria |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)** | (Visual Arts Standard # - Name; GLE #, # and #)  Standard 1: Observe and Learn to Comprehend  GLE #3: Art and design have purpose and function.  Standard 2: Envision and Critique to Reflect  GLE #3: Interpretation is a means for understanding and evaluating works of art.  Standard 3: Invent and Discover to Create  GLE #1: Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas.  GLE #2: Assess and produce art with various materials and methods.  Standard 4: Relate and Connect to Transfer  GLE #2: Communication through advanced visual methods is a necessary skill in everyday life. |
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| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | Photo Stories:  What information can a photo give you?  How can photos tell a story?  Whiteboard Stories:  What are some things that attract you to digital stories?  What do all stories include? (Conflict, resolution, plot, characters)  Stop-Motion Stories:  How do you get a viewer engaged in your story?  What role do characters play in stories? |

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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Influence  Culture  Composition  Expressions  Relationships  Space  Emotions  Observation  Repetition  Movement  Technique |

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| **For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.** |

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| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| Art can be used to explore human emotion and relationships. | What is the purpose of art?  How can art contribute to human relationships? | How is storytelling with drawings different than using photos? |
| Culture influences the way artists express ideas. | How is art different from one culture to another?  How does the cultural perspective of the audience affect the artwork? | How are images combined to create a digital story? |
| Artists and designers explore materials and techniques to make art in all its forms. | How does an artist’s choice of medium affect the artwork?  Why do artists explore materials and techniques? | What is stop motion storytelling?  How do you create claymation? |
| Artists use space and repetition can be used to create movement. | How do artists create movement within their artwork? | How is motion created in photo storytelling? |

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| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| Students will know....  How to use video scribe  How to use photos and drawings to create a digital story  How to create a stop motion film  How to create characters with clay  How to create and alter an image using Photo Story  How to discuss a work of art using art vocabulary | | Students will be able to...  translate ideas into visual language  translate a story into a visual language  reflect on their process  engage and persist in the material and new technology  envision the intended outcome  collaborate to translate ideas |
| **Vocabulary** | Digital storytelling, Photo Story, Video Scribe, Whiteboard stories, Stop Motion, Exposition, Rising Action, Climax, Falling Action, Resolution | |
| **Literacy Integration** | Digital storytelling, Stop Motion, Claymation, Exposition, Rising Action, Climax, Falling Action, Resolution | |
| **Numeracy Integration** | Multiple stories, multiple images to create stories | |