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<b>Lesson Title:</b>	Entrenched Powers: a social critique
<b>Grade Level:</b>	9-12

**Vocab, Art History, Interdisciplinary Connections**

<p><b>Artist/Culture/Movement Connections:</b></p> <p>Paul Klee puppets  Water puppetry  Folk Puppetry  Marionette Show  Terry Gilliam  Ai Wei Wei ( Social change)</p>	<p><b>Interdisciplinary Connections</b></p> <p>Narrative Building  History  Civics</p>
<p><b>Art Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Composition</li> <li>● Rhythm</li> <li>● Video production</li> <li>● Framing</li> <li>● Close Up</li> <li>● Aspect Ratio</li> </ul>	<p><b>Elements/Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Shape</li> <li>● Form</li> <li>● Color</li> <li>● Movement</li> <li>● Unity</li> <li>● Emphasis</li> <li>● Variety</li> </ul>
<p><b>Media and Materials needed:</b></p> <ul style="list-style-type: none"> <li>● Papers for storyboarding</li> <li>● 1 Sheet of cardstock 8.5”x11”</li> <li>● Pen, pencils, or color markers</li> <li>● Scissors</li> <li>● Smartphone or device to run Adobe Rush on</li> <li>● Wooden dowels or similar substitute</li> <li>● Tape</li> </ul>	



## Content Standards

Prof.MA:Cr2 Apply aesthetic criteria in developing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Prof.MA:Pr5 a Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

Prof.MA:Re8 Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

### Learning Objectives (related to standards, specific to your project)

1. Students will be able to implement fundamental video editing techniques
2. Students become familiar with the filming process
3. Students are able to transition through the stages of creating a narrative
4. Students are able to use a new art medium to express important ideas
5. Students can identify the effectiveness of different methods of presenting an idea

### Anticipatory Set:

Watch a video clip and explore the vocabulary with a worksheets.

### Big Idea: Entrenched power

In our era of late-stage capitalism cronyism runs rampant and there are entrenched powers abound. Students will learn how to identify a power structure tilting towards total corruption and how to make a narrative expressing their views about it. Students will also be introduced to the nature of different methods of presentation; how animation, and other more abstracted forms of presentation, can disarm an audience enough to share a heavy topic.

### Essential Question:

*(an open-ended arts question that has no right/wrong or simple answer – good for debate. Good examples here:*

- How can you convey an important message?
- What factors prevent or encourage people to take creative risks?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do life experiences influence the way you relate to art?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

**Objective/Purpose:** *For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):*

- Students will acquire basic knowledge of videos, how to create and edit videos with Adobe Rush
- Students will be able to incorporate different media such as cut-out paper puppets and props to tell stories.
- Students will do some research on social issues, specifically, Entrenched Power to interpret their ideas about the concept.
- Students are to use Art and Video making to pose questions to social injustice and making impact on social change.

**Model:**

*(If you will be demonstrating the skill or competence, how will this be done?)*

Several demonstrations on the topics of storyboarding, resource gathering, puppet and props design, set design, and how to edit videos with Adobe Rush will be peppered throughout the lesson at critical junctions to provide students with the proper scaffolding to best promote development. Visual aids and organizational resources will be provided to students, allowing them time to focus on their topic and developing technical skills.

**Check for Understanding:**

*(Identify strategies to be used to determine if students have learned the objectives.):*

Teacher will be using formative assessment such as worksheets, crosswords games, sketchbook, etc, to check student's understanding. Teacher will also use a summary assessment at the end of the project.

### Step by Step Instruction of Lesson

<b>Instructional Strategies</b> <b>(what the teacher does)</b>	<b>Activities</b> <b>(what the students do)</b>
<p><b>Day 1:</b></p> <p><b>Anticipatory set ( 10 min)</b></p> <p>The teacher will show students some videos, play vocabulary crossword games and let the students guess the topic.</p> <p><b>History of Videos ( 20 min)</b></p> <p>The teacher will introduce students to the history of videos, explain and discuss why videos are important. Teacher also talks about the history of puppets and how puppets are used to tell stories.</p> <p><b>Introduction, showing samples, and delivering worksheets ( 10 min):</b></p> <p>The teacher will introduce the new project’s objectives: Use Adobe Rush to create a video, cut-out papers as characters and props to narrate the stories and express student’s ideas about the theme of the project: Entrenched Power.</p> <p>The teacher will show students samples, and explain the project’s objectives.</p> <p><b>Recap and homework ( 10 min)</b></p> <p>Students need to prepare materials for the next class: Paper, scissors, markers, pens, popsicle sticks, tapes.</p> <p>Students will think of what “Entrenched power” is to them and brainstorm some ideas about how to tell and explain the concept. Students also need to think and sketch out some characters that they have in mind for the stories.</p>	<p><b>Day 1</b></p> <p><b>Anticipatory set</b></p> <p>Students will watch a short video clip introducing the concept of an entrenched power. They will then have an opportunity to become familiar with the vocabulary surrounding the subject and related to the filming and editing process. Having a common set of language around the project will help students communicate their ideas with ease and help students articulate their thoughts during the final critique.</p> <p><b>Intro &amp; Demo</b></p> <p>After being introduced to the details of the project, the class will enter into a discussion of potential topics for the student project to center around. Students with similar ideas will be encouraged to collaborate on their project.</p> <p><b>Resources and recap</b></p> <p>Students will be provided with a list of various free use image sources to begin gathering potential assets for their short films</p>

<p><b>Day 2</b></p> <p><b>Recap the lesson in the previous class. (10 min)</b></p> <p>Teacher will recap for students the content of the previous class, and introduce to students today’s tasks.</p> <p><b>Demonstration and showing sample (15 min):</b></p> <p>The teacher will show students how to storyboard a story that they come up with and how to use papers and popsicle sticks to make their own characters/ puppets. Provide time for students to ask questions.</p> <p><b>Studio time ( 25 min)</b></p> <p>Teacher hands out how-to instruction sheets for students to revise what they have learnt to apply to their projects.</p> <p>Teacher will break students into small groups in order for them to discuss and come up with the group’s story. Teacher will be walking around the classroom to check on the students if they need any help. Teacher also will be discussing with them about their ideas and how they are going to demonstrate that.</p> <p><b>Recap and homework (10 min):</b></p> <p>Teacher will recap what students have learnt in class and what they have accomplished. Teacher will assign students to finish their storyboard and puppets at home to get ready for the next class.</p>	<p><b>Day 2</b></p> <p><b>Ideation share out</b></p> <p>Students will be asked to share their idea with their neighbor</p> <p><b>Demo</b></p> <p>Using a student provided idea, the teacher will demonstrate how to create a storyboard that represents the key ‘beats’ of a production.</p> <p><b>Studio Time</b></p> <p>Students will have an opportunity to work collaboratively or independently using in class resources to complete their project. FAQs will be available and project specific content requirements and information will be on display.</p> <p><b>Clean-up &amp; Questions</b></p> <p>As students save their work and tidy their area</p>
<p><b>Day 3 (add /delete boxes as needed)</b></p> <p><b>Recap and demo (20 min):</b></p> <p>Teacher will recap the lesson in the previous class, and introduce students to today's tasks.</p> <p>Teacher will talk about Adobe Rush and do a demonstration of how to use the application. Some</p>	<p><b>Day 3 (add /delete boxes as needed)</b></p> <p>Students will observe the teacher doing demonstrations on editing videos with Adobe Rush. Students may be asking questions for clarification on some tasks or</p>

<p>important features are explained in depth so that students understand how to apply the application in their video editing. Teacher will allow time for students to ask questions about the program.</p> <p><b>Studio time (25 min):</b></p> <p>Teacher will hand out visual instructional sheets of how to use Adobe Rush.</p> <p>Teacher will let students meet up with their group and use their phone/cameras to film the footage for the video. Teacher will allow time for students to practice editing the footage with Adobe Rush while walking around to see if students need any help with the program.</p> <p><b>Recap and homework (5 min)</b></p> <p>Teacher encourages students to practice more with Adobe Rush at home so that they can save time working on creating the content of the video and finishing up for the next class.</p>	<p>repeating some demo steps they are uncertain about.</p> <p><b>Studio time:</b></p> <p>Students will take the time to read through the instructional sheets to review on Adobe Rush.</p> <p>Students will work in groups with their classmates. They will discuss how to film footage for the video. They might want to split tasks in order to finish the video on time. Students might be asking the teacher for help and feedback when working on editing the video.</p> <p><b>Recap and homework:</b></p> <p>Students will take note of what's expected to be done at home and in class next time.</p>
<p><b>Day 4:</b></p> <p><b>Recap (5 min):</b></p> <p>Teacher will recap the progress the class had made in the previous class and let students work on the project with their teammates.</p> <p><b>Studio time (45 min):</b></p> <p>Teacher will walk around the classroom to check on student's progress and give feedback to students on how they can improve on their project. Teacher will give the students the opportunities to ask questions if any.</p>	<p><b>Day 4:</b></p> <p><b>Recap</b></p> <p>Students will listen to the teacher's recap and take notes on which tasks are assigned in class today.</p> <p><b>Studio time:</b></p> <p>Students will work in groups again and finish up the video. Students may ask questions to ensure all the requirements for the video are met.</p>

**Critique/Discussion (day 5) :** (What method of review and evaluation will be used to complete the lesson?):

Teacher will show students' videos to the class. Students are encouraged to comment on the videos on what they like about the videos and if there is anything that they wish to see more of the videos. Finally, all students will pick their favorite video ( other than their groups') and write down anonymously why they like the video and think it is the best work of the class. This critique's opportunity gives students the chance to listen to others' opinions on their work and reflect on how to improve.

### Assessment/Scoring Rubric

Criteria	25 points	20 points	15 points	10 points
<b>Composition</b>	Techniques and concepts covered in class are applied in an exceptionally unique, detailed, and interesting manner. Personal vision and expression come together cohesively.	Techniques and concepts studied have been applied. Personal vision and ideas are presented in parts of the work.	Little evidence of studying techniques and concepts. Personal vision and ideas are not clearly shown.	No evidence of studying techniques and concepts. Personal vision and ideas do not meet the requirement.
<b>Use of Vocab, Elements, and Principles</b>	Thoughtful understanding and application of the elements of art and principles of design.	Good understanding and application of the elements or art and principles of design.	Basic understanding and application of the element of art and principles of design.	Minimal understanding of application of the elements of art or principles of design.
<b>Craftsmanship and Skill Development</b>	Work done with exceptional care and attention to detail and neatness. Shows exceptional growth in skills and techniques.	Work done with good care and attention to detail and neatness. Shows good growth in skills and techniques.	Work done with basic care and attention to detail and neatness. Show some growth in skills and techniques.	Work done with minimal care and attention to detail or neatness. Shows minimal growth in skills and techniques.
<b>Ideation and Iteration</b>	Class time is used wisely with maximum time on	Class time is used wisely with the majority of time on	Class time was not always used wisely and additional effort	Class time was not used wisely and little effort was put into the

	task. Much time and effort went into the completion of the assignment.	task. Time and effort went into the assignment.	could have gone into the assignment.	assignment.
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**Adaptations:** *(describe 2-3 ways you will adapt your instruction or student activities for students with disabilities or for English Language learners).*

ELL:

Due to the somewhat nuanced nature of this narrative project, students are encouraged to write and perform their script in the language which they are most comfortable.

SPED:

Students with disabilities or special needs can be provided with a resource bank of visual assets in order for them to focus more on the conceptual aspects of this project and developing their ideas. Extra time and differentiated modes of instruction, as always, will be available.