**Lesson Plan 3**

# **I. Lesson Number, Grade Levels, Title, and Duration:**

Lesson #3, Grade Level: 8th grade, “Ch-ch-ch-change”, Duration: 45 minutes

**II. Lesson Rationale:**

Through this lesson, students will be able to identify how and why relationships change and/or evolve through making a time-lapse/stop motion video with photos. After the photos are taken, the students will compile them to make a video. The concepts of change/evolution and time are intertwined throughout life, which is why making a timelapse video involving these concepts will help the student understand the essential questions - *How can relationships change/evolve, and why does this happen?*  By looking at artists such as Allison Schulnik, GIF artists Iosonof, and Randy Halverson, students can find inspiration for how time lapses are created, and the different ways they can be presented and understood.

# **III. Key Concepts:**

Relationships change/evolve over time

**IV. Essential Question:**

How can/do relationships change or evolve over time?

Why does this happen?

**V. Lesson Objectives:**

**The student will be able to…** identify how relationships change, and some reasons for these changes.

**VI. Specific Art Content:**

photo/video time-lapse/stop motion, pattern, rhythm, movement, digital editing,

**VII. Resources & Materials for Teacher:**

Computer

Projector

Pre Installed video editing software (Mac or PC) - iMovie or other applicable software.

<https://giphy.com/> -GIF page <https://giphy.com/iosonof> -GIF artist Iosonof

<http://dakotalapse.com/time-lapse-videos/> - Randy Halverson Night Sky Time Lapse Website

<https://www.youtube.com/watch?v=1tN3NOmZWwg> - Allison Schulnik

<https://www.youtube.com/watch?v=JExZV4awK1g> - Windows Movie Maker

<https://www.youtube.com/watch?v=pFWw2059a9o> - iMovie

<https://www.youtube.com/watch?v=QSaGLUmSNJo> - iMovie

<https://www.youtube.com/watch?v=C6bUtq2jFJg> - instructor example

**VIII. Resources & Materials for Students:**

Computer

Pre Installed video editing software (Mac or PC)

<https://giphy.com/>

Camera

Scanner

Paper

Colored Pencils

Props brought by students for videos

<https://www.youtube.com/watch?v=JExZV4awK1g> - Windows Movie Maker

<https://www.youtube.com/watch?v=pFWw2059a9o> - iMovie

<https://www.youtube.com/watch?v=QSaGLUmSNJo> - iMovie

**IX. Instruction and Its Sequencing:**

**Day 1**

1. **Introduction/Motivation:**

* **Hook Activity:** “Flippy Book” (5-10 minutes) - The teacher will provide each student with a small stack of sticky notes (Maybe 10 notes). These sticky notes will be on the students’ desks when the enter the room to create mystery. Students will have 5 to 10 minutes to make a mini flip book. This is an activity to get the students visualizing how to develop a time-lapse/stop motion.
* **Introduction:**
* Have short class discussion on how relationships can change or evolve
* Watch time-lapse/stop motion video example made by the Instructor to be studied for the unit. Use video as a segue to introduce the lesson and a short discussion on the lesson concept.
	+ Link: <https://www.youtube.com/watch?v=C6bUtq2jFJg>
1. **Guided Practice**

* Reflective Questions:
	+ *How can/do relationships change or evolve over time? -* Essential Question
	+ What can cause relationships to change over time?
* Last part of class, have students brainstorm ideas in their groups about what they want to convey in their videos and how they want to convey it

**3. Independent Practice**

* Split up students into groups of 3 and hand out a camera to each group to use.
	+ They may not take the cameras home. The time-lapses/stop motions have to be done in class with your group.
* Give students 10-15 minutes to play with the cameras and to learn the basics of how to use it and take pictures
1. **Closure**

* Recap of the day.
1. **Formative Evaluation**
* Mid-class check-in of how students are handling their group environment and the cameras.
* Problem/solution sharing, independent meetings with students
1. **Classroom Management Procedures**

* Do room-walks, check in with class as a whole periodically, individual meetings, problem and solution sharing
* At the end of the period (last 7 minutes) begin classroom cleanup.

**Day 2**

1. **Introduction/Motivation:**
* **Introduction:** For the first 5-10 minutes of class, the students will get into their groups and decide on a final idea and present it to the teacher for approval.
	+ Guided recap of last class.
	+ Watch a video from Allison Schulnik to be studied in the lesson. Use video as a segway to a guided discussion on examples of relationship change over time.
		- <https://www.youtube.com/watch?v=1tN3NOmZWwg>
1. **Guided Practice**
* Discuss with their groups what appropriate clothing and props to bring to class
* Reflective Questions:
	+ *How can/do relationships change or evolve over time*?
	+ What can cause relationships to change over time?

**3. Independent Practice**

* Have the students create a storyboard (minimum 10 boxes because videos don’t have to be that lengthy. Just enough to get the point across).
	+ Storyboards should be finished by the end of the period or at the beginning half of the next class.
	+ They will have to be presented to the teacher before the students can start taking their images
1. **Closure**

* Talk about the next class:
	+ Bring general props/clothing for next class
* Recap of the day.

1. **Formative Evaluation**
* Mid-class check-in of how students are progressing in their storyboards.
* Problem/solution sharing, independent meetings with students
1. **Classroom Management Procedures**

* Do room-walks, check in with class as a whole periodically, individual meetings, problem and solution sharing
* At the end of the period (last 7 minutes) begin classroom cleanup.

**Day 3**

1. **Introduction/Motivation:**

* **Introduction:**
* Guided recap of last class.
* Look at GIF artist Iosonof to be studied in this lesson. Use video as a segue to a guided class discussion on what students have learned over the course of the lesson.
	+ <https://giphy.com/iosonof>
1. **Guided Practice**

* Groups get together and finish storyboards if needed
	+ Show teacher completed storyboards to start on taking pictures with camera
* Introduce iMovie or other applicable software.
	+ Direct students to a tutorial video on iMovie or applicable video editing software. Also, there are easy to learn from links below:
		- <https://www.youtube.com/watch?v=JExZV4awK1g> - Windows Movie Maker
		- <https://www.youtube.com/watch?v=pFWw2059a9o> - iMovie
		- <https://www.youtube.com/watch?v=QSaGLUmSNJo> - iMovie
* Reflective Questions:
	+ *How can/do relationships change or evolve over time?*
	+ What can cause relationships to change over time?

**3. Independent Practice**

* Have students start taking pictures for their videos.
1. **Closure**

* Talk about the next class:
	+ Videos will be edited and put into iMovie or other applicable software
* Recap of the day.
1. **Formative Evaluation**
* Mid-class check-in of how students are progressing on their picture taking process.
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.
1. **Classroom Management Procedures**
* Do room-walks, check in with class as a whole periodically, individual meetings, problem and solution sharing
* At the end of the period (last 7 minutes) begin classroom cleanup.

**Day 4**

1. **Introduction/Motivation:**

* **Introduction:**
* Guided recap of last class.
* Watch a video by Randy Halverson to be studied in this lesson. Use video as a segue to a guided class discussion on what students have learned over the course of the lesson.
	+ <http://dakotalapse.com/time-lapse-videos/>
1. **Guided Practice**

* Brief reminder on how to compile images into a video on iMovie or other applicable software.
* Reflective Questions:
	+ *How can/do relationships change or evolve over time?*
	+ What can cause relationships to change over time?

**3. Independent Practice**

* Have students put together their images in iMovie or other applicable software, videos have to be no longer than a minute and a half
	+ The timing may vary based on the complexity of subject matter.
* During critique, students will take a sheet of paper and write a reflection on each group and their videos. They must answer:
	+ “What kind of change/evolution do you think the video is trying to convey?” and “Why do you think that?”
	+ “What do you think should be changed in the videos?”, (constructive criticism) and any points of interest in the video.
1. **Closure**

* Small informal crit where groups present their videos and what kind of change/evolution they wanted to demonstrate in their videos
* Recap of the day
1. **Formative Evaluation**
* Mid-class check-in of how students are progressing on their videos.
* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.
1. **Classroom Management Procedures**

* Do room-walks, check in with class as a whole periodically, individual meetings, problem and solution sharing
* At the end of the period (last 7 minutes) begin classroom cleanup.

**Repeat 1-6, as needed, for each class session needed for this one lesson.**

**X. Summative Assessment and Evaluation:**

Rubric for Timelapse Project

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Unsatisfactory  | Satisfactory | Exemplary | Points |
| Participation | No participation in discussions and critique0-3  | Moderate participation in discussions and critique4-6 | Actively participates in discussions and critique7-10  | /10 |
| Storyboard/Reflection Assignment | Assignment not completed (there is no storyboard or reflective assignment turned in) and/or lacks in identifying the Essential Question 0-10 | Is partially complete (the storyboard has at least 5 panels & reflective assignment turned in) and/or demonstrates a moderate level of identifying the Essential Question 11-20 | Completed (the storyboard has at 10 or more panels & reflective assignment turned in) and demonstrates a high level of identification of the Essential Question 21-30 | /30 |
| Technology(Camera & Video Editing) | Demonstrates a lack of proficiency in capturing images (images are blurry, have poor composition) and/or using video editing software (images are not compiled into a video format)0-5 | Demonstrates moderate proficiency in capturing images (images are almost all in focus with the exception of a few frames, have moderate composition) and/or using video editing software (images are in video format, but video is choppy or does not incorporate transitions)6-11 | Demonstrates a high level of proficiency in capturing images (images are all in focus, have a strong composition) and/or using video editing software (images are compiled into a video format, video has smooth transitions)12-15 | /15 |
| Final Timelapse Project | Is not completed (there are no personal photos taken present in time lapse & was not edited with smooth transitions), and/or demonstrates a lack in identifying the Essential Question0-15 | Partially complete (incorporates personally taken photographs, the time lapse is longer than a minute & a half without asking for permission, ) and/or demonstrates a moderate to low identification of the Essential Question16-30 | Completed (all components/parts present, the time lapse is no longer than a minute & a half) and demonstrates a high level of identification of the Essential Question31-45 | /45 |
| Total |   |   |   | /100 |

**XI. Interdisciplinary Connections:**

English - narrative composition reflected in the storyboards the students will create.

Drama/theatre - the acting in the video to represent a change/evolution in a relationship.

# **XII. References & Resources:**

<https://giphy.com/>

<https://giphy.com/iosonof> - Iosonof GIF artist

<http://dakotalapse.com/time-lapse-videos/> - Randy Halverson Night sky Time lapse

<https://www.youtube.com/watch?v=1tN3NOmZWwg> - Allison Schulnik

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<https://www.youtube.com/watch?v=C6bUtq2jFJg> -

**XIII. Art TEKS**

8.1.A

8.2.A, B, C

8.3.A, B

8.4.A, B

**XIV. National Art Standards**

VA:Cr1.1.8a

VA:Cr1.2.8a

VA:Cr2.1.8a

VA:Cr2.3.8a

VA:Cr3.1.8a

VA:Pr5.1.8a

VA:Re7.1.8a

VA:Re7.2.8a

VA:Cn10.1.8a