

Differentiated Instruction Key:

Naturalistic: GREEN

Musical: PURPLE

Bodily-Kinesthetic: RED

Inter-personal: YELLOW

Intra-personal: BLUE

Standard

North Dakota State Standard 7.8.1.9: Create an original high-end, professional quality media production.

Objective

- Students will use technology to create a media project.
- Students will have options on how they create their project.
- Project must resemble a type of high-end production such as commercial or music video.

Learning Activities

1. This lesson will be taught later in the semester. It is assumed that the students should have strong understanding of the software available to them for media production such as Imovie.
2. Students will be shown different types of Media such as music videos, workout videos, highlight tapes, and nature documentaries.
3. After showing students a variety of media, I will explain to each student the professional aspects of the videos. I will point out things like the lighting, language, and music used in each media production.
4. I will then instruct the students to make a three to five minute media production using Imovie. The students may choose either a music video, nature documentary, talk show, or workout/highlight video.
5. Students may work on the project alone, or in groups up to three members large.
6. Students will be given class time to work on the production, but additional class time may be required.
7. Students may be present in their video, or may be allowed to use actors other than themselves.

Assessment

- Students will be graded on if video met the time requirements.
- On if the video used proper lighting, software, language, and movement that resembles a professional production.

- Students in groups will assess their partners anonymously to attain feedback on group participation. Solo workers will be asked to reflect on themselves and their project.
- Did the production fit under the categories of a **music video**, **nature documentary**, **talk show**, or **workout/highlight video**?

Reflection

After viewing each student's production, I will have to see if certain students had an easier or harder time with the varieties of production. Was it easier for groups and harder for individuals? Was each learner given not only a unique opportunity to use their learning skills, but were they given a fair opportunity as well? The students' reflections will be beneficial in seeing if the project was useful.