Shutterfly

Shutterfly Photo Story Lesson Plan

NAME: CAITLIN VALK

STATE: SOUTH CAROLINA

SUBJECT: ARTS: VISUAL AND PERFORMING ARTS: THEATRE ARTS

GRADE LEVEL: 7TH

Lesson Title: Tableaux and Voice-Overs

Common Core/State Curriculum Standards:

South Carolina Visual and Performing Arts Academic Standards for Theatre:
   T7-1.1 Improvise characters, environments, dialogue, and action both individually and in groups.
   T7-1.3 Use correct playwriting format to write and revise monologues and scenes that include the basic
        elements of plot structure.
   T7-2.1 Demonstrate a knowledge of essential acting vocabulary (for example, blocking, objective, motivation,
   projection, diction, rate, pitch).
   T7-2.2 Demonstrate physical control and expression through improvisation, pantomime, and character
        exercises.
   T7-2.3 Utilize vocal acting skills (for example, breath control, appropriate tone of voice, voice placement, and
        effective speech).
   T7-2.4 Demonstrate skills of sensory recall, concentration, collaboration, and ensemble building.
   T7-2.7 Act as an improvised or scripted character in an ensemble.
   T7-4.1 Identify the requirements of basic stage composition.
   T7-4.2 Direct short scenes incorporating simple blocking techniques.
   T7-6.1 Integrate the use of creative writing, visual arts, dance, music, and/or electronic media to enhance
        theatre activities.
   T7-7.4 Critique classroom performances on the basis of characterization, diction, pacing, and staging and then
        make suggestions for improvement.

ISTE NETS-S (National Education Technology Standards for Students)

1. Creativity and innovation
        Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes
        using technology.
        a. Apply existing knowledge to generate new ideas, products, or processes
        b. Create original works as a means of personal or group
4. Critical thinking, problem solving, and decision making
        Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make
        informed decisions using appropriate digital tools and resources.
        a. Identify and define authentic problems and significant questions for investigation
        b. Plan and manage activities to develop a solution or complete a project
        d. Use multiple processes and diverse perspectives to explore alternative solutions

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6. Technology operations and concepts
> Students demonstrate a sound understanding of technology concepts, systems, and operations.
> b. Select and use applications effectively and productively
> d. Transfer current knowledge to learning of new technologies

ISTE NETS-T (National Education Technology Standards for Teachers)

1. Facilitate and inspire student learning and creativity
> Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
> a. Promote, support, and model creative and innovative thinking and inventiveness
2. Design and develop digital age learning experiences and assessments
> Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards
> a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
> c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
> d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
4. Promote and model digital citizenship and responsibility
> a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
> b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
> c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

Learning Objectives:
1. Students will work cooperatively to create characters with clear objectives and conflict.
2. Students will develop a story that demonstrates appropriate dramatic plot structure.
3. Students will create a storyboard to convert scenes into a book using photos and text.
4. Students will act as an ensemble, creating strong stage pictures, or tableaux, that tell a story.
5. Students will create audio voice-overs to accompany photographs and text using technology offered by the Shutterfly Photo Story iPad app.
6. Students will proofread and edit work to create a final product for publishing.

Students Learning Targets: *(What will students know and be able to do as a result of this lesson?)*
As a result of this lesson, students will have strengthened their ability to use their bodies and voices to convey character and plot. The students will understand dramatic plot structure, having written scripts and broken down specific moments of action to create photos. Working in groups will allow students to challenge and constructively critique one another, and the use of technology to document their physical and vocal acting will allow students opportunity to evaluate their performance more critically.

Instructional Strategies: *(Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)*
Cooperative Learning (ideally 4-5 per group)
Direct Instruction
Class and Group Discussion

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How Students Will Use Shutterfly Photo Story:
Students will insert photographs of their tableaux into the Shutterfly Photo Story app creating the order of their original dramatic plot structure. They will insert captions and record audio voice-overs to go with each photo, using vocal characterization to enhance their visual story. Students will use the "preview" feature to critique one another's work.

Required Materials/Lesson Length:
- Writing materials for plot structure worksheet and storyboard.
- iPads with camera and microphone capabilities and the Shutterfly Photo Story App

Length: 9 – 12 hours

30-60 minutes: Review of vocabulary (dramatic plot structure, tableaux, projection and articulation, etc.)
1 hour: Brainstorming, creation of characters and plot
2-3 hours: Creation of storyboards/scripts
1 hour: Rehearsing tableaux
30-60 minutes: Photographing tableaux with iPads
2-2.5 hours: Adding and editing photos with Photo Story app
1.5 hours: Rehearsing and recording voice-overs
30-60 minutes: Final editing

Resources: *(Photos, drawings, student created stories; reference books, articles, website URLs, etc. for citation)*
- iPads with the Shutterfly Photo Story app installed with camera/audio capabilities enabled
- Plot Structure Planning Guide (view an example template here: http://img.docstoccdn.com/thumb/orig/4213785.png)
- Storyboard template (view an example template here: http://www.educationworld.com/tools_templates/template_strybrd_8panels.doc)
- Evaluation Rubric
- Peer Evaluation Sheet

Procedures/Activities: *(What will the teacher and students do?) (Prior Knowledge. Opening Activity, Step-by-Step Learning Activities, Closure, Post-Instruction Reflection)*

Prior Knowledge: Students will need an understanding of dramatic plot structure (exposition, inciting incident, rising action, climax, falling action, resolution) and of the basic components of conflict (objective, obstacles, tactics, stakes). Students will have worked on physical and vocal characterization through other activities including monologues, scenes, improvisations, etc. and will have demonstrated knowledge of the areas of the stage and how to remain open to the audience.

Opening Activities:
1. Review acting expectations (open to audience, projection and articulation with the voice, focus, characterization with the voice, face, and body) and dramatic plot structure through class competitions (game shows, Simon Says, etc.)
2. Introduce project by discussing graphic novels and comic-inspired cartoons. Compare and contrast how the story is told in both. Explain that students will be expected to use the Shutterfly Photo Story app to tell a story both physically and vocally through tableaux (a group of motionless actors representing a scene from a story) and voice-overs.

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Learning Activities:
1. Students will form groups and together create a story with a clear conflict and plot structure, using the dramatic plot structure graphic organizer to record ideas.
2. The teacher will review and approve plot charts, and students will begin improvising tableaux and dialogue.
3. Students will create a storyboard and script as a group based on their improvisations and discussion.
4. Students will photograph the tableaux planned on their storyboard using iPads and insert them into the Shutterfly Photo Story app.
5. Students will rehearse and record voice-over audio for each page of photos, demonstrating vocal skills and characterization.
6. Students will make final editing decisions as a group.

Closure: Groups will critique one another's work using the Preview feature of the Shutterfly Photo Story app. Students will receive a published and printed copy of their Shutterfly Photo Story storybook.

Reflection: Students will evaluate their individual performance throughout the project, as well as that of their group members. They will reflect on their ability to compromise and work cooperatively, creativity of ideas, contribution to work, focus, and preparation.

Differentiation: *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*

Groups struggling to identify moments of action to create tableaux during the storyboard creation may benefit from acting out the entire script while other students holler for them to freeze at certain moments. The class or group can discuss each moment as it is frozen to debate its ability to tell the story visually.

Special Education/ESL Accommodations & Modifications:

Students are already working collaboratively on the project, but roles within the group could be arranged by the teacher so that some students do more writing or acting while others manage time for the group or serve as a director.

Extensions: *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*

This project could be used with Language Arts classes to act out a novel, or students could write their story about an event from history for a Social Studies class. The storybooks can be shared electronically or printed to share with the class or families.

Assessment: *(How will you determine if students have met the lesson objectives? How will your students know if they have successfully met the lesson objectives? Incorporate formative as well as summative assessments – rubrics, etc.)*

The teacher will assess individual student participation and input on a daily basis to check for comprehension. Checkpoints include teacher evaluation of the dramatic plot structure charts and storyboards. Students can be interviewed individually by the teacher to make sure that every student can communicate the group's ideas and progress. Summative assessment uses the attached rubric. The "Ensemble" grade for each student will be a combination of the teacher's daily assessments and the peer review sheets from students in the group (see attached).

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Peer Review Sheet:

Directions: Circle Excellent, Good, Satisfactory, Fair, or Poor for each of the five areas for every person in the group.

MY name: _____

Ability to compromise and work cooperatively	Excellent	Good	Satisfactory	Fair	Poor
Creativity of ideas	Excellent	Good	Satisfactory	Fair	Poor
Contributing to work	Excellent	Good	Satisfactory	Fair	Poor
Keeping focus	Excellent	Good	Satisfactory	Fair	Poor
Prepared with materials	Excellent	Good	Satisfactory	Fair	Poor

Group Member Name: _____

Ability to compromise and work cooperatively	Excellent	Good	Satisfactory	Fair	Poor
Creativity of ideas	Excellent	Good	Satisfactory	Fair	Poor
Contributing to work	Excellent	Good	Satisfactory	Fair	Poor
Keeping focus	Excellent	Good	Satisfactory	Fair	Poor
Prepared with materials	Excellent	Good	Satisfactory	Fair	Poor

Group Member Name: _____

Ability to compromise and work cooperatively	Excellent	Good	Satisfactory	Fair	Poor
Creativity of ideas	Excellent	Good	Satisfactory	Fair	Poor
Contributing to work	Excellent	Good	Satisfactory	Fair	Poor
Keeping focus	Excellent	Good	Satisfactory	Fair	Poor
Prepared with materials	Excellent	Good	Satisfactory	Fair	Poor

Group Member Name: _____

Ability to compromise and work cooperatively	Excellent	Good	Satisfactory	Fair	Poor
Creativity of ideas	Excellent	Good	Satisfactory	Fair	Poor
Contributing to work	Excellent	Good	Satisfactory	Fair	Poor
Keeping focus	Excellent	Good	Satisfactory	Fair	Poor
Prepared with materials	Excellent	Good	Satisfactory	Fair	Poor

Group Member Name: _____

Ability to compromise and work cooperatively	Excellent	Good	Satisfactory	Fair	Poor
Creativity of ideas	Excellent	Good	Satisfactory	Fair	Poor
Contributing to work	Excellent	Good	Satisfactory	Fair	Poor
Keeping focus	Excellent	Good	Satisfactory	Fair	Poor
Prepared with materials	Excellent	Good	Satisfactory	Fair	Poor

Summative Rubric:

	Excellent (100%)	Good (90%)	Fair (80%)	Poor (70% and under)
Plot/ Conflict 20 points	Story features a clear protagonist and antagonist with opposing objectives and stakes, use of multiple tactics, and follows the dramatic plot structure.	Story features a clear protagonist and antagonist with opposing objectives, uses some tactics, and mostly follows the dramatic plot structure.	Story is a bit vague on the conflicting relationship between a protagonist and antagonist, somewhat follows dramatic plot structure.	Story is underdeveloped in regards to character, conflict, or plot structure.
Storyboard 10 points	Script and tableaux are planned out in storyboard format completely, neatly, and creatively.	Script and tableaux are planned out in storyboard format completely, but lacks creativity or some neatness.	Script and tableaux are mostly planned out and may lack some creativity or neatness, or completely but sloppy	Script and tableaux are underdeveloped through the storyboard format or are illegible and sloppy.
Tableaux 20 points	Tableaux creatively and clearly tell a story using levels and planes, and actor stays open to the audience/camera and shows creative physical characterization with face and body.	Tableaux tell a story using levels and planes, and actor is usually open to the audience/camera and shows physical characterization with face and body.	Tableaux tell a story but lack some levels and planes or actor is frequently not open; actor shows some physical characterization with face and body.	Tableaux do not tell a complete story or lack levels and planes or actor is usually not open; actor fails to show physical characterization with face and body.
Voice 15 points	Actor speaks loudly and clearly into the microphone and demonstrates clear and creative characterization with the voice.	Actor mostly speaks loudly and clearly into the microphone and demonstrates characterization with the voice.	Actor speaks a little too quiet OR mumbles some, or actor shows little characterization with the voice.	Actor is inaudible or mumbles frequently, or actor shows no characterization with the voice.
Design 15 points	Photos and text are added to Shutterfly book neatly and creatively. Photos are cropped appropriately, text an appropriate size, and a clear theme unifies the pages.	Photos and text are added to Shutterfly book neatly. Photos are cropped appropriately, text an appropriate size, and a theme mostly unifies the pages.	Photos and text are added to Shutterfly book and are mostly neat. There may be some awkward cropping or text sizes. A theme may be somewhat lacking.	Photos and text are added to Shutterfly book but are not neat. Several cropping mistakes, cut off text, confusing theme switches, etc.
Ensemble 20 points	Student works cooperatively and reliably with other students in group. Student is consistently polite, compromising, and encouraging with group.	Student works mostly cooperatively and reliably with other students in group. May have an occasional slip in being polite or compromising.	Student works somewhat cooperatively and reliably with other students in group. May struggle to compromise or do his/her share fully.	Student is rude, discourteous, unreliable, distracting, uncompromising, or otherwise disrupts the group dynamic.

Total points:_____ / 100   Letter Grade: _____