Exploring Conflict and Resolution through iMovie   Megan Oswalt

Age/Grade Level: High school 9-12

Lesson Overview:
Students will explore conflict and resolution through the use of iMovie. The video will be no longer than 2 minutes and no shorter than 1 minute. Students are expected to do research on their chosen conflict and to think critically on how they want to represent it visually.   They will be expected to make it thoughtful and thought provoking, well executed in technique and style, as well as fully resolved in appearance.

Big Idea:
Representing conflict, in the form of war, national or personal struggles, has been a focus of artists across the centuries. By learning and reflecting on the conflicts of the past, we can begin to understand better the conflicts of the present. Conflict is typically depicted in terms of black and white, suggesting two sides engaged in oppositional struggle. This apparent opposition is the focus of the unit.

Essential Questions:
- How is conflict represented differently in images?
- How do artists convey conflict or resolution?
- What kinds of conflicts are in your life, community, and world?
- When have you experienced conflict?
- What was the conflict over?
- How did it make you feel or react?
- What did it make you think about?

Rationale:
Conflict is an essential part to every person's story. Everyday students go through the day thinking about problems they are dealing with, whether they are personal or familial, small or large, silly or serious. These conflicts affect their thoughts, creativity, performance in school, etc. Through these various activities I hope to give the students opportunity to deal with these issues in healthy, expressive ways.

Discipline Connections: Arts, Language Arts, and Social Studies

Benchmarks:
Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.
Content Standard 6: Making connections between visual arts and other disciplines.

Key Concepts:
-internal conflict
-external conflict
- Between another individual
- Between groups of people (war)
-technical skills iMovie

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Learning objectives:
Students will ask themselves questions about conflict and how it has/is affected/affecting them
Students will learn how to use the program iMovie
Students will explore a conflict/problem and how to represent it visually through video
Students will create a thoughtful and thought provoking visual representation of conflict

Activities:
Students will go through a brainstorming session, first as a large group and then on a more personal level in their journal/sketchbook. Students will be asked the essential questions listed above, in the large group session students will make a list of conflict (International/National, personal, if the students want to share). After this session the students will be asked to go off on their own in the classroom and write down conflicts that have affected them or are interested in exploring/researching.

Students will then go through an extensive demo on how to use iMovie. The students will understand the importance of storyboard/planning, lighting, camera angles, effects, transitions, and title slides.

Through the program iMovie, students will explore a conflict/problem, past or present that is or was affecting them at one time. Students are expected to do research on their chosen conflict and to think critically on how they want to represent it visually.   They will be expected to make it thoughtful and thought provoking, well executed in technique and style, as well as fully resolved in appearance. *The video may be no longer than 2 minutes and a minimum of 1 minute.*

Assessment criteria:
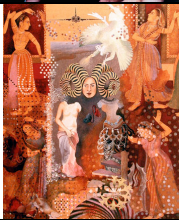Upon completion of this lesson, students will be able to use iMovie proficiently. Students will have explored a conflict and represented it visually through video. Students will also demonstrate the skill of thinking and translating a 2-dimensional idea/work in video format. The students will also complete a reflective paper at the time of completion of their movie.
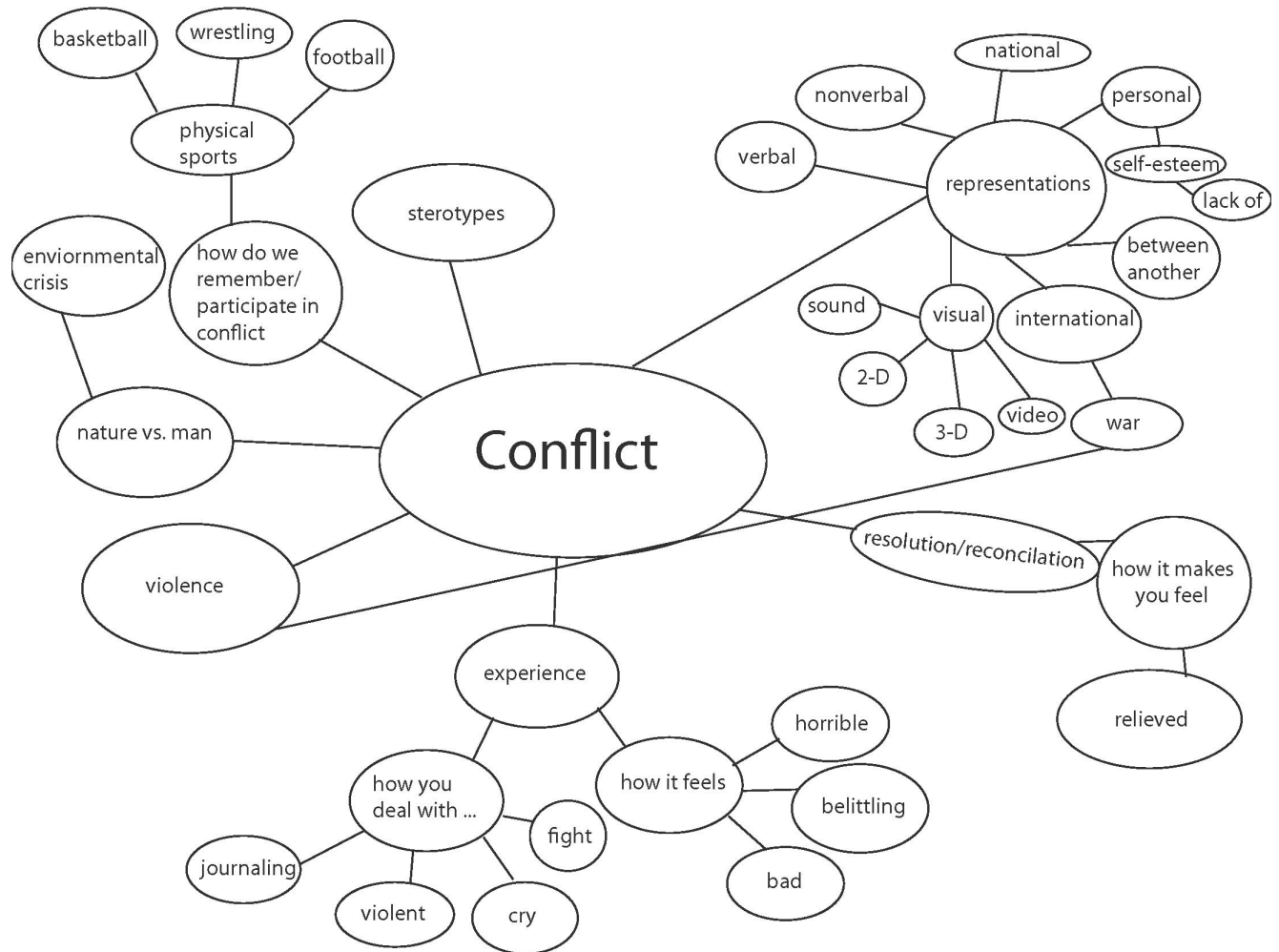
Strong: Student will have been an active participant in class discussions and production. Student understood how to translate a 2-dimensional idea/work to video format. Student will demonstrate a high understanding of conflict and resolution through the artwork made and reflective writing about their piece.

Average: Student participated on an acceptable basis in class discussion and production. Student demonstrates a sufficient understanding for conflict and resolution through art works and reflections. The student struggled to successfully transfer a 2-dimensional idea/work into video.

Weak: Student did not participate in class discussion or production. Students demonstrated little or no understanding of conflict and resolution. Student did not transfer 2-dimensional idea/work well into video. Student's project was not completed.

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	Artists/Artworks	Reason for Inclusion
	Kara Walker work	Conflict of past and present displayed in her artwork
	Picasso's Guernica	Example of war influenced work
	Caravaggio, Judith Beheading Holofernes	Example of relational and violent conflict
	Various Images of war	To recognize international conflict
	Fallen Star 1/5/ Do-Ho Suh	Another example of war influenced work
	Wrestlers and Soldiers/Collier Schorr	Addresses how we remember and participate in conflict
	Pleasure Pillars/Shazia Sikander	These paintings reflect an ongoing conflict
	Falling Bough/Walton Ford	Example of conflict between nature and man

Concept Mapping

basketball

wrestling

football

physical sports

sterotypes

enviornmental crisis

how do we remember/ participate in conflict

nature vs. man

violence

Conflict

national

nonverbal

personal

verbal

representations

self-esteem

lack of

between another

sound

visual

international

2-D

3-D

video

war

resolution/reconcilation

how it makes you feel

relieved

experience

horrible

how you deal with ...

how it feels

belittling

fight

journaling

bad

violent

cry

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Rubric for iMovie Project: Exploring Conflict and Resolution

Objectives	15 points	10 points	5 points	0 points	Total Points
Storyboard/Planning	Completed Story board approved by instructor showing evidence of planning	Storyboard completed with very little detail (sound/script/ Location etc.)	Storyboard completed at bare minimum with little effort	No Storyboard	
Camera Angles /Lighting /Effects Used	Demonstrates thoughtful planning for good lighting, camera angles/effects used with thought	Some distracting noises, scenes were somewhat viewable, camera angles/effects used with some thought	Distractions take over the movie, very difficult to sense scene or flow of movie, camera angles/effects used with no thought	Video quality poor, no story line/sense of scene, no/few transitions used	
Concept	Has clear concept and purpose, with underlying theme made clear	Some attention paid towards the concept or purpose, more difficult to find the underlying theme	Little attention paid to the concept or purpose, hard to find an underlying theme	No clear concept or purpose, no theme present	
Reflective paper	Well written, thoughtful and thought provoking, little or no spelling/grammatical errors	Some effort put into paper, some thoughts not clearly written, some spelling/grammatical errors	Little effort put into paper, bare minimum response, many spelling/grammatical errors	No reflective paper	
				Final Grade:	