Teacher: Mr. Ron Clark & Mr. Joel Schreiner Date: 2-19-19

School: Rocky Mountain High School Grade Level: 9 thru 11 Content Area: Videography II

Title: Where do Movie Posters stand in the world of Cinema? Lesson #:\_1\_ of ­­\_2\_

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| **Lesson Idea/Topic and Rational/Relevance:** | -The introduction to Photoshop through the creation of movie posters. While the students proceed towards their short film projects, they have been working on photographic storyboards and getting familiar with camera features. This lesson is designed to introduce ways they can manipulate images in order to create posters that hold common themes with their films or bits of the story. It will also help with relating movies they watch to the way posters are used to advertise alongside trailers and promotional images. |
| **Student Profile:** | -The majority of the class is split between freshmen, sophomores, and juniors. Most of the upperclassmen are there for a second time having failed a previous semester. This comes from them not taking the responsibility to turn things in rather than failing their assignments. Others are here for the first time. |

**Content Standard(s) addressed by this lesson:** *(Write Content Standards directly from the standard)*

Standard 2. Envision and Critique to Reflect 2: See oneself as a participant in visual art and design by experiencing, viewing, or making.

Standard 2. Envision and Critique to Reflect 2: Visually and/or verbally articulate how visual art and design are a means for communication.

**Understandings:** *(Big Ideas)*

-How movie posters play a part in cinema

-How Photoshop can be utilized to splice images together to create different meanings

**Inquiry Questions:** *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

When you consider the practicality of a movie poster, is it something that is necessary in cinema?

In what ways do both movie trailers and poster work together and differ when it comes to promoting a movie?

**Evidence Outcomes:** *(Learning Targets)*

**Every student will be able to:** *(Create your own lesson objectives from the standard using student voice)*

**I can:** explain my standing on a movie poster’s importance when compared to movie trailers, begin creating a movie poster utilizing photos within the program Photoshop.

**This means:** They can rationalize and explore different ways of thinking considering movie posters, they will be introduced to a new program that can be used to manipulate images.

**List of Assessments:** *(Write the number of the learning targets associated with each assessment)*

* I can explain my standing on a movie poster’s importance when compared to movie trailers
  + How many people remember movie posters they’ve seen? (Show of hands)
  + Who remembers movie posters that encouraged them to go and see the movie? (Show of hands)
* I can begin creating a movie poster utilizing photos within the program Photoshop
  + Having students turn in their general layout on paper of what they’re planning or at least turning in their general thoughts and planning to see what they’re thinking about.

**Planned Lesson Activities**

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| **Name and Purpose of Lesson** | *To teach and introduce the basic functions of Photoshop and discuss the place movie posters have in cinema.* | | | | | | |
| **Co-Teaching**  *Will co-teaching models be utilized in this lesson? Yes \_\_\_ No \_X?\_* | **Which model(s) will be used?**  It’s possible this could be considered co-teaching. Mr. Schreiner will be teaching the moment after homeroom for however long it goes before they begin working. It is likely that Mr. Clark will then answer questions and the sort following the introductory aspect of the class.  **Why did you choose this model(s) and what are the teachers’ roles?**  I am uncertain that this would be considered co-teaching. While we are not swapping off during the class period, Mr. Clark will run homeroom, I will do the introduction and other features of the lesson, and then Mr. Clark will resume as the main teacher when it enters work time. | | | | | | |
| **Approx. Time and Materials** | *30-45 minutes, movie posters from Star Trek 2: Into Darkness, PowerPoint with trailer links and sample movie posters, scratch paper, computers w/ Photoshop* | | | | | | |
| **Anticipatory Set** | The strategy I intend to use is: Brainstorm Board  I am using this strategy here because:  By creating a list of words they associate with movies, posters, and trailers, I aim to get their minds thinking about film and other things associated with it. | | | | | | |
| **Procedures** | The strategy I intend to use is: Recruit to Action  I am using this strategy here because:  Art classrooms tend to spark interest on a personal level and the goal of this is to place them in the seat of a movie director (which they will be) looking to promote their short-film. | | | | | | |
| *Teacher Actions* | | *Student Actions* | | | *Data Collected* | |
| * *Will ask for words associated with Film and Cinema.* * *Will ask students to compare movie posters to trailers in the sense of impact to movies.* | | * *Will supply a collective of words they associate with Film and Cinema.* * *Give thoughts and ideas about the relevance of the subjects.* | | | * *What their general knowledge is about Film and Cinema.* * *Their position on where movie posters stand in the film industry.* | |
| **Closure** | The strategy I intend to use is: N/A  I am using this strategy here because:  The rest of class is to be used as work time. Ending announcements is at Mr. Clark’s discretion in preparation for the rest of the week. | | | | | | |
| **Differentiation** | **Modifications:** | Content  Instead of movie posters/trailers, times where they’ve heard about a movie from a friend. | | Process  Can work on paper instead if unable to work on computers. | Product  If space is a problem, the size can be reduced to a postcard poster. | | Environment  If they have a place they usually go to work, they are free to do so if it is proven beneficial. |
| **Extensions:** | Mentioning promotional images/concept designs they are familiar with. | | Explore tools not mentioned and working with changing the photo’s colors. | As a final product, the student could seek out a place to print out the poster via printshop or printer to see how it looks off the computer. | | N/A |
| **Assessment** | *The final product of their poster at the end of the week as a full assessment with the in-progress thought process of where their ideas are developing.*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***Rubric*** | *Advanced (4)* | *Proficient (3)* | *Developing (2)* | *Basic (1)* | | *Did students make connections between posts & trailers?* | *Excellent connections were made with meaningful comments.* | *Good connections were made with relevant comments.* | *Some connections were made with decent comments.* | *General connections were made with basic comments.* | | *Did students successfully create a poster (draft) in Photoshop or Paper?* | *A draft was made using techniques shown and not shown.* | *A draft was made using a few examples that were given.* | *A draft was made using a couple examples that were given.* | *A draft was made using one example that was given.* | | *Did students use their time efficiently?* | *Students used all of their time in class to work.* | *Students used most of their time in class to work.* | *Students used some of their time in class to work.* | *Students used a small amount of their time in class to work.* | | | | | | | |

**Post Lesson Reflection**

1. **To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*

It appeared that the objectives were achieved, but it is hard to say given it’s a project and not a one and done worksheet/test/activity. Afterwards, some drafts were made for their posters, by some students still needed photos for a previous assignment.

1. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**

Things that I would likely change:

* Shorter trailers w/ specific questions on the board.
* Set aside pictures to use in the demonstration rather than try to involve the students.
* Think of different ways to engage the students during the lesson.

1. **What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*

* Set things up to reference to: questions, examples, images, etc.
* Set up a way to get students to open up and interact with the lesson.
* Working on the tutorial(s) section.
* Use other lesson format for personal use (better designed for art)

1. **If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**

It is hard to say given that co-teaching goes back and forth. Art relies on as little lecture as possible to maximize work time and keeping student interest. It would be helpful in the sense of having the teacher’s support in class, but I could see myself relying very little on this or taking a backseat in this situation. Having used this method at Polaris, it was very either or in it because my teaching partner would rarely take initiative and if I wanted her to, I needed to just give her the reigns. In terms of trying co-teaching, I would likely not execute it well enough due to the odd introduction and experience with co-teaching.

**Lesson Plan Appendix**

**Lesson Idea/Topic and Rational/Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

**Student Profile:** Write a narrative about your learners. What are their special needs? Exceptionalities? Giftedness? Alternative ways of learning? Maturity? Engagement? Motivation?

**Name and Purpose of Lesson:** Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.

**Co-Teaching: Models –** One teach/One observe, One teach/One assist, Station teaching, Parallel teaching, Alternative/Differentiated/Supplemental teaching, Team teaching.

**Approx. Time and Materials:** How long do you expect the activity to last and what materials will you need?

**Anticipatory Set:** The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.

* To focus student attention on the lesson.
* To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)

An anticipatory set is used any time a different activity or new concept is to be introduced.

**Procedures***:* Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.

Indicate whether each is:

* teacher input
* modeling
* questioning strategies
* guided/unguided:
  + whole-class practice
  + group practice
  + individual practice
* check for understanding
* other

**Closure:** Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:

* To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.
* To help organize student learning
* To help form a coherent picture and to consolidate.

**Differentiation:** To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills? What observational assessment data did you collect to support differentiated instruction?

**Assessment (data analysis):** How will you know if students met the learning targets? Write a description of what you were looking for in each assessment. How do you anticipate assessment data will inform your instruction?