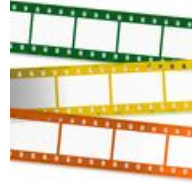# Lost in Time
Deeper Learning Postcard

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Highlights

Vetted Project: The project started with a conversation between the art teacher and the music teacher about a thematic piece of music. From this conversation, it was decided that the art teacher would create a stop motion animation film to be played while the band performed the thematic music as a live soundtrack. Later it was decided that there would be a recording posted on YouTube of the full movie with soundtrack. We launched by modeling a stop motion video set to a live soundtrack that was created by the art teacher and music teacher respectively. After that, we watched old stop motion animation from the 1920's and the Nightmare Before Christmas as examples for students. From there, we broke into the respective classes where music students learned the pieces (4 movements), learned how to play with the movie using a clicktrack, and went through the recording process. The art students set to work by breaking into four groups, one group for each movement of the piece.

Each group storyboarded what they wanted in their movie. They then had to calculate how many pictures it would take to fill the time of their assigned musical movement, for example, one minute of movie being shot at 7 frames per second would be 560 pictures. Then, they began to create their "movie sets" by using the artistic techniques of modeling, painting, and sculpture. Using plastic dinosaurs as their actors, they began to shoot their movies. All photography and editing were done on iPads. The app used was called Stop Motion Studio. When each groups' movie were complete, the movies were given to the band class to rehearse with them and offer any editing ideas. For example, one scene was too long for the movement it was designed.

After editing was complete, the movies were uploaded into iMovie where title screens and credits were added. Then, the completed movie was given to the band for final approval and rehearsal. Using GarageBand, the 7th and 8th grade bands recorded each movement of the piece multiple times. After recording, the best performances of each movement were chosen and mixed to a final product. The movie was then moved into GarageBand where the recordings were lined up with the respective scenes. Finally, a QR code was created and it was published to YouTube. The movie was played during a live performance at the schoolwide EXPO.

Sustainability: The PBL shows students the process of collaboration between the different forms of art. In this case, visual art and music coming together to create a short stop motion animation movie. The impact comes from the unlikely middle school collaboration of visual art and music. Additionally, the movie with soundtrack is available for public consumption.

Driving Question: How can the art we create be used in a real world setting? Is what we learn in class relevant to society?

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Student Reflection: Band students enjoyed performing live with the movie. Art students enjoyed the viewing of the movie with the live performance of the soundtrack. Band students found that working with the click track was both challenging and rewarding. The art students thought that the use of their iPads was interesting, they did not realize they had that much artistic power in their devices.

Teacher Reflection: In band, the most impactful was to give purpose to the music we were playing other than just to perform. In art, to foster the collaboration of the different arts coming together was the most impactful.

On a scale of 1 to 5, this project is a 5 (I would definitely recommend it).

Lessons Learned: We would incorporate more students in the school outside of the art and music programs i.e., English class for script writing. Expo at a real movie theatre rather than our auditorium.

W A N T S

I. Authenticity
Performing
Musical Performance / Recital
Participate in a Rehearsal
Realistic Role
Demonstrating
Exhibit / Contest
Film / Documentary
Show / Program
Producing / Revising
Execute Multiple Drafts
Model or Prototype
Portfolio / Presentation Board
Product
Revise a Product or Service
Spec / Design
Storyboard
Test for Quality / Integrity
Presenting
Leverage Media Technologies
Utilize Visuals

II. Media Produced
Other included: Print Media - Programs; Artistic Composition - Storyboard.

Internet Media
Social Media Page
Website
Digital Content
Audio Content
Video Content
Digital Photography
Computer-Assisted Drawings
Architectural Drawings
Computer-based
Multimedia-software Generated

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Tactile
Building Sculpting
Artistic Composition
Fictional Narrative
Musical Score
Physical Drawings & Fine Arts
Animation
Painting
Product Drawing or Sketch

III. Challenging Problems
Questions
Assist Others
Topics: Humans in the World
Work & Careers
Topics: Of the Mind
Imaginary Beings & Worlds

IV. Achieved Literacy Skills
Media
Utilize Media Creation Tools
Project / Work
Address Setbacks / Criticism
Take Initiative for Personal Success
Leadership
Balance Diverse Views
Influence through Leadership not Authority
Lead with Respect
Leverage Strengths of Others
Present a Professional Appearance

N E E D S

I. Parameters & Feasibility
As a total project, it was far more than 8 weeks but art students completed their portion in 4 weeks. Small groups in art, large group in band.

Project Timeframe
More than 8 Weeks
Assessment Timeframe
More than a Class Period
# of Project Members
Small Group
Large Group
Grade Level
Middle School (Grades 6-8)
Authentic Audience / Evaluators
Peers
Parents
Teachers & Administrators
Community Members

II. Intended Learning Outcomes

Creativity
Brainstorm Change
Design / Create
Elaborate / Expand
Envision / Invent
Improve / Refine
Recognize Limits

Communication
Engage Creatively
Collaboration
Assume Shared Responsibility
Develop Trust
Encourage Others
Exercise Flexibility
Ignore Distractions
Incorporate Feedback
Manage People / Team
Respond to Failure
Value Contributions Made by Others
Work with Diverse Teams
Critical Thinking
Assemble Parts of a Whole
Balance / Weigh Alternatives
Clarify Meaning
Critique Reasoning of Others
Draw Analytic Conclusions
Negotiate
Overcome Obstacles
Persuade
Rational, Objective Decision-making
Reflect Critically on Learning
Solve Problems Innovatively
Instilled Citizenship Values
Express Empathy / Compassion
Habits of Mind & Heart
Personal Responsibility
Social Responsibility
Strong Personal / Work Ethic

III. Success Skills & Depth of Knowledge

Cognitive Demand
Identifying / Remembering
Comprehending / Understanding
Applying
Analyzing
Evaluating
Creating
Social & Emotional Skills
Self-awareness
Self-management
Group-awareness
Group-management

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Learning Styles / Intelligences
Bodily / Kinesthetic
Interpersonal / Social
Intrapersonal / Introspective
Logical / Mathematical
Musical / Rhythmic
Naturalist
Verbal / Linguistic
Visual / Spatial

Assessment Structures / Resources
Checklists
Graphic Organizers
Portfolios
Rubrics

IV. CTEs & Disciplines
Career & Technical
Arts & Entertainment
Authorship & Composition
Information Technology
Telecommunications
Arts
Art Studies
Film Making Studies
Music Studies
Theatre Studies
Communication / Media
Mass Media
History
National History
Information Technology
Multimedia
Literary Studies
Creative Writing
Sciences
Paleontology