UNIT DESIGN

with TPACK, SAMR, and ISTEnets

Designer Name(s):	Marcia Piquette	Date:	Winter/Spring 2014
Subject Area:	Media Literacy/Visual Art	Grade Level(s):	2/3
Unit Title/Focus:	Blue Spruce Voice Thread	Estimated Instruction Time:	

DESIRED RESULTS

Content (Curriculum Expectations)

Grade 2
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (Media Literacy 2)
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques (Media Literacy 3)
- Read and demonstrate an understanding of a variety of literary, graphic, and information texts, using a range of strategies to construct meaning (Reading 1)
- Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings (Visual Art 1)
- Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts (Visual Art 3)

Enduring Understandings

- Illustrators create images to represent the story in a book
- Artwork in a diorama can be photographed to create depth in art work
- Illustrators use texture, colour, line, and other elements of visual art to create illustrations that appeal to their audience
- Authors often use their own experiences to write stories
- Illustrators often use their own experiences to create pictures
- Three-dimensional works of art can be used to create illustrations in books
- Illustrators can teach us a lot about art and how to express ourselves

Essential Questions

- How do illustrators decide what illustrations to use?
- Who chooses the illustration for the cover of the book?
- How can we reproduce some techniques used by illustrators in the Blue Spruce books?
- What personal experiences do we have that could be represented in an illustration?
- How can I create a 3D diorama of something meaningful in my life?

DQ: How can we design, plan, and create a diorama that represents a personal experience to share with an online audience?

Knowledge and Skills (What the students need to know and do)

Media Literacy:
2.1 Identify some of the elements and characteristics of selected media forms
2.2 Identify the conventions and techniques used in some familiar media forms
3.1 Identify the topic, purpose, and audience for media texts they plan to create
3.3 Identify conventions and techniques appropriate to the form chosen for a media text they plan to create
3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and teqniques
Visual Art:
D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature
D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
D1.4 Use a variety of materials, tools, and techniques to respond to design challenges
D3.2 Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places

TECHNOLOGY LENSES	
SAMR	TPACK

SAMR

☒ **Redefinition**
Tech allows for the creation of new tasks, previously inconceivable

☐ **Modification**
Tech allows for significant task redesign

☐ **Augmentation**
Tech acts as a direct tool substitute, with functional improvement

☐ **Substitution**
Tech acts as a direct substitute, with no functional change

TPACK

Content

Pedagogy

Technology

Driving Question: How can we design, plan, and create a diorama that represents a personal experience to share with an online audience?
1. Illustrations on the cover of Blue Spruce books
2. Illustrations inside Blue Spruce books
3. Research and illustrator interviews (online)
4. Exploring techniques to create illustrations
1. Modelled use of Voicethread and Google Drive to create and collaborate
2. Guided use of Voicethread to comment on Blue Spruce books as they are read in class
3. Small group use of Google Drive to write stories/create ideas for dioramas
4. Individual work to create dioramas, post on Voicethread and comment on peers' work

Voicethread: to comment and share using whatever format the students are comfortable with (audio, video, text)
Google Drive: to collaborate with peers to create meaningful stories and illustrations
Photography: to capture student work
Blog: to share student work with a wider audience outside of the students' Voicethread (which will be private)

21ST CENTURY SKILLS FOR STUDENTS (ISTE NETS STUDENT)

Creativity and Innovation	✓ Apply existing knowledge to generate new ideas, products, or processes ✓ Create original works as a means of personal or group expression ✓ Use models and simulations to explore complex systems and issues Identify trends and forecast possibilities
Communication and Collaboration	✓ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media ✓ Communicate information and ideas effectively to multiple audiences using a variety of media formats Develop cultural understanding and global awareness by engaging with learners of other cultures ✓ Contribute to project teams to produce original works or solve problems
Research and Information Fluency	✓ Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information sources from a variety of sources and media ✓ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results
Critical Thinking, Problem Solving, and Decision Making	✓ Identify and define authentic problems and significant questions for investigation ✓ Plan and manage activities to develop a solution or complete a project

	Collect and analyze data to identify solutions and/or make informed decisions
	Use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship	✓ Advocate and practice safe, legal, and responsible use of information and technology
	✓ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
	✓ Demonstrate personal responsibility for lifelong learning
	Exhibit leadership for digital citizenship
Technology Operations and Concepts	✓ Understand and use technology systems
	✓ Select and use applications effectively and productively
	Troubleshoot systems and applications
	✓ Transfer current knowledge to learning of new technologies

ASSESSMENT PLAN

Assessment for Learning	Assessment As Learning	Assessment Of Learning
Curriculum Expectation(s)/Goal: 2.1 Identify some of the elements and characteristics of selected media forms Product *(what the student will produce)*: Comments on Class Voice Thread – covers only Standard *(e.g., rubric)*: Rubric *copy and paste more if needed*	Curriculum Expectation(s)/Goal: 2.2 Identify the conventions and techniques used in some familiar media forms D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic Product *(what the student will produce)*: Comments on Class Voice Thread – inside books, author/illustrator videos Standard *(e.g., rubric)*: Rubric Curriculum Expectation(s)/Goal: 3.1 Identify the topic, purpose, and audience for media texts they plan to create 3.3 Identify conventions and techniques appropriate to the form chosen for a media text they plan to create D3.2 Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places Product *(what the student will produce)*: Google Docs research, document, presentation and plan for art Standard *(e.g., rubric)*: Rubric	Curriculum Expectation(s)/Goal: D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic D1.4 Use a variety of materials, tools, and techniques to respond to design challenges Product *(what the student will produce)*: Diorama to be photographed Standard *(e.g., rubric)*: Rubric Curriculum Expectation(s)/Goal: 3.1 Identify the topic, purpose, and audience for media texts they plan to create 3.3 Identify conventions and techniques appropriate to the form chosen for a media text they plan to create 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques Product *(what the student will produce)*: Caption/Reflection for Blog Standard *(e.g., rubric)*: Rubric

Other Evidence to Inform Assessment:		
Quizzes/Tests	✓ Presentations	Mind maps
Journal/Learning Log	✓ Class notes	✓ Written products
✓ Writing Process (rough draft, editing, etc.)	✓ Discussion	✓ Peer Evaluation
	✓ Checklists	✓ Self-Evaluation
Online quizzes/tests		

Report Card Comment(s)	
Level 4 – Media	In Media Literacy, {Name} thoroughly investigates media sources from the Ontario Library Association's Forest of Reading Program, and identifies illustrations as a media form. {He/She} explains how the conventions and techniques associated with illustrations are used to create meaning in a picture book with great detail. {He/She} applies {his/her} knowledge of the media form to create illustrations for different purposes and audiences, using appropriate forms, conventions, and techniques.
Level 3 - Media	In Media Literacy, {Name} investigates media sources from the Ontario Library Association's Forest of Reading Program, and identifies illustrations as a media form. {He/She} explains how the conventions and techniques associated with illustrations are used to create meaning in a picture book. {He/She} applies {his/her} knowledge of the media form to create illustrations for different purposes and audiences, using appropriate forms, conventions, and techniques.
Level 2 - Media	In Media Literacy, {Name} is beginning to investigate media sources from the Ontario Library Association's Forest of Reading Program, and is working towards identifying illustrations as a media form. {He/She} explains how the conventions and techniques associated with illustrations are used to create meaning in a picture book with teacher guidance. {He/She} applies {his/her} knowledge of the media form to create illustrations for different purposes and audiences, using some forms, conventions, and techniques.
Level 1 - Media	In Media Literacy, {Name} struggles to investigate media sources from the Ontario Library Association's Forest of Reading Program, or identify illustrations as a media form. {He/She} needs to explain how the conventions and techniques associated with illustrations are used to create meaning in a picture book. {He/She} will then be able to apply {his/her} knowledge of the media form to create illustrations for different purposes and audiences, using some forms, conventions, and techniques.
Level 4 – Art	In Visual Art, {Name} masters the creative process to produce a three-dimensional diorama to recreate an important moment from {his/her} life. {He/She} uses the elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings with a lot of detail. {Name} demonstrate a thorough understanding of a variety of art forms, styles, and techniques from the past and present, and {his/her} social and community contexts.
Level 3 – Art	In Visual Art, {Name} applies the creative process to produce a three-dimensional diorama to recreate an important moment from {his/her} life. {He/She} uses the elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. {Name} demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and {his/her} social and community contexts.
Level 2 – Art	In Visual Art, {Name} is beginning to apply the creative process to produce a three-dimensional diorama to recreate an important moment from {his/her} life. {He/She} uses some elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. {Name} is working towards understanding of a variety of art forms, styles, and techniques from the past and present, and {his/her} social and community contexts.
Level 1 - Art	In Visual Art, {Name} struggles to apply the creative process to produce a three-dimensional diorama to recreate an important moment from {his/her} life. {He/She} does not include elements, principles, or techniques of visual arts to communicate feelings, ideas, and understandings. {Name} needs more practice to begin to understand art forms, styles, and techniques from the past and present, and {his/her} social and community contexts.

Rubrics				
Voicethread Comments	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Knowledge and Understanding	Demonstrates limited knowledge and understanding of the concepts around using Voicethread	Demonstrates some knowledge and understanding of the concepts around using Voicethread	Demonstrates considerable knowledge and understanding of the concepts around using Voicethread	Demonstrates thorough knowledge and understanding of the concepts around using Voicethread
Thinking	Uses planning and processing skills to generate ideas and interpret comments with limited effectiveness	Uses planning and processing skills to generate ideas and interpret comments with some effectiveness	Uses planning and processing skills to generate ideas and interpret comments with considerable effectiveness	Uses planning and processing skills to generate ideas and interpret comments with a high degree of effectiveness
Communication	Expresses and organizes ideas in written, audio, or video comments with limited effectiveness	Expresses and organizes ideas in written, audio, or video comments with some effectiveness	Expresses and organizes ideas in written, audio, or video comments with considerable effectiveness	Expresses and organizes ideas in written, audio, or video comments with a high degree of effectiveness
Application	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness
Google Docs	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Knowledge and Understanding	Demonstrates limited knowledge and understanding of how to create a plan using Google Docs	Demonstrates limited knowledge and understanding of how to create a plan using Google Docs	Demonstrates limited knowledge and understanding of how to create a plan using Google Docs	Demonstrates limited knowledge and understanding of how to create a plan using Google Docs
Thinking	Uses critical/creative thinking processes to research topics and generate ideas with limited effectiveness	Uses critical/creative thinking processes to research topics and generate ideas with some effectiveness	Uses critical/creative thinking processes to research topics and generate ideas with considerable effectiveness	Uses critical/creative thinking processes to research topics and generate ideas with a high degree of effectiveness
Communication	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Application	Transfers knowledge and skills (research and planning) to new contexts (Google Docs) with limited effectiveness	Transfers knowledge and skills (research and planning) to new contexts (Google Docs) with some effectiveness	Transfers knowledge and skills (research and planning) to new contexts (Google Docs) with considerable effectiveness	Transfers knowledge and skills (research and planning) to new contexts (Google Docs) with a high degree of effectiveness

Rubrics				
Art - Diorama	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Knowledge and Understanding	Demonstrates limited knowledge and understanding of diorama elements and techniques	Demonstrates some knowledge and understanding of diorama elements and techniques	Demonstrates considerable knowledge and understanding of diorama elements and techniques	Demonstrates thorough knowledge and understanding of diorama elements and techniques
Thinking	Uses critical/creative thinking processes to design a diorama with limited effectiveness	Uses critical/creative thinking processes to design a diorama with some effectiveness	Uses critical/creative thinking processes to design a diorama with considerable effectiveness	Uses critical/creative thinking processes to design a diorama with a high degree of effectiveness
Communication	Expresses and organizes feelings and ideas using a visual representation with limited effectiveness	Expresses and organizes feelings and ideas using a visual representation with some effectiveness	Expresses and organizes feelings and ideas using a visual representation with considerable effectiveness	Expresses and organizes feelings and ideas using a visual representation with a high degree of effectiveness
Application	Makes connections between the arts and personal experiences with limited effectiveness	Makes connections between the arts and personal experiences with some effectiveness	Makes connections between the arts and personal experiences with considerable effectiveness	Makes connections between the arts and personal experiences with a high degree of effectiveness
Blog Caption/Reflection	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Knowledge and Understanding	Demonstrates limited knowledge and understanding of form and technique	Demonstrates some knowledge and understanding of form and technique	Demonstrates considerable knowledge and understanding of form and technique	Demonstrates thorough knowledge and understanding of form and technique
Thinking	Uses critical/creative thinking processes to reflect on work with limited effectiveness	Uses critical/creative thinking processes to reflect on work with some effectiveness	Uses critical/creative thinking processes to reflect on work with considerable effectiveness	Uses critical/creative thinking processes to reflect on work with a high degree of effectiveness
Communication	Communicates with a wider audience to share experiences with limited effectiveness	Communicates with a wider audience to share experiences with some effectiveness	Communicates with a wider audience to share experiences with considerable effectiveness	Communicates with a wider audience to share experiences with a high degree of effectiveness
Application	Makes connections between the arts and personal experiences with limited effectiveness	Makes connections between the arts and personal experiences with some effectiveness	Makes connections between the arts and personal experiences with considerable effectiveness	Makes connections between the arts and personal experiences with a high degree of effectiveness

LEARNING PLAN			
Step 1 Introduction to Voicethread Exploring the covers only of the books Introduction/review to Google Docs and collaboration	**Step 2** Looking at the books in more detail Investigating the Forest of Reading Program Learning more about authors and illustrators	**Step 3** Planning and shaping their artwork Collaborating with peers to write about personal experiences they want to represent	**Step 4** Creating and presenting their artwork Providing feedback to peers Sharing their work with a wider audience

REFLECTION