

Kelly Junis  
ART 334 Technology Lesson Plan

**Lesson Title:** Iconic iMovie  
**Age/grade level:** High School

**Lesson Overview:**

To find out how objects gain meaning, how these meanings may differ between people, and finally for each student to creatively use technology in expressing how an object gained meaning to them for a specific audience.

**Big Idea (conceptual focus):** Objects & Meaning

Each object we face in our daily environment has meanings associated with it whether it is personal, social, or aesthetic. It is important to understand that not everyone has the same experiences to create the same meanings behind objects. We all interpret objects and art differently due to our unique experiences.

The works produced by one person/culture that is meant to have a specific meaning or function may have a differing perspective or explanation to another person or culture. While creating art you may have a concern to encourage the viewer to think critically and out of the box. To do this you must ask or raise questions in a visual manner.

**Essential questions (use a guiding question):**

- What is an object?
- Does everyone view all objects the same?
- How does one create a connection with objects?
- How do objects acquire meaning?
- How do objects have differing meanings for different people?
- Are there any hidden meanings in objects?
- What can you do to change someone's views about a certain object?
- What objects do you own that you have a meaningful connection to?
- Why do you find a connection to that object?
- How can you get your peers or a specific audience to understand why you find that object meaningful?
- How can you do this in digital media via iMovie?

**Rationale/Teacher reflection (Why teach this big idea?):**

It is important for students to understand the meaning or function behind specific art pieces or objects because a lot of contemporary artists are using objects to say something to society. It is also important for students to understand that everyone has different experiences with the same objects; one may have a positive relationship with a certain object while another has a negative relationship with the same object. In every one's everyday life it is important to understand different perspectives and different sides to all stories, learning it while creating art is a very visual example of this. The more the students learn to accept and possibly understand differing views or opinions the better they will be able to explain their views and relate to the opposing audience. If the different meanings and functions come from differing backgrounds the better it is for the

students to get a universal perspective on an issue and think about things outside of their own surroundings. (An elementary example of this is in *The Little Mermaid* when a character sees what we know as a fork for the first time and the character refers to it as a “dingle hopper” something to twirl your hair with since they did not have the same experience with that object.)

**Discipline connections** (art, social studies, literature, etc):  
Art, literature, and Social Studies

**Benchmarks (standards):**

ART.I.VA.HS.1-4

ART.II.VA.HS.1, 3, 4, 6

ART.III.VA.HS.1-5

ART.IV.VA.HS.1-3

ART.V.VA.HS.1-3

**Key concepts:**

- Meaning (social, personal, aesthetic, etc.)
- Perspectives
- Functionality of objects
- Symbolism
- Using technology creatively and expressively

**Learning objectives:**

- Objects have differing meanings from person to person based on experiences.
- Objects have hidden meanings.
- How to interpret objects in their own lives and others.
- Differing perspectives or opinions and how to interact with them.
- It is good to have opinions and how to express them in a way their audience can understand.
- How to communicate with their peers better and to think more critically.
- How story telling can assist in helping understand a person.
- How to create a storyboard
- Build their story telling skills

**Students should understand:**

- How their object has meaning to them
- How to explain why their object has meaning to their peers/audience
- That an object and potentially simple or everyday objects can spark multiple memories for multiple people.
- A better way of story telling.
- Learn what a storyboard is and how to use it.

**Activities (studio production):**

Materials Needed:  
(pre-activity)

10 (at least) different everyday objects

Paper

Writing Utensil

Assignment Sheet copies

Rubric Copies

iMovie Software

Storyboarding Sketch book examples

Camcorder

*Pre-Activity:*

In-class: 10 objects will be provided. These 10 objects will be numbered and displayed for each student to see. The students will then write down what moment or memory from their own life is sparked by each individual object. After this the entire class will share their moments and memories. This will allow for all of the students minds to start thinking in the direction of objects and meanings. This will also allow for students to realize that everyone sees objects differently and they have different experiences that allow them to see things this way. This will all prep them for thinking about their own object and explaining their connection to it.

*In- Class: distribute the Assignment Sheet, Rubric, and Homework*

Students must find an object they have a meaningful connection to that is an icon to a moment in their life. This could be a positive or negative connection/moment. Once an object has been chosen the student must create a 1-4 minute iMovie that explains to their chosen audience why this object is an icon to a moment in the student's life. Craft of editing will be important in addition to the sound accompanying the footage/storyline. For homework the students must select three objects from home and create a storyboard for each object. These are the student's "sketches" for this project. They will only select one to create their final project.

*In- Class Examples:*

- Storyboard sketches
- iMovie creations

*Following the approval of objects and stories there will be two weeks provided to complete the project. (More or less time may be needed, depending.)*

Provide at least 3 days for students to gather their footage

*Self-Evaluation/iMovie Presentations/Class Discussion and Critiques*

Within this discuss how using this program relates to their life and future careers. Also discuss how objects can symbolize different things in different cultures in addition to the idea of how objects are viewed in their worlds differently.

**Assessment criteria:**

- Object & Story Chosen
- iMovie Usage
- Audience Understanding
- Problem Solving
- Creativity
- Risks taken

**What will students learn from this activity?**

- How to use iMovie
- A technological way to create meaningful art

**What will I look for as evidence that students understand?**

- Is the object that was chosen evident?
- Is the story told clearly to their targeted audience?
- Is the movie's length appropriate for the story?
- Is the movie playback smooth, visible, and are effects used appropriately?
- Is an appropriate audience chosen? Does that audience understand the story and meaning of the object?
- Did the student push through problems they were faced with? Did they problem solve appropriately?
- Did they take risks?

**Upon completion of this lesson, students will be able to:**

- Create simple movies using the iMovie software.
- Share why an object close to them has meaning easier.
- Understand that everyone has different feelings and memories towards certain objects based on their own experiences.
- Tell meaningful stories easier
- Be able to talk respectfully about each other's work within a critiquing atmosphere

**Artists/artworks reference:**

Storyboards

<http://www.silvertonfilms.com/storyboard.htm>

Mary Powell: Release iMovie

Other videos created in my Art 334 Course at GVSU

## Iconic iMovie

We are all faced with objects everyday. When we come into contact with objects they can immediately spark a memory or experience that brings you to another place. The memories and experiences sparked can be completely different from one person to the next. For this assignment you will need to find an object that is meaningful to you because of an experience you are reminded of from this object. Think about objects that have connections to lessons you have learned, fun times shared with family or friends, where you have felt important or proud, more broadly an object that relates to an experience that makes you, you! Once this object is chosen, it will be the *icon* for the 1- 4-minute iMovie you will create about the experience you are reminded of. You will need a title slide and credit slide which must include any recognition to other media not owned by you.

You will need to decide and think about:

- A) Who will be the audience of your iMovie story?
- B) *What object(s) will you use?* How are you incorporating this object into your iMovie? How will you show your audience what your iconic object is within the movie?
- C) What are the key points from your story that make it meaningful to you and that would help the viewer understand your perspective?
- D) How does your audience perceive the object you chose? How does it relate or not relate to the connection you have with it? How can you use this to your advantage or how can you alter their perception?
- E) What will you use to tell your story? (i.e. actors, animals, nature, be creative!)
- F) What type of sound will aid in my story telling? (i.e. voice over, music, be creative!)
- G) What type of feeling do you want to evoke within the iMovie? How will you do this?

In your sketchbook select *2 objects that bring meaning to you* and create *two storyboards*. Use the examples viewed and discussed in class as a model for your sketchbook storyboards. Be prepared to answer the majority of the above questions. These will be discussed with me prior to you starting your iMovie on \_\_\_\_ (Insert Date Here) \_\_\_\_\_. Once again you will be asked to explain your final work in an evaluation as well as an in-class critique on the day your iMovies are due, \_\_\_\_ (Insert Date Here) \_\_\_\_.

**Sketches Due:**

**Completed Project:**

Some key points you will be graded on are: Storyboard, Object & Story, Material Usage, Audience choice and understanding, Problem Solving & Risk Taking, Creativity, and Class time usage.

### Video Production – Storyboards

At some point in the pre-production process, you will need to storyboard or script your project. For simple productions a bullet point or paragraph style page of notes may be sufficient. More involved videos may need scene by scene details in which case a storyboard is essential.

Storyboards follow the flow of your video from the first frame to the end with visual, graphic and audio cues. The individual drawings can be simple stick figures or detailed renderings, so long as everyone understands the concept. Notes for placement and content of text and graphics accompanies each scene. Voice over or on camera dialog is also attached to each scene board. Finally any audio cues such as music or effect are noted for placement.



This information was taken from [www.silvertonfilms.com/storyboard.htm](http://www.silvertonfilms.com/storyboard.htm)

Iconic iMovie: Rubric

	Excelletnt (A)	Good (B)	Fair (C)	Poor (D)	Incomplet e (F)
Storyboard (10 points)	Object is clearly defined within the iMovie. The story runs smoothly throughout with a beginning, middle, and end. By the end the two are understandably connected. There is also an idea of how sound is dealt with and resolved. There are two storyboards finished. Has a plan for the title and credits slide.	Object is defined. The story runs smoothly. The connection between the object and story are not the clearest. Sound is not dealt with but not resolved. There are two storyboards finished. Unsure of title and credit slide.	Object is defined. The story is not clear and does not run smoothly. Sound has not been dealt with. There are two storyboards finished. No title and credit slide.	Object chosen but not defined within the storyboard. The story is unclear without an ending. The sound has not been dealt with. There is one storyboard. No title and credit slide.	No object chosen, no story, no sound dealt with, no finished storyboard.
Material Usage (10 points)	Video footage is clear and visible, the editing is smooth and not jumpy by using transitions, and appropriate images effects are used. Sounds are incorporated within the iMovie smoothly and clearly.	Video footage is clear and visible, editing is semi-jumpy but transitions are in some areas. No iMovie visual effects are included. The sound is clear.	Video footage is clear, no transitions or visual effects are used. The sound is clear.	Video footage is unclear, some transitions or visual effects are used. Sound is unclear.	Video footage is unclear, no transitions , visual effects, or sound is used.
Audience Choice & Understanding (10 points)	The video is appropriate for the chosen audience. The audience does/could understand the story being told.	The video is appropriate for the chosen audience. The audience does/could understand the story with minor questions.	Audience chosen appropriately, but many questions may be asked/discussed.	Audience chosen, but story is/would be unclear to them.	No audience Chosen
Problem Solving & Risk Taking (10 points)	Throughout the process problems were worked through and risks are clearly visible in the final presentation.	Throughout the process problems were worked through and are clearly visible in the final presentation.	Throughout the process problems were worked on but the safe way out was always taken. If risks were taken the final presentation could be stronger.	Throughout the process problems were worked on but the safe way out was always taken. If risks were taken the final presentation could be stronger.	No problems were resolved and risks are not taken.
Total: 50 points					

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Hour: \_\_\_\_\_

## Iconic iMovie

Complete the following evaluation upon turning in your finished project. If more space is needed for a question or additional comments write on back.

1) What object did you use in your video? Why does this object bring meaning to you? How has this experience made you, you?

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2) What was your audience choice? Why? Do you believe you successfully told your story to this audience, explain why or why not?

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3) Are you happy with your final project? If no, explain what you would improve. (circle one) Yes or No

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4) What problems did you face while developing your iMovie? How did you get about resolving these problems? Did you take any risks in your creative process? Explain.

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5) If you were to give yourself a grade what would it be? A    B    C    D    E

Why? \_\_\_\_\_

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storyboard (\_\_\_\_/10 points)

Material Usage (\_\_\_\_/10 points)

Audience Choice/understanding (\_\_\_\_/10 points)

Problem Solving and Risk Taking (\_\_\_\_/10 points)

Total= \_\_\_\_/40

Grade: \_\_\_\_\_

Comments: \_\_\_\_\_

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