



Media Arts Lesson Plan

Connecting – Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Process Component

Synthesize

Enduring Understanding

Media artworks synthesize meaning and form cultural experience.

Essential Question

- How do we relate knowledge and experiences to understanding and making media artworks?
- How do we learn about and create meaning through producing media artworks?

Lesson Title

The Learner, As Teacher II

Grade Level

5th Grade

5.MA.Cn10

- a. Access and internal and external resources, such as interests, knowledge, and experiences, to create media artworks.
- b. Examine and show how media artworks, form [meanings](#), situations, and cultural experiences, such as news and events.

Objectives

The learner will do research, and then create their own video about a personal interest.

Materials

Smart phone or video camcorder, that can record and play back video.

Instructional Resources

YouTube

Student will view a short informational or instructional video on a topic. The topic should be an interest they have. Here are several examples:

[How To French Braid Hair](#)

[Three Breakfasts Your Kids Can Cook Themselves](#)

Vocabulary

context: The situation surrounding the creation or experience of media artworks that influences the work, artist or audience.

meaning: The formulation of significance and purposefulness in media artworks.

personal aesthetic: An individually formed, idiosyncratic style or manner of expressing oneself; an artist's voice

Instruction/Motivation

Students will make an informational and/or instructional video of no more than five minutes, where they share a particular topic or skill of interest to them.

Procedure

1. Explain to the student that they are going to make a short video. Its purpose will be to inform and/or instruct someone else on a particular interest that they have.
2. Have them find at least two videos on YouTube about their chosen topic. Have them note at least five aspects of each video, which make it worthwhile to view. Also, have them note aspects of each video that are less successful and that they will avoid doing.
3. Have them research (on at least two different websites), for information on the chosen topic. They should take notes of any items of interest that they will include in their video.
4. Then, have the student write a basic outline of what they will say and show in the video, and have them practice that rough script.
5. Assemble any "show and tell" items needed to produce the video.

6. After they have gotten the materials together and gone through a practice run of their content, have them decide where they would like to have them do the filming. They should choose where they will sit, consider the background and lighting of the space, and try to eliminate background noise of radio, tv, pets, clocks, and heat or a/c.
7. Do the first take of the video. Play it back for them to watch. Have them note any revisions they might like to make, and then record a second video. Again, play it back.
8. Have them select a recipient for their interview, that they think might be interested in the content, and share it via email or text.

Closure

Ask the Student:

- What did you learn from watching other video presentations, and then creating your own?
- What new information did you gain from your research?
- Do you think your video can help others to learn more about your chosen topic?

Evaluation

- Was the student able to select a topic and produce a video?
- Did they research other videos and websites and use them to develop their own content?
- What new learning or meaning about their topic of choice, did the student gain from the process of making their own video?