



Rothsay PAINT

Unit/Lesson: 2011/2012 Project

Estimated Project Duration: 6 months

Approximate Project Start Date: 10/27/11

School Name: Rothsay Public School

123 2nd St. NW
Rothsay, MN 56579

Teachers Participating in this lesson:

Participant 1

Content Area: Band/Choir/General Music
Grade Level: K-12
Educator Name: Heather Reber
Educator Role: Classroom Teacher
Students Involved: 9-12 Band

Participant 2

Content Area: Visual Art
Grade Level: 3rd Grade and 9-12 Visual Art
Educator Name: Chris Thysell
Educator Role: Classroom Teacher
Students Involved: 9-12 Visual Art

Participant 3

Content Area: Business, Computers, Graphic Arts, and English Skills
Grade Level: 9-12
Educator Name: Kristie Sullivan
Educator Role: Classroom Teacher
Students Involved: 9-12 English Skills

PCAE Facilitator: Zane Schaefer

Arts Integrated Project Summary

This unit, based off of Bernajean Porter's *Digitales*, incorporates the elements of the writing process, analyzing visual art and music, and video editing in order to create a "Living Memories" Digital Story.

Essential Question

How can we tell our stories?

Unit Question

How can we relate the emotions of our stories using visual art and music?

Minnesota Standard Connections

Content Area 1:

Standards - English / Language Arts

9.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9.9.4.4 While respecting intellectual property, **present information**, findings, and supporting evidence **clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task** (e.g., persuasion, argumentation, debate).

Content Area 2: Music

Strand IV - Respond/Critique

Standard 1: Respond to and critique a variety of creations and performances using the artistic foundations

1. Analyze, interpret and evaluate a variety of musical works or performances applying self-selected criteria within the traditions of the art form

Content Area 3: Visual Art

Strand IV - Respond/Critique

Standard 1: Respond to and critique a variety of creations and performances using the artistic foundations

1. Analyze, interpret and evaluate works of visual art by applying self-selected criteria within the traditions of the art form

Learning Goal(s) aligned to Benchmark(s)

The student will

- use a writing process to develop and strengthen writing a personal experience essay by planning, drafting, revising, editing, and rewriting, focusing on addressing what is most significant for a personal, multi-media tale for multiple, including online, audiences.
- analyze, interpret, and evaluate works of visual art and music that will portray emotions present in their written compositions
- present information clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).record personal narration in order to present information about the student's selected personal experience clearly, concisely, and logically

- use appropriate technology (Pinnacle Studio HD, I Movie, Adobe Premier, etc.) to integrate personal narration, visual art, and music in order to produce a dynamic digital story about a selected personal experience

Assessment(s) aligned to Learning Goals

1. You will compose an essay on a personal experience in which you reflect on lessons learned. You will use a writing process that includes: planning, drafting, revising, editing, rewriting, and focusing using appropriate communication skills for peer feedback.

2. You will analyze and select visual art pieces that support the emotional content of your essay using a Google image search. You will justify your choices based on subject and sensory properties (color, line, shape, etc.) on your "[My Project](#)" PowerPoint template.

3. You will analyze and select royalty-free music from www.incompetech.com that supports the emotional content of your essay. You will justify your choices based on the expressive qualities of the music (instrumentation, tempo, and dynamics) on your "My Project" PowerPoint template.

4. You will create a video project using Pinnacle Studio HD (or another video editing program) which incorporates personal narration of your essay, appropriate background music, visual art pieces, and selected text to dynamically communicate the emotional intent of your story.

Assessment Products Students Make:

- "[MyProject](#)" PowerPoint Planning Presentation
- "A "Living Memories" Digital Storytelling Presentation

Checklists for Student Work

Prep Work

- | | | |
|-----|----|---|
| Yes | No | Student successfully created a folder for himself/herself within the PAINT folder on our school server. |
| Yes | No | Student successfully created the four required sub-folders for himself/herself |

within his/her PAINT folder: Documents, Voice-Overs, Images, Music, Videos, and Evaluations.

Yes No **Student brainstormed for a topic, narrowing down to one to three life experiences to draw upon in an essay.**

Draft

Yes No **Student composed a completed essay using Microsoft Word that describes a personal experience in the first person point of view.**

Yes No **Student included a reflective conclusion in which he/she describes lessons learned and/or the impact of the experience on him/her as a person.**

Yes No Student saved his/her Draft 1 to his/her PAINT Documents folder on the school's server.

Peer Revision and Editing Workshop

Yes No Student created a Google Docs account.

Yes No Student uploaded his/her Draft 1 to a Google Document.

Yes No Student shared his/her essay with assigned group members and PAINT teachers.

Yes No **Student followed guidelines given in order to comment on each group member's essay.**

Draft 2

Yes No **Student *used* selected feedback received in Peer Revision and Editing Workshop in order to make improvements to the essay.**

Yes No **Student successfully added or omitted information so that the finished essay is approximately 500-800 words.**

Yes No **Student successfully reflects on the experience(s) described to highlight lessons learned and/or the impact of the situation(s) on his/her life.**

Yes No Student successfully saved the Word Document of Draft 2 into his/her PAINT Documents folder on our school server.

Evaluation Criteria

["My Visual Art and Music" PowerPoint Template](#)

4 3 2 1 Substantiate in rich detail the emotional content of visual art and musical pieces.

Video Presentation

4 - Exceptional

3 - Satisfactory

2 - Poor

1 - No Basis for Judgment

| | | | | |
|---|---|---|---|--|
| 4 | 3 | 2 | 1 | Narration is clearly articulated and paced well. |
| 4 | 3 | 2 | 1 | Narration is at an appropriate volume in comparison to the music. |
| 4 | 3 | 2 | 1 | Music selected is fitting, from the website given, and adds appropriate emotional emphasis. |
| 4 | 3 | 2 | 1 | Music is timed well to fit emotions of the narration. |
| 4 | 3 | 2 | 1 | An acceptable amount of visual art images are incorporated into the video. |
| 4 | 3 | 2 | 1 | The overall amount of images is appropriate and complimentary to the experience being described in the narration. |
| 4 | 3 | 2 | 1 | Images used are fitting and appropriate, adding emotional emphasis. |
| 4 | 3 | 2 | 1 | Ordering and appearance of images is appropriate and well timed. |
| 4 | 3 | 2 | 1 | Images flow smoothly from one image to the next. |
| 4 | 3 | 2 | 1 | Video presentation is effective in that the audience (PAINT teachers) feels emotions that were felt and described during the narration, visual art, and music. |

Total: _____ / 40 points

Comments:

Authentic Process(es)

Conveying emotion through writing (positive communication), narration, visual art, music, and technology.

Digital Storytelling: “Living Memories”

2012 PAINT Project Guidelines

Creating Folders:

- 1 Open up the Shortcut to Classroom Data on Tiger.
- 2 Then open the folder for “PAINT”.
- 3 Go to the appropriate folder for your class (Art, Band, English Skills, Computer Apps.).
- 4 Create a folder for yourself , and assign your name as the title (first and last). For example, “John Smith”.
- 5 Within your folder, create 4 more folders, and name them as follows:
 - Music
 - Voice-Overs
 - Images
 - Documents
 - Videos
 - Evaluations

Drafting Your Essay:

- Don’t be overly concerned about length at this point.
- The point is to describe a personal experience so that readers/audience *feel* as though they “lived” the experience with you.
- Also, a major objective of this project is for you to look back on an experience in order to *reflect* and make meaning: What did you learn from the experience? How did this experience help shape the person you are today?
- Your completed first draft should be around 600 words or more.
- Remember, you need to edit the essay yourself before we begin our peer editing and revision work and to save it as “your name 1” (for example, “JohnSmith1” in -Classroom Data, -PAINT, -Art/Band/EnglishSkills/ComputerApps, -YourName, -Documents.

Peer Editing and Revision:

- *We hope to use Google Docs in order to collaborate on editing and revision; however, should we experience problems with this, we might elect to use the commenting functions within Microsoft Word. *If so, see the last page of the PAINT Project Instructions packet.
- Each of you will be given a group of 3 or 4 students to work with. We have chosen the groups for you, and you are all expected to be courteous and respectful when working with one

another.

- **SHARING WITH GROUP MEMBERS AND TEACHERS:**

- Log in to Google, and go to your Documents page. Upload your self-edited and completed rough draft (“your name 1”).
- Open the document so that you can see your essay. Then click the “Share” button in the upper right part of your screen.
- Enter in your group members’ usernames (from the slip of paper provided). Then enter in the three teachers’ usernames: sullivan84@gmail.com, hreber@rothsay.k12.mn.us, and cthysell.thysell@gmail.com .

- **EDITING AND REVISING GROUP MEMBERS’ ESSAYS:**

- On your Documents page, you should now see that students in your group have shared their essays with you. Your job now is to carefully read your peers’ essays and offer them feedback to make the essays better. Your group members will use the feedback they receive in order to help them make changes to save their final essays for the PAINT Project.
- REMEMBER to always be courteous and respectful. Do not judge others—as these are personal stories and may be difficult to share in the first place.
- On each essay, you will highlight text and add in comments. Here are some examples of comments to get you thinking:
 - Great intro. I like the attention-getter.
 - I feel like I can really see what you’re describing.
 - Wow! That’s amazing! How did you feel in that moment?
 - Maybe this word (insert word) would work better here?
 - Comma Splice: to fix, add in a coordinating conjunction after the comma (for, and, nor, but, or, yet, so) OR replace the comma with a semi-colon.
 - What happened in the time lapse between these two paragraphs?
 - What do you feel you learned from this experience?
 - How would you be different had you not experienced this?
 - This should be “their” instead of “there”.
 - What are some details you could add in that would help readers feel like they are “living your experience”?
 - You should cut this sentence out.
 - Oops! You put the word “for” in this sentence twice.
 - “Mississippi” is misspelled.

FOR EACH GROUP MEMBER’S ESSAY, YOU ARE REQUIRED TO DO THE FOLLOWING:

- Find no fewer than 4 grammatical errors, highlight and comment on them, offering ideas on how to fix them. (*Look for things like comma splices, run-on sentences, misspelled words, incorrect verb tenses, etc.)

- Ask at least 3 questions about the experience. Be respectful, and take this seriously. All the teachers involved in this project AND the Perpich Arts representatives will be able to view your comments.
- Following the last paragraph (you may need to highlight some text), Give your overall reaction and at least one idea for improving the essay.

***This means that on each essay you are assigned, you are responsible for adding in at least 8 comments.**

Creating Draft 2 (Your Script for Narration):

• After you've finished working with peers in the peer editing and revision workshop, it's time to get to work making changes to improve your essay. Remember, your essay should be between 500 and 800 words. You should review feedback you've been given from your peers and instructors to ensure that your essay is free of spelling errors and that it flows logically. Again, be sure that your reflection on lessons learned is clearly stated in your conclusion. Once you've made your final touches on your "Draft2", Save it in your Documents folder in PAINT, and name it YourName2 (JohnSmtih2).

Searching for Visual Art:

- Using Google Images, find at least 10 paintings that represent feelings/emotions in your essay. (Search for still life, abstract, and landscape paintings to find more results.)
- The remaining images may be drawings, photographs, etc. (either published or personal).
- **You will need lots of images for your video.**
- Think of your essay as if you are making a children's book out of it. For each sentence or
- two, imagine what an illustrator might draw on the page. Search for images accordingly.
- *Photography Project!* Since this is a personal story, you might want to search photo albums or go out with a digital camera to take pictures that represent your story the best. Bring in photos to scan or image files on a flash drive. You may use *as many as you want!*
- Save all images to your "Images" folder within your PAINT folder on Classroom Data.

Searching for Background Music:

- Go to: <http://incompetech.com/m/c/royalty-free/> to search for music to play in the background of your video file.
- Use headphones, and "Search by Feel" to find music that matches the emotions your script invokes.
- You may choose to use one to three songs (songs can be cut or trimmed in the video editing process).

Recording Narration:

- **Practice** reading your finalized script.

- During your assigned time slot, record yourself reading your script and save the audio files to your “Voice-Overs” folder within your PAINTE folder.
- Remember to read slowly, clearly, and at an appropriate volume level.
- Try to make **emotion** apparent in your voice as you read.

Putting It All Together:

- Using Pinnacle Studio HD video editing software, create a Digital Story where you showcase your personal experience and lessons learned, combining: background music, voice-over of script (your narration of the story), visual art (paintings and other images), and selected text on screen.
- You may choose to use transitions and/or other effects.
- **TIMING IS EVERYTHING:** make sure that all media elements “fit” in their given moments.
- Remember, the goal here is to help your audience feel as though they “lived the experience” with you; they should feel the same emotions you felt in the experience(s) you describe.

Publishing:

- Your finished movie (AVI) file will be uploaded to a special PAINTE channel on YouTube.com (rhspaint) **Note that there is no space in rhspaint and all letters are lower-cased.*
- **Neither our school name nor your name will be attached to the file once it is uploaded. Your video will be labeled by the title you give it.*

By viewing one another’s video projects, we hope to gain empathy for each other.

Reflection:

1. Complete and customize the “My Project” PowerPoint template.
 - Open the template from our PAINTE folder on Classroom Data.
 - You will need to “create a local copy” of the file. To do this, “Save As” “Your Name’s Project” (JohnSmithsProject) IN YOUR PAINTE EVALUATIONS FOLDER.
 - Go through each slide to reflect on your experiences in this year’s PAINTE project. Please, as always, use positive communication skills and proofread your own work. It may also be helpful to have a friend read through your PowerPoint to help refine your writing and ensure that your ideas are communicated logically.
2. Complete a self-evaluation of your work.
3. Complete peer evaluation rubrics for the videos viewed in your session.

**Be honest and empathetic in your responses. Remember to use positive communication skills. To provide feedback for anything marked 2 or 1, please justify comments explaining why you marked this score.*

PLAN B: In Place of Google Docs Editing and Revision

1st Peer Editing and Revision Session

- 1) Sit next to your group members in the computer lab.
- 2) Decide who will read each essay first (we want one student working on an essay at a time, so that we can save just one Draft 1 with comments).
- 3) Open up your group members' essays by accessing their folders on Classroom Data
- 4) Select the Review tab at the top of the window.
- 5) Read the essay, and insert your comments by clicking New Comment. **BE RESPECTFUL.**
 - a. Remember, you need to insert at least 8 comments on each of your group members' essays.
 - b. At least 4 grammatical errors, 3 questions, and 1 overall reaction
 - c. See the Peer Revision and Editing section of your packet for sample comment ideas.
- 6) After you finish reading and commenting the essay you're working on, click the Office button, and select SAVE AS to give the document a new file name. Save it as "Writer's Name 1 with Comments" (for example, "JacobWatterud1withComments").
- 7) Once a group member is finished with another essay, open up another document with comments, and continue to read and insert comments of your own (at least 8). Save when finished.
- 8) Continue this process until all group members have read and commented on each group member's essay.
- 9) When finished, open up your own Draft 1 with Comments, and begin revising.
- 10) **IMPORTANT**, do not save over "Your Name 1 with Comments" ("JacobWatterud1withComments"); rather, you need to again click the Office button and select SAVE AS to give your revised essay a new file name. Name your revised draft "Your Name 2" ("JacobWatterud2").
- 11) You should now have three documents in your PAINT Documents folder:

- i. YourName1
- ii. YourName1withComments
- iii. YourName2

MY CHECKLIST

NAME: _____

- ___ Make folders
Date Completed: _____
- ___ Complete first draft of essay
Date Completed: _____
- ___ Save first draft as YourName1 in your PAINT Documents folder
Date Completed: _____
- ___ Share essay with PAINT teachers and group members
Date Completed: _____
- ___ Read all group members' essays and insert a minimum of 8 comments on each
Date Completed: _____
- ___ Read comments students made on your essay. Edit and revise.
Date Completed: _____
- ___ Save finalized draft as YourName2 in your PAINT Documents folder
Date Completed: _____
- ___ Work with peer editing group again to make drafts into 500 word scripts.
Date Completed: _____
- ___ Save your 500 word script as YourNameScript in your PAINT Documents folder
Date Completed: _____
- ___ Find and save at least 3 paintings which exhibit the feelings/emotions/tone of your experience
Date Completed: _____

___ Find, scan (if necessary), and save remaining images (you probably need at least 10 more)

Date Completed: _____

___ Choose music from the royalty-free website provided (1 or 2 songs)

Date Completed: _____

___ Record yourself reading the script and save audio files in your PAINT Voice-Overs folder

Date Completed: _____

___ Create and edit your video (add in transitions, effects, selected text on screen, etc. as needed)

Date Completed: _____

Self-Evaluation of “Living Memories” Digital Story (Video Presentation)

Your Name: _____

Grade: _____ 6th Hour Class:

Title of Your Video:

4 - Strongly Agree

3 - Agree

2 - Somewhat Disagree

1 - Completely Disagree

| | | | | |
|---|---|---|---|--|
| 4 | 3 | 2 | 1 | My personal narration is clearly articulated, paced well, and at an appropriate volume. |
| 4 | 3 | 2 | 1 | My music is timed well to fit emotions of the narration. |
| 4 | 3 | 2 | 1 | My images used are fitting and appropriate, adding emotional emphasis to compliment narration and music. |
| 4 | 3 | 2 | 1 | Ordering and appearance of my images is appropriate and well timed. |
| 4 | 3 | 2 | 1 | I feel that I put my best effort forth in this project. |
| 4 | 3 | 2 | 1 | I am proud of the work I’ve done. |
| 4 | 3 | 2 | 1 | I will likely share my video with others outside of the class viewing sessions. |
| 4 | 3 | 2 | 1 | Despite all challenges, this project was worth all of the hard work! |

Comments:

Peer-Evaluation of “Living Memories” Digital Story (Video Presentation)

Your Name: _____ Grade: _____ 6th Hour Class:

Title of Video:

Use POSITIVE COMMUNICATION SKILLS to give peer feedback about the video.
Remember how difficult it was for you to share your experience, and keep that in mind when
you judge other videos.

| <i>4 - Strongly Agree</i> | <i>3 - Agree</i> | <i>2 - Somewhat Disagree</i> | <i>1 - Disagree</i> | |
|---------------------------|------------------|------------------------------|---------------------|--|
| 4 | 3 | 2 | 1 | Narration is clearly articulated and paced well. |
| 4 | 3 | 2 | 1 | Narration is at an appropriate volume in comparison to the music. |
| 4 | 3 | 2 | 1 | Music selected is fitting and adds appropriate emotional emphasis. |
| 4 | 3 | 2 | 1 | Music is timed well to fit emotions of the narration. |
| 4 | 3 | 2 | 1 | The overall <i>amount</i> of images is appropriate and complimentary to the experience being described in the narration. |

| | | | | |
|---|---|---|---|--|
| 4 | 3 | 2 | 1 | Images used are fitting and appropriate, adding emotional emphasis. |
| 4 | 3 | 2 | 1 | Ordering and appearance of images is appropriate and well timed. |
| 4 | 3 | 2 | 1 | Images flow smoothly from one image to the next. |
| 4 | 3 | 2 | 1 | Reflection of lessons learned (or the impact the experience has had on the student) is clearly stated at the end of the video. |
| 4 | 3 | 2 | 1 | Video presentation is effective in that the audience (PAINT teachers) feels emotions that were felt and described during the narration, visual art, and music. |

**For anything marked 2 or 1, explain why you disagree with the statement below.*

Your Reaction to the Video: