

News Reports

- A report of a recent event; intelligence; information: *His family has had no news of his whereabouts for months.*
- The presentation of a report on recent or new events in a newspaper or other periodical or on radio or television.
- Such reports taken collectively; information reported: *There's good news tonight.*
- A person, thing, or event considered as a choice subject for journalistic treatment; newsworthy material.

Title of Lesson: Communication Through News Reports (Fake or Actual)

Grade Level: 9-12 **Number of Students in Class:** 20

Class Time: One class period for the teacher to explain the assignment; One class period for students to research and plan; and Ten to Fourteen class periods for open studio time for art production.

Vocabulary:

Fact, fiction, illusion, deception, verisimilitude,

Acting values, genre, style, design, theme, mood, pacing, character research, script analysis, reflection, revision, exposition, complication, conflict, crisis, climax resolution,

Tools/Materials/Supplies:

Video Camera, Props (Cardboard, Paint, Something to safely cut cardboard), Wardrobe (students bring in or make their own), Poster board (script), Paper (for full script)

Intended Outcomes:

- a) Develop an understanding of the various forms and uses of visual culture
- b) Develop an ability to crucially examine visual culture and be able to read the underlying themes, messages, and plans
- c) Develop an awareness and understanding of alternative societies and cultures
- d) Develop an awareness of cultural and contextual influences upon artists
- e) Gain confidence in artist creativity
- f) Develop problem-solving abilities and higher-order thinking skills (inquiry, investigation, analysis, synthesis, reflection, evaluation, and making judgments)
- g) Develop critical thinking skills
- h) Develop the ability to work independently and as part of a team
- i) Develop a passion for creativity
- j) Develop an awareness and a respect for viewpoints of others and confidence in one's own.

Objectives:

- IO – Intended Outcome
- NVAS – National Visual Arts Standards
- Georgia QCC – Georgia Quality Core Curriculum Standards

1. Cognitive Development

- a. Students will be able to make connections will performance art and other disciplines

- i. IO – a, b, c, d, f, g, j

- ii. QCC

1. Produces video/film art which is based on concepts and ideas from other disciplines, such as language arts, social studies, science, and other arts

- b. Students will be able to recognize different forms of performance art and the skills needed to combine several areas at once, especially visual art
 - i. IO – a, b, c, d, j
 - ii. QCC
 - 9. Recognizes the role of video technology careers; the importance of visual imagery technology in the video industry; and the increasing demand for multiple art skills, technology skills, an complex thinking skills in career opportunities
 - 18. Describes examples of current trends in video and film

2. *Psychomotor Development*

- a. Student will be able to use, control, manipulate, and experiment with media in a manner that indicates an awareness of their possibilities and potential for personal creative expression
 - i. IO - f
 - ii. QCC
 - 2. Develops ideas, plans, and produces video/film art within the constraints of selected problems with emphasis on particular elements of art and principles of design, emphasis on a particular function, and emphasis on a particular idea, concept or emotion
 - iii. NVAS (9-12)
 - 1. 1a apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their works
- b. Student will be able to develop an understanding of dangers and hazards of various art media and the necessity for following safety rules with regard to the use of materials
 - i. IO –f,g
 - ii. QCC
 - 5. Demonstrates proper use and care of equipment and materials
 - iii. NVAS (9-12)
 - 1. 1a apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their works

3. *Affective Development*

- a. Students will be able to work and solve problems as a group and incorporate what they have obtained through research about performance art, visual art, and incorporate their personal connections.
 - i. IO – b, e, f, g, h, i, j
 - ii. QCC
 - 2. Develops ideas, plans, and produces video/film art within the constraints of selected problems with emphasis on particular elements of art and principles of design, emphasis on a particular function, and emphasis on a particular idea, concept or emotion
- b. Students will be able to convert their knowledge of visual art into performance art
 - i. IO – b, d, e, f, g, h, i, j
 - ii. QCC
 - 14. Explains the function of moving images (video and film) as art tools and compares their use in traditional art media

Motivation:

The teacher needs to explain the context in which Orson Welle’s dramatization of War of the Worlds presented and received. Allow students to listen to sections of the dramatization, and respond with open dialogue with each other and the teacher. Also give some background to explain shown segments of “Wag the Dog.” Again, allow for open dialogue among the students and teacher.

Instructional Strategies:

Student Input:

- a) The student will research history of radio and visual news reports. Findings will be recorded in visual research journal
- b) The student will research how news casts have been manipulated in history and in movie story lines. Findings will be recorded in research journal. (Art History)
- c) The student will research the different parts of a video production. Findings will be recorded in visual research journal. (Art History)
- d) The class will have an open dialogue on the improper use of news reports and why were they effective, and what makes a good video. (Aesthetics)
- e) The students will be broken up into groups, and the groups will determine who has what job (Art Production)
- f) The group will create a script (Art Production)
- g) The group will create props (Art Production)
- h) The group will rehearse (Art Production)
- i) The group will record (Art Production)
- j) The group will edit to final stage of video (Art Production)
- k) The groups will present video and visual research journals to the class. The class will openly critique the effectiveness of the films; compare visual aesthetics to other film. (Art Criticism)

Teacher Input:

The teacher will present the assignment explaining the purpose of news reports, and give context to actual reports and their improper use. Allow students to watch segments of *Wag the Dog*, and listen to segments of Orson Welle's dramatization of *War of the World's*. The teacher must explain the context of the times and why these were so effective. Have an open dialogue whether this type of event could happen again, could it have and it not be known, how could they possibly act. The teacher will present the focus of the assignment is to create a video of the aftermath resulting from Orson Welle's news report. The students will be divided into groups. The teacher will explain and assist with process of making a film. At the end the groups will present their films and research journals to the class. The teacher will help keep dialogue progressing and give constructive criticism. The teacher will keep a copy of the films for his or her own teacher portfolio.

The objectives that will be presented to the students will be:

- a) Understand and evaluate different forms of a news report
- b) Understand and evaluate how a news report can be manipulated and its possible effects
- c) Brainstorm diverse ways to create a film about a response to a manipulated news report
- d) Think in diverse ways to create a series of design solutions to the problem, rather than determining just one solution
- e) Organize and determine roles of individuals within the group
- f) Think in an imaginative original manner by searching for unusual possibilities and solutions
- g) Create a script together
- h) Create props together
- i) Group will record production
- j) Experiment with media and understand its possibilities in order to use it in an expressive manner
- k) Group will edit film to finalization
- l) Groups will present film and research journals to the class that indicates pride and concern

Modifications:

For a student with hearing difficulties, more visual representation will be shown with written dialogue on the screen for video and more newspaper clippings. If a radio presentation is shown, make sure a script is given. Written information and instructions will be given. Students will be required to have their research visual journals at all times, and it will be greatly encouraged for students to share with each other. The student can have in written form, what the student believes they can do, and adjustments will be made to the assignment to meet these. (We do not want to make the student feel incapable and we want the student to feel included.) When it comes to the video, the hearing impaired student can do more with the visual aspects of the assignment (camera, editing, etc).

Assessment:

Each student will be asked to assess their own efforts by means of a self-assessment sheet, in order to reflect upon their efforts.

Teacher assessment criteria will relate directly to the lesson's objectives and will be based on the following rubrics:

- a) Understanding of information (through discussion)
- b) Synthesis and the development of multiple ideas (journal assessment)
- c) Technical abilities (analysis of the completed work)
- d) Sensitivity to the media (analysis of the completed work)
- e) Creativity and inventiveness (journal assessment and analysis of the completed work)
- f) Presentation of the work (journal assessment and analysis of the completed work)
- g) Commitment and sincerity (observation during class)

Benchmarks for each rubric will be provided and the students will be aware of them prior to the beginning of the assignment

Closure:

Each class period will be concluded with clean up, each student will be responsible for his or her area(s) worked in. A quick review will be given over what previous events and information within the class. Then indicate what the students will need for the next class period.

Teaching Performance Evaluations and Reflections:

1. Were your objectives met? Why or Why not?
2. What kinds of unexpected things emerged from this lesson?
3. What went well or did not go well for this lesson?
4. Did you make/complete the assignment yourself before you taught the lesson?
5. What will you change next time?
6. Do you have visual samples (actual work, slides, digital images, video), written samples, or documentation of student performance along with the lesson plan to document your teaching?
7. Did you document student work that met or exceeded your requirements?