# Media Lesson Plan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Resources

* Computer
* Website Building facility
* Disk with images
* Library time

## Lesson Objectives

To expand, explore and evaluate student’s knowledge of the aspects of the seasons and weather while integrating that knowledge with the use of technology to design a website

## Prior Knowledge

Students should have prior knowledge of group work, seasons and weather, computers, the internet, researching and formatting. Students should be aware of and abide by proper referencing guidelines.

## Essential Learnings

**Arts**

* Still and moving images, sounds and words are used in media texts
* Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts
* Representations in media texts can be either real or imagined, and are created for particular audiences and purposes

**English**

* Texts are produced for particular audiences and their interests
* Formal and informal texts are ways of communicating for different purposes
* Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions.
* Non-literary texts can convey an opinion that may be positive or negative.
* Non-literary texts use a range of structures, including hyperlinks in electronic texts
* Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions.
* Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and
* portray people, characters, places, events and things in different ways
* Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning
* Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting
* Words and phrases, symbols, images and audio have meaning.
* Text users make choices about grammar and punctuation.
* Writers and designers can adopt different roles for different audiences
* The purpose of writing and designing includes reporting and conveying simple messages and
* Information

**Technology**

* Products include artifacts, systems and environments
* Resources have characteristics that can be matched to design requirements
* Simple techniques and tools are used to manipulate and process resources

**ICT’S**

* Experiment with different ICTs and select and use ICTs appropriate to the inquiry
* Conduct structured searches for data and information from a limited range of sources organise data and information
* Evaluate the data and information gathered for usefulness and credibility
* Reflect on how ICTs have assisted in meeting the inquiry purposes and in developing new understandings.
* Represent ideas, information and thinking develop imaginative responses record evidence of their learning
* Reflect on their use of ICTs as a creative tool and identify how their responses could be improved.
* Share and communicate ideas, understandings and responses
* Consider how ICTs can be used to communicate different meanings in different situations
* Apply basic communication conventions
* Apply digital media to communicate
* Recognise some elements of image and identity in communication
* Reflect on their use of ICTs and identify ways to improve their collaboration and enhance their communication.
* Follow guidelines to use ICTs and associated processes
* Explore ways to work with and manage personal ICT resources and files
* Apply basic formatting features when using ICTs
* Describe common ICT devices using familiar ICT terminology
* Use strategies to seek help when using ICTs
* Reflect on their operation of ICTs and identify what worked well and what did not.

## Classroom Safety

Carpeted area of the classroom should be clear of any hazards

Students should be aware of computer usage etiquette and rules

## Lesson Structure

**Introduction**

Divide the class into 4 groups as evenly as possible. Each group to be given 1 season to research. Students are given time to research ideas to produce a facts page on their season including;

* Months of season in Australia
* Weather experienced
* Fun things to do during this season
* Images sourced from library and disc provided by teacher

Students will be given instruction on building a website as the process takes place

**Body**

Students will research and design their own website about their season.

They will present information in written form to the teacher before it is added to their website.

They will choose fonts, colours, layout and formatting as they please, but it must represent their season.

Students are to target their website at other children their age and must use language and structure that shows this.

**Closure**

Website will be published online. Students will be given the chance t browse the website. Teacher will go over each page giving feedback to whole class. Students will be given cards with the web address on them so they can show their parents at home.

## Reflection

Students to rule up a page in their Arts journals titled: ‘Media – Seasons Website’. They will answer the following questions:

1. Their season’s name
2. What they enjoyed most about the project
3. What was hardest about the project
4. 2 new facts they have learnt (this can be about any season)
5. How they think the website looks and how they think others can use the website

## Further Learning

This lesson will take place over several lesson and may be used as a term project.

It is designed to take place at the culmination of my other Arts lesson plans which are available on my website.