

MEDIA ARTS – MODEL LESSON SEQUENCE

Model lesson 1: Storyboarding digital books

Duration: 40 minutes

Prior knowledge

- Students had previously learned to use some features of the iPads: taking and editing photographs, recording video and sounds, adding text, and combining these using the apps Little Story Maker and Book Creator.
- Students had been working on creating their own traditional stories using text and language features specific to narratives in English.

Lesson outcomes

Students will use a storyboard to plan an ebook for a short three-part story of their own choosing.

Cross-curriculum priorities

Sustainability – Accepting a range of world-views, attitudes and values (explored through narrative).

Teaching strategies

Direct teaching: Explicit teaching

Interactive teaching: Whole-class discussion

Interactive teaching: Peer partner learning

Indirect teaching: Independent learning

	Model lesson 1: Storyboarding digital books	
Teaching strategies used	Teaching and learning sequence	Resources
Direct teaching	Opening the lesson – Consolidation Review students' understanding of features of an ebook, including images, text and sound.	
Explicit teaching Interactive teaching: Whole-class discussion	Examine a range of ebook examples in a whole class discussion. These were downloaded from the iBooks app on the iPads.	iPads Smartboard Prepared pretext (displayed on Smartboard)

	<p style="text-align: center;">Model lesson 1: Storyboarding digital books</p>	
<p style="text-align: center;">Teaching strategies used</p>	<p style="text-align: center;">Teaching and learning sequence</p>	<p style="text-align: center;">Resources</p>
<p>Direct teaching: Explicit teaching</p>	<p>Body of lesson Students use a storyboard planner template, and examine the narrative features necessary for storytelling. Students are grouped according to their topic choice:</p> <ul style="list-style-type: none"> • My Fun Day • My Hero/es • My Family. 	
<p>Interactive teaching: Peer partner learning</p>	<p>Students brainstorm ideas in groups.</p>	<p>iPads Storyboard template</p>
<p>Indirect teaching: Independent learning</p>	<p>Students work individually on their own storyboard planner.</p>	

	Model lesson 1: Storyboarding digital books	
Teaching strategies used	Teaching and learning sequence	Resources
Interactive teaching: Whole-class discussion	<p>Closing the lesson Examine techniques for matching text and voiceover/sound effects to the pictures drawn. Explore text features for a narrative including an introduction (setting and character), a complication and an ending (conclusion).</p>	<p>Storyboard template</p> <p>Pencils and colouring pencils</p>

Follow-up lesson

Following this lesson, the teacher leads the students through a reflective process that includes self- and peer assessment (including peer tutoring) of their individual storyboards. Students are provided extra time to complete their storyboards, and some students choose to redraft theirs based on peer feedback.

Model lesson 2: Illustrating for a book

Duration: 120 minutes

Prior knowledge

Students have been exploring various Surrealist art styles, including the use of line drawings.

Lesson outcomes

Students are to develop their understanding of how storytelling can be enhanced using visual arts techniques.

Cross-curriculum priorities

Sustainability – Accepting a range of world-views, attitudes and values (explored through narrative).

Teaching strategies

Direct teaching: Explicit teaching

Interactive teaching: Whole-class discussion

Interactive teaching: Peer partner learning

Indirect teaching: Independent learning

	Model lesson 2: Illustrating for a book	
Teaching strategies used	Teaching and learning sequence	Resources

	<p style="text-align: center;">Model lesson 2: Illustrating for a book</p>	
<p style="text-align: center;">Teaching strategies used</p>	<p style="text-align: center;">Teaching and learning sequence</p>	<p style="text-align: center;">Resources</p>
<p>Direct teaching: Explicit teaching Interactive teaching: Whole-class discussion</p>	<p>Opening the lesson – Consolidation Review students' understanding of the iBook planner and discuss the three-part structure of a story from previous lessons. Discuss the elements on the storyboard planner (picture, text, voiceover) as a whole class to ensure students understand what needs to go into each section. Select some examples of student work to show the whole class.</p>	

	<p style="text-align: center;">Model lesson 2: Illustrating for a book</p>	
<p style="text-align: center;">Teaching strategies used</p>	<p style="text-align: center;">Teaching and learning sequence</p>	<p style="text-align: center;">Resources</p>
<p>Direct teaching: Explicit teaching</p>	<p>Students listen to and engage in the story <i>ish</i> by Peter Reynolds.</p>	<p>iBook storyboard template Whiteboard <i>Ish</i>, by Peter Reynolds</p>
<p>Direct teaching: Explicit teaching</p>	<p>Children engage in a class discussion focusing on the need to practise their drawing skills, and that famous artists such as Picasso practised their drawings. The teacher can show a set of practice drawings by Picasso and discuss how artists make judgements and select a preferred drawing with which to work.</p>	<p>Examples of Picasso's practice sketches can be found on the internet, via a search engine.</p>

	Model lesson 2: Illustrating for a book	
Teaching strategies used	Teaching and learning sequence	Resources
Direct teaching: Explicit teaching	<p>Body of lesson Children practise mark-making with chisel-tipped markers on cartridge paper folded in half. They can experiment with different line sizes, shapes and pressures to get a feel for the markers and understand the range of marks they can make.</p>	

	<p style="text-align: center;">Model lesson 2: Illustrating for a book</p>	
<p style="text-align: center;">Teaching strategies used</p>	<p style="text-align: center;">Teaching and learning sequence</p>	<p style="text-align: center;">Resources</p>
<p>Interactive teaching: Peer partner learning</p>	<p>Children then select a picture from their storyboard planner (or a section of a picture if they have drawn, for instance, a landscape). They will then use several A6-size pieces of paper to practise illustrations for their iBook narrative. These drawings will all be of the same original storyboard picture. The idea is for them to practise quickly and make small changes as necessary.</p>	

	<p style="text-align: center;">Model lesson 2: Illustrating for a book</p>	
<p style="text-align: center;">Teaching strategies used</p>	<p style="text-align: center;">Teaching and learning sequence</p>	<p style="text-align: center;">Resources</p>
<p>Indirect teaching: Independent learning</p>	<p>Children can then select the preferred drawing to be developed further to be used in their final iBook. This can be done in consultation with peers. Each student can choose their own favourite picture for use, and then explain it to another student to articulate why that particular picture was chosen over another. The preferred drawing is enlarged 200% to A4-size using a photocopier.</p>	<p>Class set of chisel-tipped markers</p> <p>Cartridge paper – A3 and A6</p> <p>Photocopier</p> <p>Felt-tipped markers</p>

	Model lesson 2: Illustrating for a book	
Teaching strategies used	Teaching and learning sequence	Resources
Direct teaching: Explicit teaching	Discuss with students and show an example of how felt-tipped markers can be used to decorate and/or colour the enlarged image. This could include the use of a range of patterns within the lines of the picture or simply colouring.	

	<p style="text-align: center;">Model lesson 2: Illustrating for a book</p>	
<p style="text-align: center;">Teaching strategies used</p>	<p style="text-align: center;">Teaching and learning sequence</p>	<p style="text-align: center;">Resources</p>
<p>Direct teaching: Explicit teaching</p>	<p>Closing the lesson Model with students how to take a photograph of their completed picture using the iPad. Discuss considerations that are needed when taking a photograph of a flat image (shadows cast due to lighting, angle of image). Take a couple of photographs of a drawing in bad light and show these to students. Ask what could be done to improve the quality of photographs.</p>	<p>iPads Finished drawings Data projector iPad adapter for projector</p>

	<p style="text-align: center;">Model lesson 2: Illustrating for a book</p>	
<p style="text-align: center;">Teaching strategies used</p>	<p style="text-align: center;">Teaching and learning sequence</p>	<p style="text-align: center;">Resources</p>
<p>Interactive teaching: Whole class-discussion</p>	<p>Discuss details such as florescent lights, outdoor natural light and shadows. Also take a couple of photographs where attention is not being paid to keeping the iPad still. Again, show these to the students and ask for suggestions to improve the photographs. Discuss aspects such as sitting in chairs to keep still, or holding the iPad against a desk or wall to help with steadiness (in lieu of a tripod). Have a few students try these techniques with the class watching and then view these photographs and discuss as a class which</p>	

	Model lesson 2: Illustrating for a book	
Teaching strategies used	Teaching and learning sequence	Resources
	techniques have been most effective.	

Follow-up lesson

Students complete illustrations using their storyboard plan, using elements of *Ish* to develop their line drawings.

Model lesson 3: Taking and using images in an ebook

Duration: 40 minutes

Prior knowledge

Students had previous exposure using iPads: taking and editing photographs, recording video and sounds, adding text, and combining these using Little Story Maker and iBook Creator apps.

Lesson outcomes

Students will be able to take an image using an iPad and use it effectively in an ebook.

Cross-curriculum priorities

Sustainability – Accepting a range of world-views, attitudes and values (explored through narrative).

Teaching strategies

Direct teaching: Explicit teaching

Interactive teaching: Whole-class discussion

Interactive teaching: Peer partner learning

Indirect teaching: Independent learning

	Model lesson 3: Taking and using images in an ebook	
Teaching strategies used	Teaching and learning sequence	Resources

	Model lesson 3: Taking and using images in an ebook	
Teaching strategies used	Teaching and learning sequence	Resources
Direct Teaching: Explicit Teaching	<p>Opening the lesson – Consolidation</p> <p>Remind students about the process for adding images and text to an ebook project. Model inserting a photograph (already taken) into a new ebook project. Model how to insert a text box to add text in an ebook.</p> <p>Remind students how to take images of their illustrations using the iPads, taking account of lighting conditions and using different techniques to stabilise the iPad.</p>	<p>Smartboard</p> <p>Data projector</p> <p>iPad</p>

	<p>Model lesson 3: Taking and using images in an ebook</p>	
<p>Teaching strategies used</p>	<p>Teaching and learning sequence</p>	<p>Resources</p>
<p>Interactive teaching: Peer partner learning Indirect teaching: Independent learning</p>	<p>Body of lesson Students work in pairs to take photographs of their individual artwork. Students may take more than one photograph and select the best image to use. Students insert selected image into their individual ebooks. Using their storyboard planners, students will start typing their text into their ebooks.</p>	<p>Storyboard templates iPads Visual Arts images</p>

	Model lesson 3: Taking and using images in an ebook	
Teaching strategies used	Teaching and learning sequence	Resources
Interactive teaching: Whole-class discussion	Closing the lesson Students share their work with another group and discuss possible ways of improving their work using the Plus, Minus, Interesting (P,M,I) thinking tool.	P,M,I chart

Follow-up lesson

Complete ebooks individually, using ideas from P,M,I discussions.

Model Lesson 4: Recording and using voice and sound with an ebook

Duration: 40 minutes

Prior knowledge

Students have participated in a sensory activity focusing on sound with their eyes closed. Students needed to identify 5–10 sounds that they could hear and discuss whether they were background sounds in the school environment. Students discussed the effect sounds have on individual memories and emotions.

Lesson outcomes

Students will record sound to accompany the text and images for their ebooks.

Cross-curriculum priorities

Sustainability – Accepting a range of world-views, attitudes and values (explored through narrative).

Teaching strategies

Direct teaching: Explicit teaching

Interactive teaching: Whole-class discussion and activity

Interactive teaching: Peer partner learning

Indirect teaching: Independent learning

	Model lesson 4: Recording and using voice and sound with an ebook	
Teaching strategies used	Teaching and learning sequence	Resources

	Model lesson 4: Recording and using voice and sound with an ebook	
Teaching strategies used	Teaching and learning sequence	Resources
Direct teaching: Explicit teaching	<p>Opening the lesson – Consolidation</p> <p>Lead students through the creation of a soundscape using only their bodies and the floor they are sitting on. Have students sit in a circle, and then have students begin the following movements going around the circle. Each student starts after the person beside them. In order, students should:</p> <ol style="list-style-type: none"> 1. rub the carpet with their hands 2. click their fingers 3. clap their hands 4. slap their thighs. 	

	Model lesson 4: Recording and using voice and sound with an ebook	
Teaching strategies used	Teaching and learning sequence	Resources
Interactive teaching: Whole-class activity and discussion	Whole-class activity Repeat this process backwards until finally there is no noise. Ask the students if the noises sounded like anything they know. They should indicate rain and then a storm. Students are asked what other objects from around the classroom could be used to create different sounds.	
Direct teaching: Explicit teaching	Body of lesson Discuss with students the microphone in the iPad, including what kind of sound it captures as well as where it is located.	iPad

	Model lesson 4: Recording and using voice and sound with an ebook	
Teaching strategies used	Teaching and learning sequence	Resources
Interactive teaching: Whole-class discussion	<p>Show students a range of different professional microphones including lapel, handheld and boom microphones. Ask students where they might have seen these before and what they think they might be used for. Students may indicate: at school assembly, on television shows, on music videos. Explain the use of each of the microphones.</p> <p>Note: the use of real-life microphones here is desirable, so the students can physically hold them. However, if real-life examples are not available, photographs or sections of</p>	A range of different microphones (lapel, handheld, boom). Images of these to be projected at the front of the room if physical microphones are not available

	Model lesson 4: Recording and using voice and sound with an ebook	
Teaching strategies used	Teaching and learning sequence	Resources
	video where the microphones are used will suffice.	

	Model lesson 4: Recording and using voice and sound with an ebook	
Teaching strategies used	Teaching and learning sequence	Resources
<p>Interactive teaching: Peer partner learning Indirect teaching: Independent learning</p>	<p>Students experiment with recording the sounds for their ebook. These can be real-life sounds, sounds made using other objects around the classroom that students use to re-create other sounds (Foley sound), or they can be the student reading parts of their story. Students need to consider background noise, such as noise coming from the wind or other students, when deciding where in the room or outside to record.</p>	<p>Storybook templates Classroom objects to make sounds</p>

	Model lesson 4: Recording and using voice and sound with an ebook	
Teaching strategies used	Teaching and learning sequence	Resources
Direct teaching: Explicit teaching	Demonstrate how to add these sounds to the ebook project.	
Interactive teaching: Whole-class discussion	Closing the lesson Have students share some of the difficulties they faced when recording their sound. What worked well for them? What would they like to do next time?	

Follow-up lesson

Students can complete their sound recording, add these sounds to their ebooks, and then put finishing touches on their ebooks, including selecting appropriate font and background colours for their pages. Students can then share their ebooks with the class, another class, and the wider school community.