

Multi-Media Art Portfolio Unit Plan

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Summary of PodCasted Portfolios:

There are current trends in education that I believe to be cutting edge and relevant to Art Education. The development of a digital portfolio for assessment is one of those trends. In the arts, portfolio development is an instrumental part of tracking student development. Students and the teacher are able to see growth through portfolio pieces as students move through their high school career.

Concurrently another trend in education has to deal with technology. The world is becoming more technologically advanced everyday, and as educators it is our responsibility to prepare our students for their future outside the walls of our schools. PodCasting is a technological trend that possesses endless possibilities for educators. PodCasts can be used to deliver subject content, allow students to review information that was given in class (helping the special needs learner), and present student work and accomplishment in a digital medium.

Subject Areas/Grade Level:

The unit on PodCasting is targeted to students in the Visual Arts, but can be modified to fit Performing and Broadcast Arts as well. The Unit is geared towards the High School Level (9-12), but can be used at the Middle School level also.

Overarching Goal:

The overarching goal for this unit is for the student to be able to incorporate the use several different technologies into a final PodCasted portfolio of their artwork. Through their incorporation of these technologies students will develop an understanding for the applications and benefits of a PodCast. Students will also be able to identify and find PodCasts in real world scenarios. They will be able to evaluate the effectiveness of the PodCasts for it's audience.

State Goals to be met:

- Students will learn the real world applications of PodCasts.
- Students will be able to designating different types of PodCasts and their purpose.
- Students will develop an understanding of the applications in areas of the real world where PodCasts can be used to deliver a thought or express and idea.
- Students will learn how to photograph their artwork using a digital camera and a copy stand.
- Students will learn how to make adjustments to their images using the computer program PhotoShop.

- Students will obtain the mastery of the computer PodCasting program GarageBand.
- Students will learn how to combine differing media to create a final end work of art.
- Students will develop a student produced PodCast of their portfolio.
- Student will demonstrate their understanding of the elements and principles of art to form an expressive idea through the artwork in their portfolio.
- Students will learn how to post their PodCast to an RSS feed service PodOMatic.
- Students will learn how to incorporate many different computer programs into one final project: PhotoShop, iPhoto, iTunes, and GarageBand.

NETS-S:

Students will meet the following NETS-S standards through participation in this Unit.

- 1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 2 Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 3 Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- 4 Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 5 Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- 6 Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.

Illinois State Standards:

Students will meet the following Illinois State Standards in the Arts through participation in this Unit.

25.B.2 Understand how elements and principles combine within an art form to express ideas.

25.B.5 Understand how different art forms combine to create an interdisciplinary work.

26.A.5 Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.

26.B.5 Create and perform a complex work of art using a variety of techniques and resources and independent decision-making.

27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.

Strategies/Procedures/Pedagogy:

The Unit on PodCasts is a “Hands On” unit, hence my pedagogical approach will draw from Dewey’s belief in, Learning by Doing. “Most doing will lead only to superficial muscle training if it is dictated to the child and prescribed for him step by step. But when the child's natural curiosity and love of action are put to work on useful problems, on finding out for himself how to adjust his environment to his needs, the teacher finds that the pupils are not only doing their lessons as well as ever, but are also learning to put to productive use those energies which are simply disturbing in the average classroom.” -- *Schools of Tomorrow*. Students’ will be best engaged when they are doing. Students will draw from the real world applications after they have researched PodCasts that are currently available online. They will learn strategies for locating PodCasts online. They will be able to identify who created the PodCast, what the PodCast is about (a product, your portfolio, or instructional, how to use the PhotoShop controls) when the PodCast was created (era). Their final product will depend on how well they master the computer software programs, which is a “Hands On” or “Doing” learning experience. Teachers could also benefit from student input on PodCasts. Students input would be a valuable resource for teachers who wish to begin PodCasting their lessons and other supplemental materials.

Listed below are procedures to facilitate “Learning by Doing”.

1. Students will view the PodCasts at Magnum Photo. By viewing the Photographic portfolios of Photographers from Magnum they will draw ideas of how PodCasts can be used in the field of Art.
2. Through a Graphic Organizer students will brainstorm in groups the answers to the following questions:
 - What is a PodCast?
 - a. Is it only audio?
 - b. Can it have video, streaming or still?
 - c. How can it be used?

3. Once they have the answer to those questions they will place PodCast in the center circle and begin to come up with ideas on how and where PodCasts could be used to deliver information, a product (their portfolio), or an idea.
4. Once they have come up with their completed Graphic Organizer, students will share their top five ideas of how and where PodCasts can be used. Students will be required to expound on their suggestions. The teacher will document those ideas on a master Graphic Organizer on the board. Students will add ideas to their organizer from the master list on the board.
5. After they have completed their Graphic Organizer the groups of students will move to the computers and begin to search using iTunes for a PodCast that relates to their number one idea from their Graphic Organizer. Students will come to the next class with a PodCast that best represents their number one application from their Graphic Organizer.
6. Students will show their best representation to the class during the next period explaining the relevance of the PodCast to a real world scenario.
7. Students will begin to photograph their artwork for their final PodCast.
8. Students will manipulate their images in PhotoShop, correcting color, getting rid of dust and scratches.
9. Students will write a script describing their images. Their script will include a title for the artwork, the assignment that the artwork was drawn from, and personal insight on the artwork.
10. Students will import their images into iPhoto and size them for PodCast production.
11. Students will record the audio for their PodCast in GarageBand. They will be instructed on how to use the tools involved in recording and adding audio tracks underneath their recorded words.
12. Students will learn how to time and import the images with their audio in GarageBand. Once they have finished the importing of their images and synchronization of audio, students will export their PodCast to iTunes.
13. After students have exported their final product to iTunes student will learn how to post their final portfolio to an RSS feed service PodOMatic.

The Special Needs Learner

The use of PodCasts aids the diverse learner immediately. A PodCast can be reviewed at any time. It can be paused, rewound, and the student can view the information at their leisure. Additionally the PodCast can serve as a delivery method for a special needs learner. The PodCast could serve as an alternative portfolio for those learners as well. Special needs learners could draw from the assistance of digital technology in the creation of their portfolio. An example of that could be when a student who has a special need in the area of writing. They could benefit through the fact that they could simply speak about their work rather than write a paper. A gifted learner can be challenged by the degree of difficulty in producing their PodCast.

Overarching Question:

What are the elements needed to create a PodCast of distinctive quality?

Essential Questions for Students:

1. What is a PodCast?
2. What is an RSS feed?
3. What are the benefits of a PodCast?
4. Where and how can PodCasts be used?
5. How is a PodCast made?
6. What can I put in my PodCast?
7. How can I incorporate different technologies (programs) into one final product?
8. How can I share my final product with others?

Results of Student Learning:

- Produce a PodCast.
- Post PodCast to an RSS feed site.
- Understanding of how PodCasts are relevant in the real world.
- Mastery of the following computer programs:
 - o PhotoShop
 - o iTunes
 - o iPhoto
 - o GarageBand

Student Produced Product:

Each student who completes the Unit on PodCasting will have a final produced PodCast that will be posted to the RSS feed service PodOmatic. Students can use this final product to send to colleges that wish to view their portfolios.

Proposed Lessons for PodCasting:

PodCasted Art Portfolios	Goals	Activities	Assessment	Technologies Used
PodCast Research	-Students will identify what a PodCast is and how it can be used. -Students will be able to show how a PodCast can be used in the art world.	Students will use the Internet to research the many different types of PodCasts available.	Students will share with the class a PodCast that they found through their research.	The computer and search engines.
Photo Graphing student artwork.	-Students will learn how to use the digital camera. -Students will learn how to set up and manipulate the lights of the light stand.	Students will view a demonstration on how to position the camera as well as the lights on the light stand.	Students will set up an appointment time with the teacher before class ends to show a folder of their images.	The students will use the light stand (copy stand) and a digital camera along with the computer. Students will

		They will follow along via the overhead digital projector.		also use USB drive technologies.
PhotoShoped images. Manipulating your artwork.	-Students will learn the controls of the computer program PhotoShop. -Students will be able to color correct, crop and size their images making them ready to be placed in a PodCast.	Students will follow along with a demo on the controls of PhotoShop. They will be taking notes in their sketchbook. As a refresher they will complete the WebQuest PhotoShop Boot Camp 101.	Students will turn in a folder (electronically) of their completed images from PhotoShop Boot Camp 101.	Students will use the computer program PhotoShop along with memory card readers and the digital camera. Students will also use USB drive technologies.
Script writing.	-Students will write the script for their PodCast.	-Students will view examples of PodCasted portfolios as well as a script from those portfolios.	Students will hand in a copy of their script.	Students will be using the computer and the program MS Word.
Recording audio/Adding a background track.	-Students will learn how to record audio in the program GarageBand. -Students will learn how to add a background track to their audio in GarageBand.	Students will follow along with a demo on the controls of GarageBand. They will be taking notes in their sketchbook. They will then move to a hands on activity behind the controls of GarageBand.	Students will set up an appointment time with the teacher before class ends to have teacher listen to the raw edit of their recorded script.	Students will be using the computer and the program GarageBand. Students will also use USB drive technologies.
Importing images into iPhoto/Importing images into GarageBand.	-Students will learn how to make their images PodCast ready in iPhoto. -Students will learn how to import those images into GarageBand.	Students will follow along with a demo on the controls of iPhoto and GarageBand. After students have	Students will turn in an electronic folder of images imported into GarageBand at the end of class.	Students will be using the computer and the programs iPhoto and GarageBand. Students will also use USB drive

		<p>experimented with the controls they will practice making images PodCast ready with a folder of supplied images. They will then import those images into GarageBand.</p>		<p>technologies.</p>
<p>Posting PodCast to iTunes/Posting PodCast to an RSS feed (Podomatic)</p>	<p>-Students will learn how to post their PodCasts to iTunes as well as to the RSS feed service Podomatic.</p>	<p>Students will follow along with a demo on how the postings are done. They will be taking notes on the process in their sketchbooks. Students will go ahead and post their finished projects.</p>	<p>Students will e-mail the teacher with a link to their posted PodCast.</p>	<p>Students will be using the computer and the programs iPhoto, iTunes, and GarageBand. Students will also use USB drive technologies.</p>