Objectives:
- Students will explore how social & cultural factors affect artists.
- Students will use technology to create a mini-movie about a specific artist.
- Students will use appropriate visual art & technology vocabulary to express their opinions about an artist.
- Students will analyze & discuss qualities of artwork with their peers.
- Students will use productivity tools to collaborate in constructing a creative presentation through the use of technology.

Materials Needed:
- Computers
- Digital cameras
- Digital video cameras (optional)
- Projector
- DVDs
- Art research materials (Magazines, books, prints, Internet accessibility, etc.)
- Worksheets

Procedures prior to computer use:
1. Students will use digital cameras to photograph each other in five different poses.
   a. front view
   b. back view (pointing/grabbing the air above them)
   c. profile
   d. profile while pointing
   e. emotional view (surprise, fright, super smile, etc.)
2. Divide students into groups of 2-4.
3. Artist Research
   a. Students use Scholastic Art magazines to select artist & complete research worksheet independently.
   b. Group members compare & contrast their research findings.
   c. Group members select 3 or more works of art to place in movie.
   d. Group members gather information about artwork to be used.

Computer Use:
1. Teach & re-teach computer etiquette.
   a. One student gets equipment out & returns it each day.
   b. Computers are not opened until students are directed to do so.
   c. DO NOT touch the screen.
   d. Exploration of areas, other than what is taught for the day, is UNACCEPTABLE & will result in written assignment if necessary.
   e. ALL members of the group shall have the chance to use the computers! (Students decide order of use ☺️)
2. Day one: Groups
   a. Cover computer etiquette.
   b. Folder is created on desktop. (All work stored is stored here.)
   c. Students open iMovie program, name, & and save to folder.
   d. Students close program, then reopen from desktop folder.
   e. Teacher places saved photos in student folders.

3. Day two: Groups
   a. Demonstrate how to cut-out photos in PhotoShop program.
   b. Students observe demonstration, & then complete cut-out with teacher.
   c. Students cut-out photos. (Each student completes one.)

4. Day three:
   a. Continue cut-out photos, using PhotoShop.
   b. Other students may finish research if needed.
   c. Individually, groups are taught to scan in artist’s artwork.
   d. First group w/ scanner knowledge teaches next group.

5. Day four: Title Slides
   a. Demonstrate how to place title slides in movies.
   b. Continue scanning.

6. Day five: Image Slides
   a. Demonstrate how to import images.
   b. Continue w/ title slides, scanning, as needed.

7. Day six: PhotoShop
   a. Demonstrate how to abstract student images.
   b. Demonstrate how to drop artwork behind images.

8. Day seven:
   a. Continue adding artwork to student images.
   b. Continue w/ titles if needed.
   c. Continue importing images if needed.

9. Day eight: Effects & Transitions
   a. Demonstrate adding effects & transitions.
   b. Students practice IF all others elements of movie are complete.

10. Day nine: Sound
    a. Demonstrate how to add sound.
    b. Students use worksheet to decide what narrative & sounds will be used.
    c. Students record voices & other sounds.

11. Days 10 to 15:
    a. Students finish movies.
    b. Pop some popcorn & view movies ©