



Model Lesson 1: Storyboarding digital books

Duration: 40 minutes

Prior Knowledge:

1. 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.
2. 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 E-book 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 and Learning Sequence		Content Descriptors	Resources
		Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)	
Opening the Lesson <i>Teaching Strategies Used</i> Direct Teaching: Explicit Teaching	Consolidation Review students' understanding of features of an e-book, including images, text, and sound.	4.1 Experiment with the capability of equipment and media technologies to create Media Arts works	<ul style="list-style-type: none">• iPads• Smartboard• Prepared pretext (displayed on Smartboard)

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<p>Interactive teaching:</p> <p>Whole Class Discussion</p>	<p>Examine a range of E-book examples in a whole class discussion. These were downloaded from the iBooks app on the iPads.</p>		
<p>Body of Lesson</p> <p><i>Teaching Strategies Used</i></p> <p>Direct Teaching:</p> <p>Explicit Teaching</p> <p>Interactive teaching:</p> <p>Peer partner</p>	<p>Students use a storyboard planner template, and examine the narrative features necessary for storytelling.</p> <p>Students are grouped according to their topic choice:</p> <ul style="list-style-type: none"> • My Fun Day • My Hero/es • My Family. <p>Students brainstorm ideas in groups before working individually on their own storyboard planner.</p>	<p>4.3 Experiment with representations to create Media Arts works that reflect themselves, people, environments or concepts they know or know about</p>	<ul style="list-style-type: none"> • iPads • Storyboard template



learning Indirect Teaching: Independent learning			
Closing the Lesson <i>Teaching Strategies Used</i> Interactive teaching: Whole Class Discussion	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).	4.4/5 Plan Media Arts works using pre-production tools and formats	<ul style="list-style-type: none"> • Storyboard template • Pencils and colouring pencils.

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 an E-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 and Learning Sequence		Content Descriptors	Resources
		Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)	
Opening the Lesson	Consolidation	Visual Arts	<ul style="list-style-type: none">• E-book storyboard template• Whiteboard• <i>ish</i>, by Peter Reynolds• Examples of Picasso's practice sketches can be found on the internet, via Google.
<i>Teaching Strategies Used</i>	Review students' understanding of the E-book planner and discuss the three-part structure of a story from previous lessons.	4.1 Explore how to express ways of seeing and imagining their world working with images	
Direct Teaching:	Discuss the elements on the storyboard planner as a whole class (picture, text, voiceover) to ensure		

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<p>Explicit Teaching</p> <p>Interactive teaching:</p> <p>Whole Class Discussion</p> <p>Direct Teaching:</p> <p>Explicit Teaching</p>	<p>students understand what needs to go into each section. Select some examples of student work to show the whole class.</p> <p>Students listen to and engage in the story <i>ish</i> by Peter Reynolds.</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 set of practice drawings by Picasso and discuss how artists make judgements and select a preferred drawing with which to work.</p>	<p>forms, objects and spaces</p>	
<p>Body of Lesson</p> <p><i>Teaching Strategies Used</i></p> <p>Direct Teaching:</p> <p>Explicit Teaching</p>	<p>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>Children then select a picture from their storyboard planner (or a section of a picture if they have drawn,</p>	<p>4.2 Investigate and experiment with the qualities of different media and techniques to develop intended effects</p>	<ul style="list-style-type: none"> • Class set of chisel-tipped markers • Cartridge paper – A3 and A6 • Photocopier • Felt-tipped markers

<p>Interactive teaching:</p> <p>Peer partner learning</p> <p>Indirect Teaching:</p> <p>Independent learning</p>	<p>for instance, a landscape). They will then use several A6-size pieces of paper to practise illustrations for their E-book 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>Children can then judge the preferred drawing to be developed further to be used in their final E-book. 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.</p> <p>The preferred drawing is enlarged 200% to A4-size using a photocopier.</p> <p>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>	<p>4.3 Develop art-making techniques using, media, visual arts practices and viewpoints</p> <p>4.4 Experiment with techniques, tools and forms to develop their skills and refine their art-making</p>	
<p>Direct Teaching:</p> <p>Explicit Teaching</p>			
<p>Closing the</p>	<p>Model with students how to take a photograph of their completed picture using the iPad. Discuss</p>	<p>4.5 Share and display visual</p>	<ul style="list-style-type: none"> • iPads • Finished drawings



Lesson <i>Teaching Strategies Used</i> Direct Teaching: Explicit Teaching Interactive teaching: Whole Class Discussion	<p>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. Discuss details such as florescent lights, outdoor natural light, and shadows.</p> <p>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 techniques have been most effective.</p>	arts works focusing on the details, intentions and the techniques used	<ul style="list-style-type: none"> • Data projector • iPad adapter for projector
<p>Assessment: Can students experiment effectively with chisel-tipped markers? Can students make effective judgements about their illustrations and discuss this with their peers? Can students develop their drawing skills and refine their art-making to produce an illustration that can be used to enhance their storytelling?</p>			

Follow up Lesson:

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

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Model Lesson 3: Taking and using images in an E-book

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 Book Creator apps.

Lesson Outcomes:

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

Cross-curriculum Priorities:

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

Teaching and Learning Sequence		Content Descriptors	Resources
Opening the Lesson <i>Teaching Strategies Used</i> Direct Teaching: Explicit Teaching	Consolidation Remind students about the process for adding images and text to an E-book project. Model inserting a photograph (already taken) into a new E-book project. Model how to insert a text box to add text in an E-book. 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.		<ul style="list-style-type: none">• Smartboard• Data projector• iPad

<p>Body of Lesson</p> <p><i>Teaching Strategies Used</i></p> <p>Interactive teaching:</p> <p>Peer partner learning</p> <p>Indirect Teaching:</p> <p>Independent learning</p>	<p>Students work in pairs to take photographs of their individual artwork.</p> <p>Students may take more than one photograph and select the best image to use.</p> <p>Students insert selected image into their individual E-books.</p> <p>Using their storyboard planners, students will start typing their text into their E-books.</p>	<p>Media Arts</p> <p>4.1 Experiment with the capability of equipment and media technologies to create media art works</p> <p>4.2 Create media arts works using codes and conventions of story structures</p>	<ul style="list-style-type: none"> Storyboard templates iPads Visual Arts images
<p>Closing the Lesson</p> <p><i>Teaching Strategies Used</i></p> <p>Interactive teaching:</p> <p>Whole Class Discussion</p>	<p>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>		<ul style="list-style-type: none"> P,M,I chart



Assessment: Can students choose appropriate images (select the best shot) to include in their E-books? Can students engage in a critical analysis of their and others' E-books?

Follow up Lesson:

Complete E-books individually, using ideas from P,M,I discussions.



Model Lesson 4: Recording and using voice and sound with an E-book

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 E-books.

Cross-curriculum Priorities:

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

Teaching and Learning Sequence		Content Descriptors	Resources
		Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)	
Opening the Lesson	Consolidation	Media Arts	
<i>Teaching Strategies Used</i>	Lead students through the creation of a soundscape using only their bodies and the floor they are sitting on.	4.6 Combine media arts-making with	
Direct Teaching:	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	Dance, Drama, Music, Visual Arts and other learning	

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<p>Explicit Teaching</p> <p>Interactive teaching:</p> <p>Whole class activity and discussion</p>	<p>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. <p>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.</p>	<p>area</p>	
<p>Body of Lesson</p> <p><i>Teaching Strategies Used</i></p> <p>Direct Teaching:</p> <p>Explicit Teaching</p> <p>Interactive teaching:</p> <p>Whole Class Discussion</p>	<p>Discuss with students the microphone in the iPad, including what kind of sound it captures as well as where it is located.</p> <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: on 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.</p>	<p>Music</p> <p>4.1 Experiment with the qualities of sound and silence to express ideas using available sound sources</p> <p>4.2 Imagine and create their own music by investigating</p>	<ul style="list-style-type: none"> • iPad • 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 • Storybook templates • Classroom objects to make sounds

<p>Interactive teaching:</p> <p>Peer partner learning</p> <p>Indirect Teaching:</p> <p>Independent learning</p> <p>Direct Teaching:</p> <p>Explicit Teaching</p>	<p>However, if real-life examples are not available, photographs or sections of video where the microphones are used will suffice.</p> <p>Students experiment with recording the sounds for their E-book. 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>Demonstrate how to add these sounds to the E-book project.</p>	<p>combinations of sound and silence</p>	
<p>Closing the Lesson</p> <p><i>Teaching</i></p>	<p>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?</p>		



Strategies Used			
Interactive teaching:			
Whole Class Discussion			
Assessment: Can students use the iPads to record appropriate sound and add it to their E-book projects?			

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