

# Unit 1: Podcasting

## Media Arts I

14 Class Meetings

*Created July 2020*

### Essential Questions

- How can the gift of voice be used as a tool for storytelling and communication?
- How do digital devices bring life to audio production?

### Enduring Understandings with Unit Goals

**EU 1:** Digital equipment can be used to communicate with others.

- Discover how to use digital equipment and devices
- Produce original audio creations using digital devices

**EU 2:** Audio recordings are effective ways to to communicate stories and ideas.

- Compare & contrast audio works to discover elements of high quality audio recordings.
- Create and record podcasts for multiple audiences

### Standards

#### National Media Arts Standards:

- MA:Cr1.1.6: Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.
- MA:Cr2.1.6: Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
- MA:Cr3.1.6b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.
- MA:Pr5.1.6c: Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
- MA:Pr6.1.6: a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- b. Analyze results of and improvements for presenting media artworks.
- MA:Re7.1.6: a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
- b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience. MA:Re8.1.6: Analyze the intent of a variety of media artworks, using given criteria.
- MA:Re9.1.6: Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
- MA:Cn10.1.6: a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.
- MA:Cn11.1.6: a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

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#### ISTE Standards

- Standard 1: Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
  - 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
  - 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
  - 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
  
- Standard 2: Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
  - 2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
  - 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
  
- Standard 3. Knowledge constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
  - 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
  - 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
  
- Standard 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
  - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
  - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

### **ISAAC Vision of the Graduate Competencies**

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**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

- 1 Digital Audio Hardware & Software:
  - Set up and care for recording equipment
  - Record and edit audio files
  - Produce podcasts using audio editing software
  - Manage & share files
- 2 Digital Audio Communication:
  - Analyze audio recordings
  - Compare & contrast elements of high quality podcasts
  - Brainstorm engaging topics for audio recording
  - Write and share original podcast for publication
- 3 Digital Citizenship:
  - Discover ownership rights
  - Cite sources to credit author and avoid plagiarism

### Daily Learning Objectives with *Do Now Activities*

#### Students will be able to...

- Compare and contrast podcasts to discover elements of high quality audio recordings
  - What is a podcast?
- Create and revise audio recording using an online application
- Evaluate and practice qualities of voice narration
- Perform 5-Minute Mystery Radio Play
- Critique and revise 5-Minute Mystery Radio Play
- Collaborate to plan and write a 2-minute ISAAC morning announcement
- Produce and edit announcement segments\*\*
- Analyze exemplars of 2-minute book reviews
- Write script – hook, summary, critique, teaser
- Produce custom 2-minute book-review *teaser* podcast\*\*
- Critique & revise feedback from peers
- Present to share with an authentic audience

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### Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Electronic word walls with visuals - Padlet
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Individualized in-person/Zoom coaching
- Student collaboration in small in-person/Zoom groupings
- Assignment modification
- Speech to text
- Survey

### Assessments

#### **FORMATIVE ASSESSMENTS:**

- Do Now
- Student discussions and responses
- CFU – Check for Understanding
- Exit Slips
- Accountable Talk Discussions
- Assignment completion
- Completed graphic organizers
- Homework

#### **SUMMATIVE ASSESSMENTS:**

- Quiz on EU #1
- Quiz on EU #2
- Performance Task – Book Review Podcast

### Unit Task

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**Unit Task Name:** “Book Review Teaser”

**Description:** In this task, students will use digital recording hardware and software to record a podcast reviewing a favorite book (EU2). They will use the qualities of voice narration to engage their audience and add a sense of wonder and excitement. They will demonstrate file management skills and digital citizenship as they add copyright free cover artwork and sound enhancements. (EU1) The final product will be shared with authentic audiences.

**Evaluation:** Summative assessment and future rubric in 2021-2022 school year.

### Unit Resources

- NPR – Curriculum for creating podcasts
- New York Times “Project Audio”
- Chromebooks
- Microphones & headphones
- Free online sound editing software application – Audacity, SoundCloud
- 5-Minute Mystery script
- Teacher computer
- Classroom monitor (TV)
- Zoom Pro
- Screencastify
- Padlet
- Flipgrid