

Ms. Bjork <http://phsvisualartdept.weebly.com/animation-exp-video-assignments.html> <mailto:bjorjea@pewaukeeschools.org>

Unit Name: Unit 3- Walking

Unit Description: Create a an experimental video that explores your own unique interpretation of “walking” or “the walk sequence”. Utilize your own recorded video, sound, voice and/or music using iMovie for editing and compositing the imagery. Research the relevance of walking in film looking at Eadweard Muybridge’s experiments with walking animals and people. Explore the concept of a sequence in video form. Interpret what walking means to living creatures.

National Standards: Create, Respond, Present, Connect

Walking Video Requirements:

- Research the various types of experimental walking videos and start to develop an awareness of why walking is a valid topic. [Use the wiki page](#) on Walking for your starting point.
- Create a 1 minute experimental video utilizing only your own video &/or still images.
- Create a video that has a soundtrack which could include found music/sound effects or your own recorded voice, or your own sound effects or music.
- *Respond* and interpret walking from a unique point of view, consider all the forms of walking, when we first walk, those who can’t walk, the actual movement of walking, other creatures and how they walk, to walk means to leave, taking a first step, a giant leap of faith, expand on the meanings of walking and conceptually push your own interpretation.
- Use iMovie edits and explore and experiment with at least two special effects on part or all of the finished experimental video. Make sure the iMovie preferences have advanced tools enabled.
- Experiment with Garage Band to create a custom sound track that incorporates music, sound effects and/or a “spoken” voice.
- Create a unique, video that features strong composition, concept and craftsmanship.
- *Connect* this video to your own experiences and life.
- *Present* your video in 1-2 minute format exported and published to the Share Drive and your YouTube channel.

Research

- *Research* what walking means to video/film art. Look at the [wiki page](#) and then conduct your own research and post to the [wiki](#) following the detailed directions there.
- Develop a storyboard and logistics worksheet and plot diagram to plan your video.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>
RS 1 CREATE Plans and develops complex concepts for creative art work.	PS1- Apply and utilize the elements and principles of design in the creation of visual art. PS4- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.
RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.	PS1- Apply and utilize the elements and principles of design in the creation of visual art. PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. PS3- Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization & design.
RS 3 CREATE Connects artistic ideas to history, society and personal life experiences	PS7- Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.
RS 4 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.	PS5- Present final artworks for public display via internet or gallery exhibit. PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.
Learning Targets	

1. Identify each learning target for the Priority Standard in the context of the unit.

2. For each learning target, label the type of each learning target using the following:

- Knowledge (K)- What I need to know
- Skill (S)- What I can demonstrate
- Product (P)-What I can make to show my learning
- Reasoning (R)-What I can do with what I know

The Student Will....

PS1

- Create a 1 minute experimental video utilizing only found video or still imagery. (P, S)

PS2, PS3, PS4

- Create a 1 minute experimental video utilizing only found video or still imagery. (P, S)
- Create a video using found sound or music as soundtrack for the video. (P,S)
- Collage together multiple sound tracks for the video that have been found.(P, S)
- Use iMovie edits and explore and experiment with at least two special effects on part or all of the finished experimental video.
- Utilize a collage-style to complete the video.

PS5-

- Prepare final video for presentation during critique and classroom gallery display. (P, S)

PS6-

- Evaluate the final video with a written analysis posted to the Google Folder for class using the It's CLEAR format for writing. (R,K)
- Explain your concept for the video (R, K)
- Explain how the video uses found footage and sound/music. (R,K)
- Explain why the video/film is good from an artistic point of view, describing what elements or principles are evident (line, shape, pattern, color, texture, space, form, emphasis, rhythm, movement, balance, proportion, value, contrast, unity, variety, light/shadow, perspective) and how they are used. (R,K)
- Explain how sound &/or music were used in the work and how important they were to the overall interpretation of the video/film. (R, K)

PS7-

- Connect this video/film to your own life or experiences and explain the connection. (R,K)
- Explain why you chose the subject and footage. How did it connect to your life? (R,K)
- Explain how the plot differs in your video from a traditional commercial film. (R,K)

Summative Assessment(s)

Identify the summative assessment(s) that will be administered & graded in the unit.

- Final one minute video presentations

Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

Proficiency Scale: Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task

You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
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<p>PS1-Apply and utilize the elements and principles of design in the creation of visual art.</p>	<p>Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.</p>	<p>Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.</p>	<p>Apply and utilize the elements and principles of design as a basic foundation for creating visual art.</p>	<p>Use and application of elements and principles of design is not clear.</p>
<p>PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.</p>	<p>Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.</p>	<p>Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.</p>	<p>Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.</p>	<p>Underdeveloped quality and care with media. Final presentation is missing or incomplete.</p>
<p>PS3-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.</p>	<p>Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).</p>	<p>Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D) .</p>	<p>Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).</p>	<p>Underdeveloped composition, incomplete organization and design of space.</p>
<p>PS 4 Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.</p>	<p>Create & plan artwork that illustrates imaginative,conceptual development with evidence of creative problem solving and interpretation of the idea.</p>	<p>Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.</p>	<p>Create artwork that illustrates a basic concept.Followed directions but sought a simple, basic solution & interpretation of the idea.</p>	<p>Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.</p>
<p>PS5- Present final artworks for public display via internet or gallery exhibit.</p>	<p>Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.</p>	<p>Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.</p>	<p>Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.</p>	<p>Final presentation of artwork is lacking finish and thought.</p>

<p>PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	<p>Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.</p>	<p>Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.</p>	<p>Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.</p>	<p>Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.</p>
<p>PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.</p>