Elements of Art iMovie
by Rene’ Steingraber

Objectives:
- Students will create mini-movie using iMovie software.
- Students will discuss personal beliefs, values & feelings when explaining their perspectives on artwork.
- Students will create a thematic technology based work, which incorporates visual art.

Materials needed:
Computers
Digital cameras
Digital video cameras
Projector
Worksheets

Prior knowledge needed:
- Students should have an understanding of the elements of art & be able to apply their knowledge to artwork, as well as, objects around them.
- Students should be taught acceptable computer etiquette, & appropriate use of the Internet.
- Students should have knowledge on how to find information on images in magazines & books.

Procedures:

DAY 1: - Introduction: 1. Discuss students' experiences w/ technology, 2. Art & technology, graphic arts, etc. 3. 1st computer created movie, Toy Story

- Discuss what it takes to create a movie. (List ideas on board, covering; begin w/ idea, narration, visual & sound elements, editing, final product.)

- Discuss elements of an effective group, responsibilities, roles involved (director, video editor, sound coordinator, researcher, and time-keeper), etc. & have students choose groups or select groups (depending on students).

DAY 2: - Distribute & review Expectation & Rubric worksheet. 1. Select element of art (Random selection by number/word pull) 2. Connect your element to an artist that will best illustrate your element. 3. Research requirement (History of artist w/ birth date, country of origin/influence, style, important contributions, weird/fun facts). 4. Image requirement (Amount of pictures given, student taken and/or Internet retrieved) 5. Video requirement (Depending on availability, number of minutes of footage) 6. Narrative requirement (Per image, on-going, students
choice, number of students required to speak, etc.) 7. Sound requirement (Music vs. 2 voices, Variation of music, Music of artist's era, etc.)

- State behavior expectations, alternative assignment for those who choose not to follow expectations. - Discuss concerns, questions re: project, how to handle group disagreements (Encouraging students to settle among themselves before coming to teacher. Director communicates w/ teacher.)

DAY 3: - Instruct students on how to read master schedule of equipment use. Explain & discuss importance of using time efficiently due to limited equipment & time. - Assign equipment (5 Desktop computers, 5 iBook computers, 5 cameras) - Students brainstorm on how to approach task and assign individual tasks.

DAY 4: - Directors meet w/ me to discuss needs of groups. - Groups begin tasks that were decided on during Day 3. - Directors relate needed information to groups.

DAYS 5-10: - Groups work on major production assignment. - During this time, I will teach mini-groups (based on their roles) on proper use of equipment as needed. Role leaders will teach their peers the information learned.

DAY 11: - As a group, we will preview Mini-Movies, compliment as needed & make suggestions for change. (Provide worksheet for students w/ 1 positive for each negative.)

DAY 12-13: - Edit movies

DAYS 14-15: - View movies as a class. - Students evaluate (Rating scale 1-3, Rate length, quality of images, originality, sound) - Students evaluate their own movie (Rating scale 1-3, Participation, fulfilled duties assigned to role, cooperation w/ peers)

FUTURE: Select students to present movies to community members. (Lutheran Home, Parent Teacher Organization Meeting, Parents of students who participated, etc.)