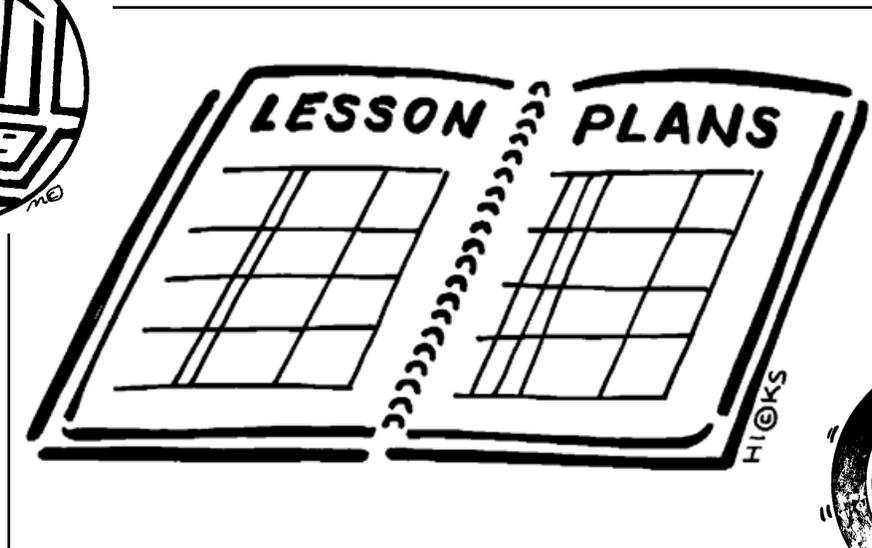
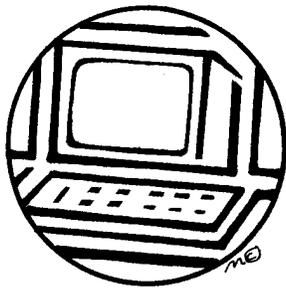




Sample ELA Lesson Plan

with iMovie Technology Integration



Creating academic movies is a way for students to be innovative, express themselves, and demonstrate their understanding of specific standards-based concepts. The combination of academics and creative freedom renders high-quality results that are an authentic assessment of student mastery.

Film production is the perfect juxtaposition of best practices: cooperative learning, curriculum vocabulary, Thinking Maps, product-oriented assessment, and the opportunity for critical thinking. Additionally, one of the greatest benefits of using film production in the classroom is the amount of confidence students develop as they write, produce, direct, and star in their own movies. With careful planning, teacher flexibility, and enthusiasm, film can be successfully integrated into lesson plans within the parameters of district pacing guides.

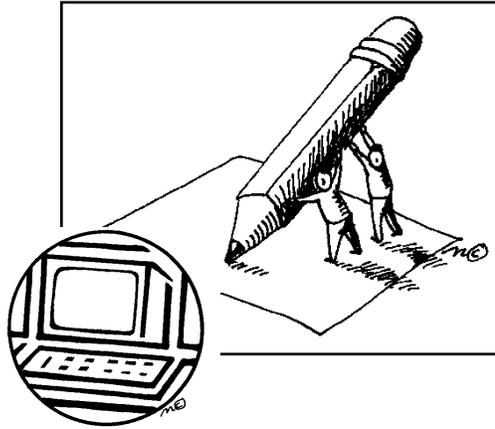
The following is a sample Language Arts unit plan for 6th grade. The standards on which this unit is based are R.3.2 (the effect of character qualities on plot, conflict, and resolution) and R.3.3 (the effect of setting on conflict and resolution). This unit plan could easily be altered to fit any content area or standard. Please also find pertinent film production worksheet resources attached.

Created By: Jessica Pack



Sample ELA Lesson Plan

with iMovie Technology Integration



Lesson One: Character Traits

Standard: R.3.2 Analyze the effect of the qualities of the character on the plot and resolution of the conflict.

Language Objective: Students will *explain* character traits to a partner *using complete sentences and academic vocabulary*, identify character traits in writing, and provide textual evidence to support their choices.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 1-2 regular periods or 1 block period. Adjust based on level of students and whether or not standard has been taught at any other point in the year.*
- Students access a fictional text, which could be a short story or a novel. Appropriate vocabulary building activities (such as a Budget Vocabulary Matrix, Picture Dictionary, etc.) should be done while reading, and a section/chapter summary activity completed periodically throughout the reading process.
- After reading, direct instruction of character traits should be given. This is an opportunity to integrate technology with a PowerPoint or Keynote to help illustrate the concept.
- Give opportunities for students to dialogue with one another using complete sentences and academic vocabulary while speaking. Students should air-share examples of characters from movies and brainstorm character traits for the main characters. Students must be able to provide evidence from the movie for why their character possesses a certain trait.
- Idea Wave (discuss as a class) some of the students' pair-share conversations.
- Refer back to the story/novel that the class just read and lead students in creating a Bubble Map of character traits for one of the characters. Work as a class initially, then allow students to finish the Bubble Map in partners, providing textual support.
- In the frame of reference around each Bubble Map, have students answer this question: "If this character did not have these traits, how would the conflict, plot, and/or resolution change?"
- Homework/Individual Practice should consist of students completing a Bubble Map for a different character from the story/novel on their own.

Outline of Lessons

• **Lesson One: Character Traits**

- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

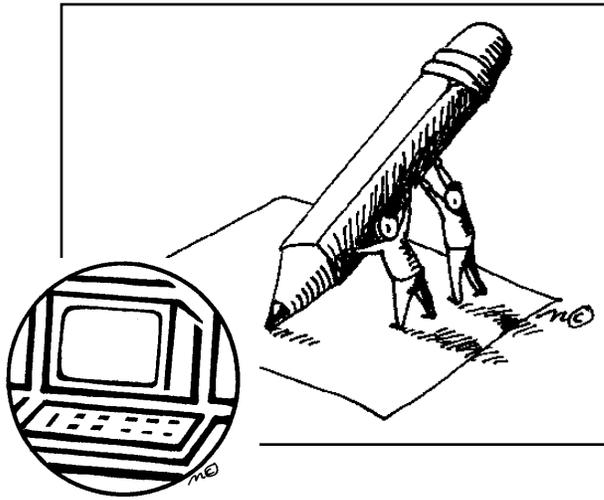
- Short Story or Novel text
- Keynote/PPT for Direct Instruct.
- Paper for Bubble Maps
- *Optional: Laptops with Keynote/PPT if you would like to integrate technology so students can create their Bubble Maps on the computer.*

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Lesson Two: Setting

Standard: R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict.

Language Objective: Students will *explain* the qualities of the setting to a partner *using complete sentences and academic vocabulary*, identify qualities of the setting in writing, and provide textual evidence to support their choices.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 1 regular period or 1/2 of a block period. Adjust based on level of students and whether or not standard has been taught at any other point in the year.*
- Direct instruction of setting should be given. This is an opportunity to integrate technology with a PowerPoint or Keynote to help illustrate the concept.
- Show a 90 second (or less) clip from a popular movie wherein setting has an impact on story events. Ask students to describe the setting first. Pair-share the question first, then allow students to share out.
- Ask students to brainstorm what might have happened differently if the setting for the movie was changed. Give opportunities for students to dialogue with one another using complete sentences and academic vocabulary while speaking. Share out as a class. Make clear the connection between setting and the conflict characters face, the plot, and the resolution.
- Refer back to the story/novel that the class just read and lead students in creating a Circle Map of words that describe the setting for the story/novel. Work as a class initially, then allow students to finish the Circle Map in partners and/or individually, providing textual support.
- In the frame of reference around the Circle Map, have students answer this question: "If an element of the setting for this story changed, how would the conflict, plot, and/or resolution change?"

Outline of Lessons

- Lesson One: Character Traits
- **Lesson Two: Setting**
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

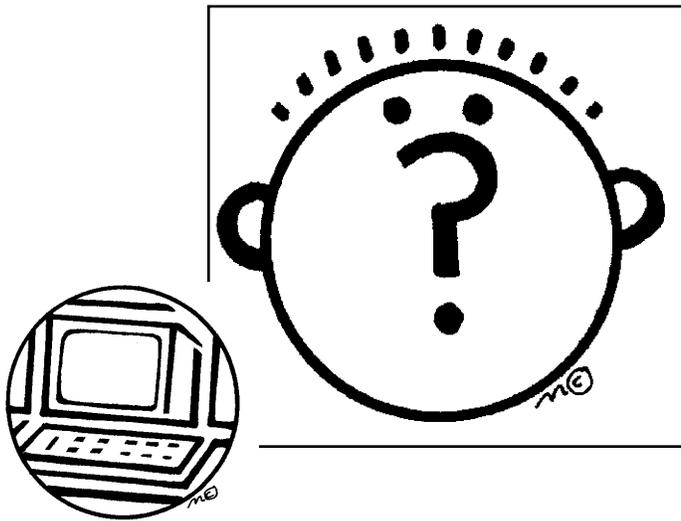
- Short Story or Novel text
- Keynote/PPT for Direct Instruct.
- Paper for Circle Maps OR the Snapshot worksheet.
- *Optional: Laptops with Keynote/PPT if you would like to integrate technology so students can create their Circle Maps on the computer.*

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Mini-Lesson: Film Angles

Language Objective: Students will explain the four basic film angles to a partner using complete sentences.

Technical Objective: Students will use four basic film angles when storyboarding and filming their movie in the future.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 10-15 minutes*
- Show students the *Spiderman 3* trailer (available on the Internet).
- After watching, ask students what the film-makers did to give the scenes a sense of action and interest. Students should brainstorm as a class and will inevitably reach the conclusion that the camera moved.
- Direct instruct the four basic types of camera angles using a QuickDraw and the whiteboard or a document camera.
- Show students the *Spiderman 3* trailer again and stop the clip at various points. Have students call out the correct angle for the frame where you stopped.

Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- **Mini-Lesson: Film Angles**
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

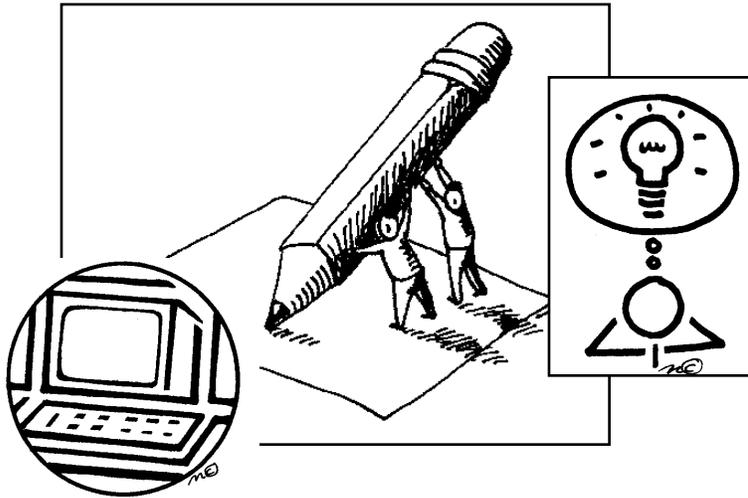
- Paper for QuickDraw
- Computer with LCD projector to show the *Spiderman 3* movie trailer.
- *Optional: You may wish to use a document camera to show students the correct proportions within the frames for their QuickDraw.*

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Lesson Three: Storyboard iMovie

Standard: R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict. R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict.

Language Objective: Students will *write* and draw a storyboard as the first step in producing a movie to explain the importance of setting and character *using correct academic vocabulary*.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 1 regular period or block period. Adjust based on level of students and how quickly they are able to work.*
- Divide students into groups of four, no more than five. Have students within each group choose a role: director, assistant director, editor, sound engineer
- Tell students they are going to make a movie about the standards on character and setting. Their movie must teach others about how characters and setting can change/effect stories. They must use the proper academic vocabulary while teaching.
- Direct instruct how to brainstorm movie ideas for teaching about character and setting. Let students have 10 minutes to brainstorm in groups. Brainstorming should utilize a Circle Map. Show students a sample.
- Show students how to decide the **rough** sequence of events in their movie by illustrating the action that should take place. Each camera angle should be labeled and if a text slide is used, the content of that slide should be **roughly** outlined. At this stage, a clear sample storyboard must be given so students understand the expectation.
- Make sure students understand that the storyboard process is fluid and able to be changed or rearranged at any point.
- Have students complete a storyboard for their movie. This step is essential in order to help students most productively write their scripts. A good storyboard will eliminate off-task behavior or too much time spent “thinking” about what to write rather than getting the job done.

Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- **Lesson Three: Storyboard iMovie**
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

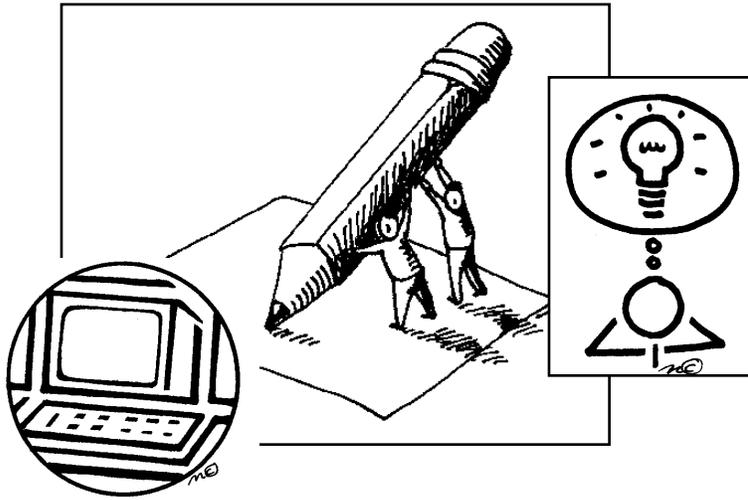
- Document Camera with LCD or whiteboard for direct instruction
- Student QuickDraw worksheets
- Paper for a Circle Map
- Copies:
 - Storyboards
 - Storyboard Assignment sheet with sample.

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- **Lesson Four: Write a Script**
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

- Document Camera with LCD or whiteboard for direct instruction
- Student QuickDraw worksheets
- Storyboard from previous lesson
- Paper for writing a script
- Copies:
 - Script assignment sheet and sample script for a different standard.

Written by J. Pack, 2010

Lesson Four: Write a Script

Standard: R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict. R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict.

Language Objective: Students will *write* a movie script to explain the importance of setting and character *using correct academic vocabulary*.

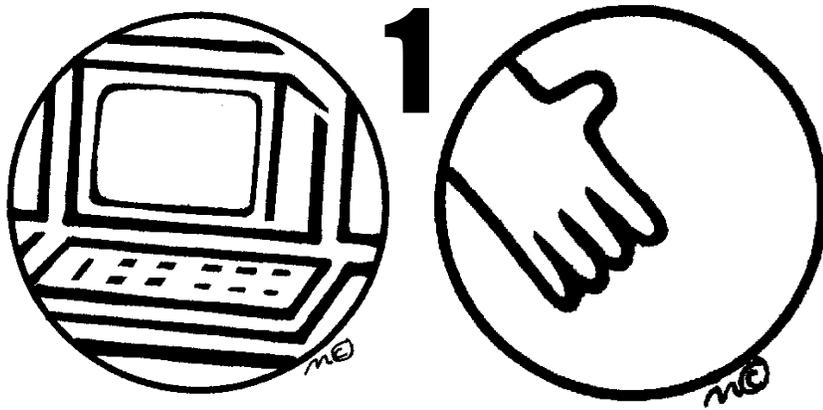
LESSON SEQUENCE:

- *Total Time for Lesson Completion: 2 regular periods or 1.5 block periods. Adjust based on level of students and how quickly they are able to work.*
- Divide students into their groups of four from yesterday.
- Remind students they are going to make a movie about the standards on character and setting. Their movie must teach others about how characters and setting can change/effect stories. They must use the proper academic vocabulary while teaching.
- Direct instruct how to write a script, giving a clear example and an assignment sheet with clear expectations.
- Show students how to take their storyboard and turn it into a script by following the sequence. Illustrate how vocabulary terms could be directly instructed during the course of their film by the use of text slides.
- Make sure students understand that the scripting process is fluid and able to be changed or rearranged at any point.
- Have students complete as much as possible in class. You may wish to have students divide up the remainder of the script to work on for homework. The script can be assembled in full during the next class period. Students must be responsible for one another's work and catch mistakes.
- A concise script is best in order to communicate the standard(s) most effectively and streamline the filming process.



Sample ELA Lesson Plan

with iMovie Technology Integration



Task Day One: Filming

Standard: R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict. R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict.

Technical Objective: Students will use a variety of angles to film the live action sequences for their iMovie about character and setting.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 1 regular period or one block period*
- Give students their film folders with their QuickDraw film angles, storyboard, and copies of the script.
- Briefly discuss with the class the behavior parameters for filming and quickly model how to use the built in iSight camera to record in iMovie. Make sure students understand that they should keep the camera running, even if they make a mistake, because the film can be edited. (*This should take no more than five minutes.*)
- Give each director a stop-watch to help monitor time. It is sometimes helpful to have a pre-filming meeting with directors so that they are aware of the immense responsibility associated with their role.
- Students should have the bulk of the period to film. It will be overwhelming at first, and they will need time to find their rhythm, but this is where constant teacher monitoring, encouragement, and troubleshooting is important.

Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- **Task Day One: Filming**
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

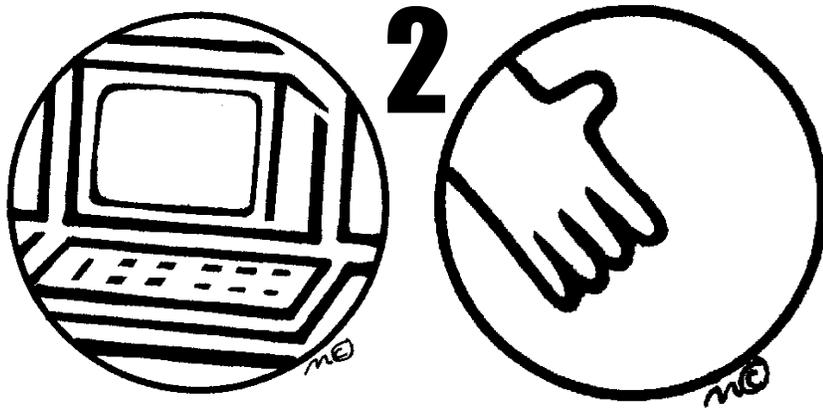
- Paper for QuickDraw
- Storyboard
- Copies of the Script
- MacBook Laptops with iMovie
 - Each group of four should have one laptop computer with built-in iSight camera.
- *Optional: Props, costumes, minimal scenery, anything students choose to incorporate.*

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Task Day Two: Filming

Standard: R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict. R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict.

Technical Objective: Students will use a variety of angles to film the live action sequences for their iMovie about character and setting.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 1 regular period or one block period*
- Give students their film folders with their QuickDraw film angles, storyboard, and copies of the script. Supply each director with a stopwatch.
- Review the various film angles and make certain students are utilizing them when filming. *(This should take no more than three minutes.)*
- Constant teacher-monitoring, encouragement, and troubleshooting is still necessary to student success.
- At the end of this day of filming, students may need a little more time filming, which can carry over into Task Day Three. Remember, time frames are flexible according to student needs.

Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- **Task Day Two: Filming**
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

- Paper for QuickDraw
- Storyboard
- Copies of the Script
- MacBook Laptops with iMovie
 - Each group of four should have one laptop computer with built-in iSight camera.
- *Optional: Props, costumes, minimal scenery, anything students choose to incorporate.*

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Mini-Lesson: Editing Process

Language Objective: Students will explain how to edit film clips to a partner using complete sentences.

Technical Objective: Students will edit film clips for their movie.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 10 minutes*
- Show students some simple raw footage of a student walking down a hallway to enter a class. The footage should include separate clips, such as:
 - close up clip of the student's face
 - wide angle clip of the student walking up to the door
 - midrange shot of the student from the inside of the classroom.
- Model how to select specific parts of each clip, drag them into the project area, and arrange them to present a smooth sequence of film using transitions.
- Play the newly edited sequence back on full screen so students can understand the effect editing has on communicating the message of the film.
- Follow this mini-lesson with Task Day Three: Filming/Editing.

Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- **Mini-Lesson: Editing Process**
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

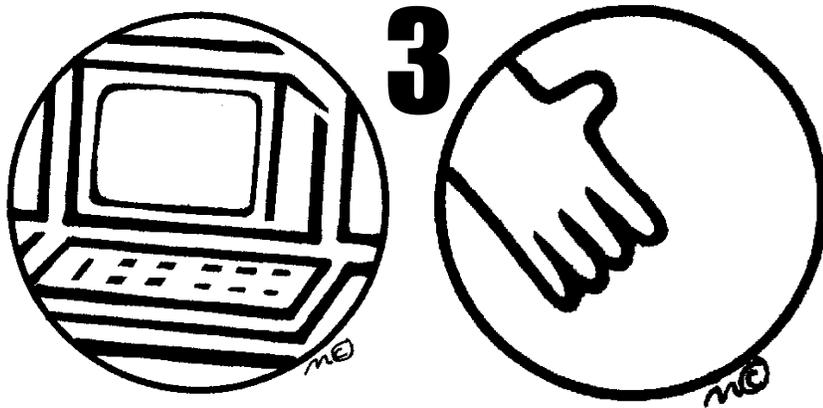
- MacBook laptop with iMovie for teacher demonstration
- LCD Projector to model editing process on a large screen.

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Task Day Three: Filming/Editing

Standard: R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict. R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict.

Technical Objective: Students will edit their film utilizing footage from a variety of angles in order to compile the live action sequences for their iMovie about character and setting.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 1 regular period or one block period*
- Give students their film folders with their QuickDraw film angles, storyboard, and copies of the script. Supply each director with a stopwatch.
- Emphasize the importance of using the storyboard to guide the manner in which the film is edited. This task day should immediately follow the Mini-Lesson: Editing Process.
- Constant teacher-monitoring, encouragement, and troubleshooting is still necessary to student success.
- At the end of this task day students may need a little more time editing, which can carry over into Task Day Four.
- Editors could also be given additional time to work during lunch or after-school tutoring times, etc. Be creative and flexible in terms of getting students the time they need.

Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- **Task Day Three: Filming/Editing**
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Materials Needed

- Paper for QuickDraw
- Storyboard
- Copies of the Script
- MacBook Laptops with iMovie
 - Each group of four should have one laptop computer with built-in iSight camera.
- *Optional: Props, costumes, minimal scenery, anything students choose to incorporate.*

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- **Mini-Lesson: Sound, Effects**
- Task Day Four: Sound/Effects
- Task Day Five: Finishing Touches

Mini-Lesson: Sound, Effects

Language Objective: Students will explain how to edit sound, add voice-overs, add music, add sound effects, and add video effects to a partner *using complete sentences*.

Technical Objective: Students will edit sound, add voice-overs, add music, add sound effects, and add video effects

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 10-15 minutes*
- Show students the footage of a student walking down the hall from the last mini-lesson. Explain how the clip could be made better by adding or editing sound, and possibly adding video effects.
- Briefly model the following:
 - how to adjust the volume of a video clip (**increase to 200%** for sequences that are difficult to hear, or **mute** in preparation for layering other sound)
 - how to add a voice-over
 - how to add music from the “jingles” section
 - how to add other sound effects
 - how to enhance film with video effects (black and white, contrast, color saturation, etc.)
- Play the newly enhanced sequence back on full screen so students can understand the effect sound and video effects have on communicating the message of the film.
- Follow this mini-lesson with Task Day Four: Sound/Effects.

Materials Needed

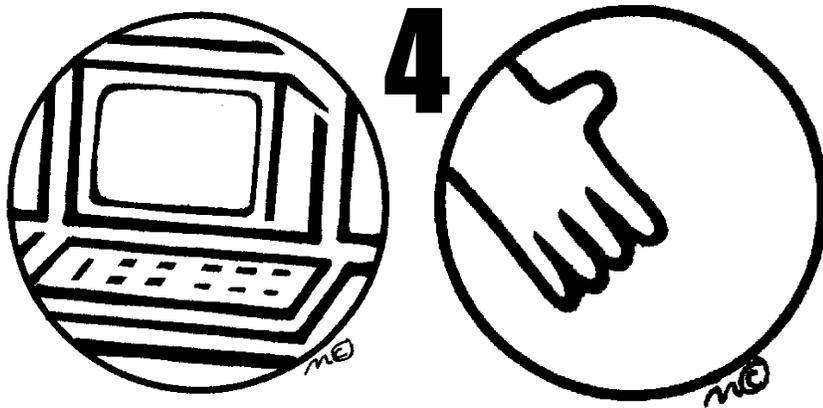
- MacBook laptop with iMovie for teacher demonstration
- LCD Projector to model editing process on a large screen.

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Task Day Four: Sound/Effects

Standard: R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict. R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict.

Technical Objective: Students will edit sound, add voice-overs, add music, add sound effects, and add video effects

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 1 regular period or one block period*
- Give students their film folders with their QuickDraw film angles, storyboard, and copies of the script. Supply each director with a stopwatch.
- Have students follow the Sound Checklist to add or edit the sound in their movie.
- Have students follow the Video Effects Checklist to enhance the live video.
- Constant teacher-monitoring, encouragement, and troubleshooting is still necessary to student success.
- At the end of this task day students may need a little more time editing, which can carry over into Task Day Five.
- Sound Engineers could also be given additional time to work during lunch or after-school tutoring times, etc. Be creative and flexible in terms of getting students the time they need.

Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- **Task Day Four: Sound/Effects**
- Task Day Five: Finishing Touches

Materials Needed

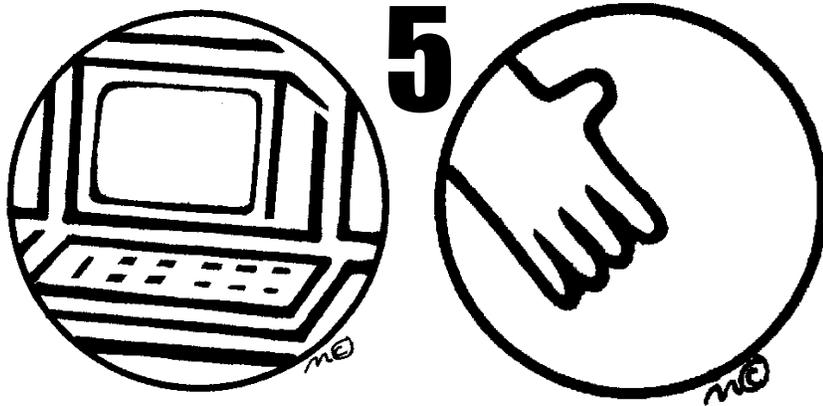
- Sound Checklist copies
- Video Checklist copies
- Headphones
- Paper for QuickDraw
- Storyboard
- Copies of the Script
- MacBook Laptops with iMovie
 - Each group of four should have one laptop computer with built-in iSight camera.
- *Optional: Props, costumes, minimal scenery, anything students choose to incorporate.*

Written by J. Pack, 2010



Sample ELA Lesson Plan

with iMovie Technology Integration



Task Day Five: Finishing Touches

Standard: R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict. R.3.3 Analyze the effect of the setting on the plot and resolution of the conflict.

Technical Objective: Students will finish editing both video and sound, adding appropriate audio-visual effects, and then check their work.

LESSON SEQUENCE:

- *Total Time for Lesson Completion: 1 regular period or one block period*
- Give students their film folders with their QuickDraw film angles, storyboard, and copies of the script. Supply each director with a stopwatch.
- Give students the Finished Film Checklist to complete their project.
- Constant teacher-monitoring, encouragement, and troubleshooting is still necessary to student success.
- At the end of this task day students will set their iMovies to export by selecting the following:
 - Click “share” and then “export using Quicktime”
 - Save on the desktop with an appropriate title
 - Let the computer sit and export for however long it takes. Warning: the longer the video, the longer it takes to export. Be prepared to wait.
- Groups could also be given additional time to work during lunch or after-school tutoring times, etc. Be creative and flexible in terms of getting students the time they need.

Outline of Lessons

- Lesson One: Character Traits
- Lesson Two: Setting
- Mini-Lesson: Film Angles
- Lesson Three: Storyboard iMovie
- Lesson Four: Write a Script
- Task Day One: Filming
- Task Day Two: Filming
- Mini-Lesson: Editing Process
- Task Day Three: Filming/Editing
- Mini-Lesson: Sound, Effects
- Task Day Four: Sound/Effects
- **Task Day Five: Finishing Touches**

Materials Needed

- Finished Film Checklist copies.
- Headphones
- Paper for QuickDraw
- Storyboard
- Copies of the Script
- MacBook Laptops with iMovie
 - Each group of four should have one laptop computer with built-in iSight camera.
- *Optional: Props, costumes, minimal scenery, anything students choose to incorporate.*

Written by J. Pack, 2010



iMovie Project Tips

for Instruction and Getting the Results You Want

Managing iMovie Production:

- *Create well-defined student roles.* Appointing specific students who are responsible to lead each part of the production process ensures that all students will remain on-task. You should never have a student who can not explain the expectations associated with his/her role. *Job sheets* and *checklists* help define expectations. Allowing students to choose their role according to their own interests or strength increases student buy-in.
- *Have a road map.* Take the time to plan the sequence of your instruction down to the tiniest detail. A poorly planned project will take twice as long and frustrate you to the point that you may not attempt another video project. Give students (and yourself) a clear *timeline* to follow.
- *Collaborate.* Seek advice and guidance from others who have completed iMovie projects with their students. You may even be able to “borrow” several older students, whom you have taught before, to come help your current students through the production process. For example, I have always chosen T.A.’s at the middle school level who have been in my classes before and have highly developed technical skills.

Use iMovie Projects as Assessment:

- *Task-Oriented Assessment.* Few other assessments will give you such complete insight to the level of mastery students have achieved. Students’ ability to teach others using the creative medium of film is a great way to measure higher-order thinking skills as they pertain to a particular standard.
- *Summative Assessment of a Social Studies or Science unit.* Making a movie about a particular unit of study is an effective review and assessment tool. For example, if students have just finished learning about ancient Greece, taking the time to make a movie about each standard within the entire strand is an awesome opportunity for review before more traditional assessments are given.
- *Use an iMovie as enrichment/extension.* After administering short cycle assessments, students who are proficient or advanced in the standard do not require remediation. So, while low-achieving students are engaged in re-teaching activities, let an iMovie project extend or enrich the learning of proficient students.

Finding More Time for Production:

- *Be flexible.* Allow students to work at odd hours - during after school programs or tutoring, at lunch, before school. Allow students to work in their whole group, or in pairs from their group. You might want to meet with only the directors, editors, or sound engineers. Give students the time and opportunities they need in order to do the job right.

Written by J. Pack, 2010



iMovie Project Ideas

for each of the Core Subject Areas

Language Arts:

- *Vocabulary Development (R.1)*: Encourage students to make movies that have real world application or vocabulary or word analysis concepts. Structure assignments so that students are aware that the information they are sharing will be used to teach others - and then use those movies in your instruction or make them available to students on the web for remediation.
- *Literary Analysis (R.3)*: Have students engage in a project where they find a creative way to explain how a particular aspect of literary analysis works. You could also have students present their analysis of a specific selection that was read in class or at home; use iMovies to replace traditional book reports.
- *Written and Oral Conventions (WOC.1)*: Grammar can be a dry subject, so bring it alive by having students teach others through the medium of film. Following direct instruction, apply the conventions in real life situations or break them down in “Bill Nye the Science Guy” style.

Math:

- *Formulas and Processes*: Making simple movies can be invaluable to increasing a student’s understanding and retention; outlining specific formulas or strategies to find solutions is good review and can be a teaching tool used to communicate these concepts to others.
- *Real World Connections*: Help students understand why math is important by exploring everyday situations where using math is a necessity (i.e. figuring out the tax and tip at a restaurant). Have students interview people who have jobs that require the use of math, or send students out with a camera to capture specific geometric elements in their environment.

Social Studies and Science:

- *Summative Assessment*: At the end of the unit, allow students to demonstrate their understanding of content by making a movie. Movies can be comprised of real world examples of scientific principles, or reenact certain events in history. Both of these core subject lend themselves well to helping students understand the lasting effects of historic and scientific discoveries today.
- *Passing on Knowledge for the CST*: There is no greater review tool that students teaching others what they know in order to cement the knowledge in their long-term memory. For example, eighth graders are tested on all of the Social Studies content from 6th-8th grade; being able to show movies made during the previous two years is an effective way to remind students what they’ve already learned. An additional benefit of this is the chance for students to learn from each other, which is far more entertaining than listening to teacher oration.

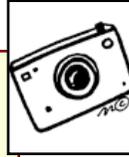
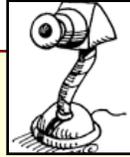
Written by J. Pack, 2011



Job Assignments

Job Description: Director

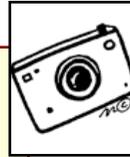
- Keep the group on-task and focused.
- Set up and run the camera during filming.
- Give advice to actors: talk louder, show more emotion, move to this position, etc.
- Monitor the entire production process, keep track of time, and ask the teacher questions on behalf of the entire group.
- Control “dead space” (portions of the frame where nothing is happening).



Student Name: _____

Job Description: Assistant Director

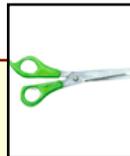
- Follow directions and be on-task.
- If the director is absent, fill in his/her position.
- Set up and run the camera during filming if needed.
- Help give advice to actors: talk louder, show more emotion, move to this position, don't put your back to the camera, etc.
- Get additional supplies, equipment, props, etc. from classroom.



Student Name: _____

Job Description: Editor

- Follow directions and be on-task.
- Make certain the director is filming the scene from different angles.
- Help actors remember to talk loudly. Make sure no object or people are in the way of the camera during filming.
- Help director control “dead space” (portions of the frame where nothing is happening).
- Edit the movie after filming is complete.
- Apply video effects with the assistance of the Sound Engineer.



Student Name: _____

Job Description: Sound Engineer

- Follow directions and be on-task.
- Help actors remember to talk loudly during filming.
- Be aware of loud noises around the filming area. Politely communicate with others to ask them to be quiet, or notify the teacher of disturbances.
- Adjust the volume of the sound once the editor has edited the film. Create voice-overs with the necessary actors.
- Add music and sound effects.



Student Name: _____



QuickDraw: Film Angles

Which angle is best used to show the a lot of the setting or a very large object?

Which angle is best used to show the participants of a conversation of the immediate setting?

Which angle is best used to show the position of one person in relation to another, especially during conversations?

Which angle is best used to show emotion or details of an object?



iMovie Storyboard Assignment Sheet:

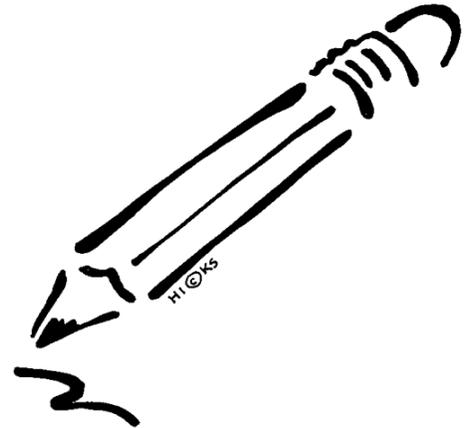
The First Step in Planning a Successful iMovie Project

Purpose:

To create a plan that will guide your script writing and filming process.

Directions:

- ★ Brainstorm with your group about how you could best teach others about the standard you have just finished learning.
- ★ Brainstorm the academic vocabulary that is needed in order for someone else to learn about the standard.
- ★ Determine the sequence of events in your movie, and write a *short summary* of the event. Then, determine the best angle from which you should film your scene. (See example below)
- ★ If you want to include a text slide, then you must use the word “text” where the camera angle should be listed. On the summary line, write the exact words that will appear on the slide.
- ★ This is NOT supposed to be a script, but rather a blue-print to represent the sequence your script will follow.

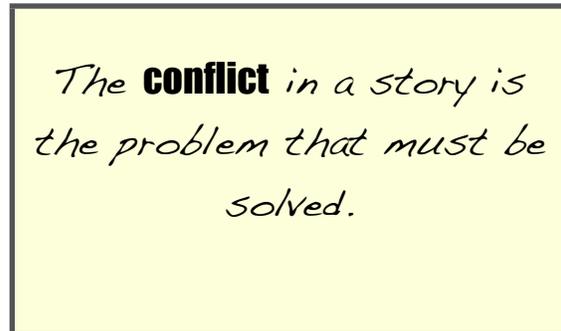


Sample Storyboard Frame: Video



Type of Camera Angle: Close-Up Shot
 Summary of Scene: The main character discovers that he is being chased by a bear.

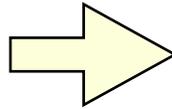
Sample Storyboard Frame: Text Slide



Type of Camera Angle: Text Slide
 Summary of Scene: “The conflict in a story is the problem that must be solved.”



iMovie Storyboard

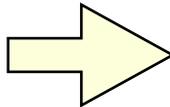


Type of Camera Angle: _____

Summary of Scene: _____

Type of Camera Angle: _____

Summary of Scene: _____

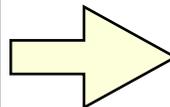


Type of Camera Angle: _____

Summary of Scene: _____

Type of Camera Angle: _____

Summary of Scene: _____



Type of Camera Angle: _____

Summary of Scene: _____

Type of Camera Angle: _____

Summary of Scene: _____



iMovie Script Assignment Sheet:

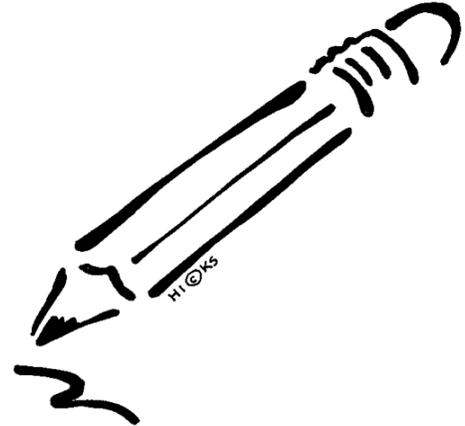
The Second Step in Planning a Successful iMovie Project

Purpose:

To create a script of characters, events, words, and images for your iMovie. A script will help you stay on track, know the right words to say, and create a successful video in a timely fashion.

Directions:

- ★ When architects construct a building, they need a blue-print to tell them what to build. Your storyboard is your blue-print.
- ★ Use your Storyboard to write a script that teaches the standard you have learned. Include the setting of each scene, the actions of each character, the words characters will speak, and any text slides that will appear in the film.
- ★ Examine the example script below...



Scene One: The Classroom

[Two students are sitting in a classroom during after-school tutoring, trying to get their homework done. One student is obviously confused as he ponders the assignment, and the other student is writing confidently.]

Iain (Student #1): I can't do this. *[shakes his head]* I wish I could remember what Mrs. Pack said during class today. This is so frustrating!

Alyssa (Student #2): Well, what part are you having trouble with? *[looks concerned]*

Iain: Well, we just finished reading a novel, and I am supposed to describe the conflict. The problem is - I don't remember what conflict is, let alone how to describe the conflict of what we read! *[throws his hands up in the air]*

Alyssa: Yeah, no wonder you're having trouble. Let me see if I can help you...

[The scene fades away and you can hear Alyssa's voice talking over text slides.]

Text Slide: **The problem in a story is called the conflict.**

Voice-Over of Alyssa: Okay, Iain. The conflict is the problem in a story. There are four basic kinds of conflict you need to know about.



Text Slide: **Man vs. Man**

Voice-Over of Alyssa: The first type of conflict is called Man versus Man. That is where there are two characters who struggle against each other throughout the story. Here, let me give you an example...

[The text slide fades away and there is a black and white clip of two kids facing off in the hallway at school. One of the kids is a bully and demands the other kid's lunch money. He pokes the kid in the chest and shoves him into a wall with a threat. The kid who is being bullied gives up, hands over the money, and slumps down the wall as the bully walks away whistling. The kid looks miserable.]

Text Slide: **Man vs. Nature**

Voice-Over of Alyssa: The second type of conflict is called Man versus Nature. That is where the main character must face the challenges of a certain setting in nature. Check this out...

[The text slide fades away and there is a black and white clip of a kid who is walking along in the desert under the hot sun. She is sweating a lot and looks like she is ready to drop. She is desperate for water and ends up collapsing into a cactus as she drops to the sandy ground.]

Text Slide: **Man vs. Himself**

Voice-Over of Alyssa: The third type of conflict is called Man versus Himself. This is where the main character struggles against his own conscience. The problem usually has to do with some kind of decision the character has to make. Take a look at an example...

[The text slide fades away and there is a black and white clip of a kid sitting at a desk during class. He is tapping his pencil on the desk and even though his mouth isn't moving, you can hear the thoughts in his head. He thinks, "I'm failing this class. If I don't bring my grade up, my dad will kill me and I'll be grounded for the rest of my life! But the only time this teacher offers tutoring is after-school and that's when I like to play soccer. My friends will kill me if I don't show up to make all the goals - I'm such a good player that there is no way our team can be beaten if I am there to play. But, if I don't go to tutoring, I'll fail. What should I do? I don't know! I have to make a decision."]

Text Slide: **Man vs. Society**

Voice-Over of Alyssa: The fourth type of conflict is called Man versus Himself. This is where the main character struggles against the rules or expectations of society. Here's an example...

[There is a girl walking down the hallway at school, and as she passes a group of girls, they begin snickering and pointing in her direction. One girl says loudly, "Wow, check out her clothes. Did you find that outfit in the dumpster?" Another girl from the group says, "You're so uncool, it must be a record." A third girl from the group says, "Haven't you heard? She wants to be a sports car racer when she grows up. Everybody knows girls can do that. Racing cars is a boy's job." The main girl keeps trudging down the hallway, sad and alone.]

[The scene fades back to the original classroom where Iain and Alyssa are doing their homework.]

Iain: Wow, Alyssa, you're a rockstar! When you explain conflict like that I actually get it! And now the teacher's words are coming back to me, too.

Alyssa: Well, recap it for me so I can be sure you understand.

Iain: Okay, here goes. The conflict in a story is the problem that characters face. There are four main types of conflict. *[Iain counts on his fingers]* Man vs. Man, Man vs. Nature, Man vs. Himself, and Man vs. Society. How'd I do?

Alyssa: Great!

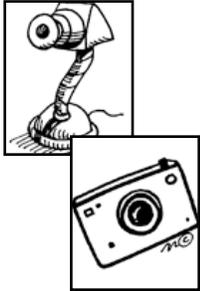
[The teacher, Mrs. Pack, walks over to Iain and Alyssa.]

Mrs. Pack: Need any help, guys?

Iain: Nope, I think we've got it covered. *[Iain and Alyssa grin at each other as the scene fades to black.]*



Finished iMovie Checklist



Filming Checklist

- _____ Filmed some wide-angle shots
- _____ Filmed some mid-range shots
- _____ Filmed some close-up shots
- _____ Filmed some over-the-shoulder shots
- _____ Completed filming all parts of the script.



Editing Checklist

- _____ The best parts of the raw footage for each scene are used in the final cut.
- _____ The clips have been split so that the scene can switch from one angle to another throughout the scene.
- _____ All mistakes have been edited out of the final cut.
- _____ Appropriate video effects have been applied to the final cut. (ex: black and white, contrast, color saturation, etc.)
- _____ Video clips and photos have been appropriately cropped or fitted.
- _____ Ken Burns effect is used, if appropriate.
- _____ All text slides have correct spelling, grammar, punctuation, capitalization, etc.



Sound Checklist

- _____ All video footage is at an appropriate volume.
- If the video can not be heard, then it should be muted and a voice-over should be recorded.
- If the video just needs a little sound boost, then the volume on that clip should be turned up to 200%
- _____ Voice-overs (if needed) are appropriate and audio words match the mouth of the actor.
- Video must be muted before a voice-over can be created.
- _____ Sound effects are added.
- _____ Music (jingles) are added.
- _____ All sound tracks are balanced (able to be heard). You may have to adjust the effects, voice-overs, video sound, and music until all of these tracks can be clearly heard and understood.



Sound and Video Effects Checklist



Video Effects Checklist

- _____ Change the color contrast (equal amounts of light/dark, or more light, or more dark)
- _____ Change the color saturation (more intense colors, more blues, more reds, no color, etc.)
- _____ Change the exposure (stronger light source)
- _____ Apply other video effects in iMovie '09
- _____ Split a clip and alter only a portion of the video
- _____ Crop the video or photos
- _____ Use Ken Burns effect on video or photos
- _____ "Fit" video or photos to the whole screen



Sound Checklist

- _____ All video footage can be heard.
- _____ If video footage is hard to hear, it was turned up to 200%
- _____ If video footage was **still** hard to hear, it was muted and a voice-over was made.
- _____ Voice-over tracks match the movement of the actors' mouths.
- _____ Appropriate sound effects are used. (Example: birds chirping if the setting is the forest)
- _____ Appropriate music is used. (Think about the mood you need to create. If it is a sad moment, you should not choose an energetic rock song.)
- _____ All sound tracks must be balanced. You need to make sure you can hear the actors, the sound effects, and the music. It is easy for the music to be overpowering, so work hard to balance all of the sounds.



iMovie Project Critique

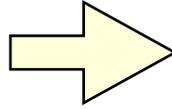
iMovie Title	Positive Technical Feedback	Technical Improvement Needed	My Overall Feelings	Did this movie clearly teach a standard?



iMovie Storyboard



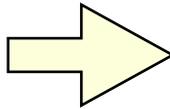
What happens first: _____



What happens next: _____



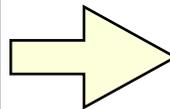
Then: _____



After that: _____



Next: _____



Finally: _____



Let's Write an iMovie Script!

Directions:



★ First, we will make a list of the settings in our movie. We will write the settings in order.



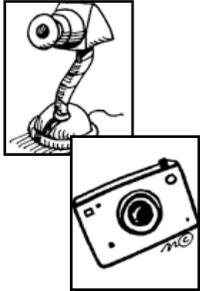
★ Second, we will write the words we want the characters to say.



★ Last, we will write any special directions we want the actors to follow when they say their lines.



Finished iMovie Checklist



Filming Checklist

- _____ Were we creative with how we filmed the people and the action?
- _____ Did we film everything we wanted?



Editing Checklist

- _____ Did we spell all of the words correctly?
- _____ Did we include all of the people and action in the movie?



Sound Checklist

- _____ Can you hear what everyone says in the movie?
- _____ Did we add music?
- _____ Did we add sounds that make the movie seem real?

I would like help with:



Movie Review

iMovie Title	What I Like About This Movie	What I Think The Movie-Makers Should Work On