

## Epiphany Project Lesson Plan Overview

This lesson plan was developed for a Computer Graphics class at Fort Hayes Arts and Academic High School (an Arts Magnet school in a low-income school district) in Columbus, Ohio.

**epiphany:** *a moment of great or sudden revelation; an intuitive grasp of reality through something usually simple and striking; an illuminating discovery, realization, or disclosure.*

Selections from *Epiphany: True Stories of Sudden Insight* by Elise Ballard were read and videos from the Epiphany Channel website were watched in class and discussed.

Selections included: **Gregory Wilson; Carol Lanning; Baracka Victor; Billie Myers; and Stacey Lannert.**

The teacher felt all of these were relatable to her students and she had varying viewpoints to talk about with them. (The stories chosen to read/watch will depend upon teacher preference and the children's backgrounds.)

They discussed what an epiphany is and the different ways to look at each of these epiphany stories and how they could relate to the kids' own experiences and thinking.

Writing assignments and later video assignments were implemented for the kids to tell their own epiphany stories and learn to use iMovie and other filmmaking and computer graphics tools.

Everyone shared their videos and stories with the class. At the end of days of sharing, the class of 23 teens, ranging in age from 14-18, voted for 9 of their peers' videos to appear in a show at the Columbus Museum of Art.

The teacher's detailed lesson plan that had to be approved by the school district follows and here is the link to the **Epiphany Project video** that was put together for the Columbus Museum of Art exhibit:

<https://youtu.be/IasiFY-XkDA>.

## UNIT PLAN OVERVIEW

(Revised 2016)

Teacher Candidate | **Jordan Moxley**

**UNIT TITLE** | iMovie Epiphany Project

### ENDURING UNDERSTANDINGS (OHIO STANDARD)

**Personal Choice and Vision - students construct and solve problems of personal relevance and interest when expressing themselves through visual art.**

### PROGRESS POINTS (OHIO STANDARD)

- C. Connect making art with individual choice and understanding personal cultural identity.
- D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
- E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

### Central Focus (creating, presenting, interpreting, responding, and/or relating art to context)

We will be creating our Epiphany Videos in iMovie and using sound technologies such as a voice recorder. This unit will be integrated with the book *Epiphany* written by Elise Ballard to help guide the students in putting conceptual depth to their work. Students will be introduced to a much bigger idea in this unit than simply learning a new technology. They will also be learning about themselves and each other as peers while reflecting on a large, life changing event. Having active reading from Elise's book and watching some of the video interviews, students will be able digest and grasp a firmer understanding of this idea of epiphany by learning from others' stories.

Students will be illustrating this epiphany through the media of video art. Learning the new software of iMovie, cinematography elements will be introduced as the visual arts learning objective for this unit. Students will be introduced to the terminology vantage point, focal point and rule of thirds. They will be using their cell phone, as it is a resource that is available for their use.

### Essential Questions (provocative, engaging, critical)

- What does an epiphany mean to you?
- What is an epiphany?
- How will you illustrate this event within the medium of film and sound?
- What effects could be most beneficial for portraying the emotion behind your idea?

### Possible Integration

*Epiphany* by Elise Ballard  
Reading and Writing exercises  
Direct, impacting, life experience

**DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT**

<b>Lesson One</b>	
Title	What Is An Epiphany? Unit Introduction
Lesson Description	This lesson will be introducing the unit as a whole to students. We will watch a clip(s) from Elise Ballard's <i>Epiphany</i> project website, and then also have a reading from the book. I will then go into showing some teacher examples and explaining what media we will be using for the project. During this introduction we will go over the schedule for our projects as a whole. Students will also have a free writing exercise during this time and one-on-one meetings with the instructor to get the go ahead/approval with their idea.
<b>Lesson Two</b>	
Title	iMovie Instruction
Lesson Description	In this lesson of the unit we will be going over different techniques in iMovie that will give the students a good foundation to fulfill the assignment requirements. Students will be having a lot of work and experimentation time to incorporate their clips into their videos.
<b>Lesson Three</b>	
Title	Movie Critique
Lesson Description	This lesson will involve students showcasing their final projects. There will be a written self-assessment that will also serve as a foundation for critique discussion. Students will then individually read their artist statement for this project and we will watch their videos together.

**Explain how technology has been used in this unit**

This lesson will have a large amount of technology use, as it's being created for a computer graphics course. We will use iMovie, video recording devices, voice recorders and email accounts for transferring information.

**LESSON PLAN**

Teacher Candidate	Jordan Moxley
<b>LESSON NUMBER</b>	1
Lesson Title	What is an epiphany? Project Introduction

**CONTENT STATEMENT – PERCEIVING/KNOWING (OHIO STANDARD)**

5PE Describe the role of technology to the production of visual artworks.

**CONTENT STATEMENT – PRODUCING/PERFORMING (OHIO STANDARD)**

2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

**CONTENT STATEMENT – RESPONDING/REFLECTING (OHIO STANDARD)**

4RE Explain the role of innovative technologies in the creation and composition of new media imagery.

### **Performance-based Assessment Objectives**

- Students will show that they are brainstorming their ideas by completing the Idea Foundation Writing Prompt (see attached).
- One-on-one meetings will determine if students have thought into their concept enough to begin gathering film to work with.

### **Performance-based Assessment Strategies**

(attach assessment documents if applicable)

\*Assessment Document Attached

### **Academic Language**

#### **Vocabulary**

Epiphany- a moment of great or sudden revelation; an intuitive grasp of reality through something usually simple and striking; an illuminating discovery, realization, or disclosure.

iMovie- a video editing software application produced by Apple.

#### **Additional Language Demands** (*specific communication task*)

Students will individually meet and talk about their epiphany ideas that they will be documenting with the instructor after they complete a free writing exercise to establish a foundation for their ideas.

### **Accommodations for Special Populations**

In addition to verbal explanations, there will be a project guideline sheet, teacher examples, and teacher led demonstrations for how to use the new software (iMovie, video recording, voice recording, etc.) to help aid in the learning for all individuals in the classroom.

### **Art/Visual Culture Examples**

The art examples that will be shown for this project are teacher examples. Students will also be encouraged to look at aspects and artistic decisions throughout their favorite music videos, movies, and other cinematography forms as inspiration for shooting techniques.

### **Preparations**

Materials/Resources for Teacher

Project Guideline Sheet

Idea Foundation Writing Prompt Sheet

Schedule for Project

Critique Prompt Sheet

*Epiphany* reading (dependent on which stories would speak most to your students)

*Epiphany* video (<http://www.epiphanychannel.com/videos-2/>)

Teacher examples <https://vimeo.com/79626246> <https://vimeo.com/77461711>

iMovie

Voice Recording Device (most likely phone)

Video Recording Device (camera, phone, etc.)

## Materials for Students

Project Guideline Sheet  
Idea Foundation Writing Prompt Sheet  
Schedule for Project  
Critique Prompt Sheet  
*Epiphany* reading (pages 49-54)  
iMovie  
Voice Recording Device (most likely phone)  
Video Recording Device (camera, phone, etc.)

## Safety Procedures

None expected for this project.

## LEARNING ACTIVITY

### Getting the Classroom Environment Ready

Prepare Unit Packets for distribution  
Prepare Videos that will be shown (*Epiphany* video, teacher examples x2)

### Procedures for the Teaching/Learning Structure (*indicate approximate time for each step*)

Welcome students and have them begin their “Draw Now” warm-up (10 min)

Have students congregate into the main classroom where they will be facing the projector (1 min)

Introduce Project (20 min)

- 1<sup>st</sup> page of package (Project Guideline Sheet), explain expectations
- Foster a quick discussion of what an “epiphany” is, referring to definition on sheet.
- Show *Epiphany* video <http://www.epiphanychannel.com/videos-2/>
- Teacher example (Explain personal epiphany in storytelling format, show teacher examples)
- 2<sup>nd</sup> page of package (Idea Foundation Writing Prompt, explain expectations)
- 3<sup>rd</sup> page of package (review schedule of project deadlines)

Work Time (10 min)

- The remainder of class time will be allotted for work time on the written prompt in the (School’s name) Epiphany Packet.

### Clean-up Procedures (Room, Materials & Work Storage)

Students will only have to put their project packet in their class folder. No other cleanup will be required.

### Closure, Review & Anticipation (what’s next?)

Students will be informed to start collecting video for their project. The next few weeks will be spent working within iMovie, learning the software and working on their individual projects.

Checkpoint dates for video is a must.

**Supplemental Activity**

If students finish early they will be responsible for working on, or continuing, their draw-now topic for that week.

**LESSON PLAN**

Teacher Candidate	Jordan Moxley
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<b>LESSON NUMBER</b>	2
Lesson Title	iMovie Instruction

**CONTENT STATEMENT – PERCEIVING/KNOWING (OHIO STANDARD)**

5PE Explore the application of technology to the production of visual artworks.

**CONTENT STATEMENT – PRODUCING/PERFORMING (OHIO STANDARD)**

5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.

**CONTENT STATEMENT – RESPONDING/REFLECTING (OHIO STANDARD)**

2RE Apply assessment practices to revise and improve their artworks and to document their learning.

**Performance-based Assessment Objectives**

- Students will be able to demonstrate fluency and understanding in the basics of iMovie technology and layering voice/music sound through recording devices into their iMovie production.
- Students will have practiced and used clip trimming, filter affects, transitions, speed adjustment, sound levels and sound overlay.

**Performance-based Assessment Strategies**

(attach assessment documents if applicable)

\*Assessment Document Attached

**Academic Language**

**Vocabulary**

iMovie- a video editing software application.

**Additional Language Demands** (*specific communication task*)

Students will discuss what techniques will best illustrate their epiphany. Movies without sound give an entirely different story than with sound. Sound gives emotion and so does speed adjustment. What techniques learned can enhance the idea of the epiphany being told?

### **Accommodations for Special Populations**

In addition to verbal explanations there will be a project guideline sheet, teacher examples, and teacher led demonstrations for how to use the new software (iMovie, video recording, voice recording, etc.) to help aid in the learning for all individuals in the classroom.

### **Art/Visual Culture Examples**

Teacher examples will be shown at the introduction of the lesson. Students will also be encouraged to study music videos, moments in cinema and clips on channels like YouTube to gain a better understanding of the aesthetic surrounding cinematography.

### **Preparations**

#### **Materials/Resources for Teacher**

Computer  
iMovie  
Video Recording Device (phone)  
Voice Recording Device (phone)

#### **Materials for Students**

Computer  
iMovie  
Voice Recording Device (phone)  
Video Recording Device (phone)

#### **Safety Procedures**

None expected for this lesson.

### **LEARNING ACTIVITY**

#### **Getting the Classroom Environment Ready**

Prepare clips on phone to demonstrate importation.  
Prepare projector so that students will be able to follow along with instructor.

#### **Procedures for the Teaching/Learning Structure** *(indicate approximate time for each step)*

Welcome students and inform them that demo will be in main classroom (1 min)

Demo iMovie techniques (30 min)

- clip adjustments (speed, filter effects, transitions)
- audio adjustments
- layering
- cropping and rotation

Work time (rest of class period)

#### **Clean-up Procedures** (Room, Materials & Work Storage)

Students will only have to save their work completed and return their packet to the class folder.

**Closure, Review & Anticipation** (what's next?)

Inform students what will be expected for critique. Review prompts in their Epiphany packets. Critique will be the next lesson for this unit.

**Supplemental Activity**

If students should finish with time to spare, they are to continue working on their draw-now for that particular week.

**LESSON PLAN**

Teacher Candidate	Jordan Moxley
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<b>LESSON NUMBER</b>	3
Lesson Title	Movie Critique

**CONTENT STATEMENT – PERCEIVING/KNOWING (OHIO STANDARD)**

1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.

**CONTENT STATEMENT – PRODUCING/PERFORMING (OHIO STANDARD)**

6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.

**CONTENT STATEMENT – RESPONDING/REFLECTING (OHIO STANDARD)**

6RE Explain how a response to a work of art is affected by the context in which it is viewed.

**Performance-based Assessment Objectives**

Students will show that they have critically thought through their ideas for their project through self-assessment oriented critique prompts. They will fill these out at the completion of their project and use them to guide any discussion during our movie critique.

**Performance-based Assessment Strategies**

(attach assessment documents if applicable)

\*Assessment Document Attached

**Academic Language**

**Vocabulary**

No additional vocabulary.

**Additional Language Demands** (*specific communication task*)

Students will have not only spoken instructions but also the 4<sup>th</sup> page of their Epiphany Project Packet will have the questions for critique prompts written out and explain critique day procedures/expectations.

**Accommodations for Special Populations**

In addition to verbal explanations there will be a project guideline sheet, teacher examples, and teacher-led demonstrations for how to use the new software (iMovie, video recording, voice recording, etc.) to help aid in the learning for all individuals in the classroom.

**Art/Visual Culture Examples**

There will be no other art/visual culture examples other than the teacher examples shown at the introduction of the unit.

**Preparations****Materials/Resources for Teacher**

Folder of saved students work.  
Computer  
Projector

**Materials for Students**

Saved final project  
Completed Epiphany Project Packet

**Safety Procedures**

None expected for this lesson.

**LEARNING ACTIVITY****Getting the Classroom Environment Ready**

Open up folder of all students finished work and have ready to begin playing.  
Prepare projector to display video in classroom.  
Prepare sound system/speakers to ensure sound is loud enough.

**Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*)

Welcome students and inform them of critique, also to sit in the main classroom with the projector. (1 min)

Critique (rest of class period)

- have students read their artist statement on their critique prompt sheet, then proceed with showing the video.
- If time allows, a group discussion of the projects as a whole will be held.

**Clean-up Procedures** (Room, Materials & Work Storage)

Students must turn in their Epiphany project packet.

**Closure, Review & Anticipation** (what's next?)

This will be the end of this unit. We will review the significance of looking into topics such as Epiphanies and their importance through art.

**Supplemental Activity**

If time is left, students will continue to work on their draw-now topic for the week.

# (School name) Epiphany Project

## **What is an epiphany?**

Epiphany- a moment of great or sudden revelation; an intuitive grasp of reality through something usually simple and striking; an illuminating discovery, realization, or disclosure.

## **Project Guidelines**

You will be narrating one of your own epiphanies through video and sound using iMovie. Your challenge is to create a video using gathered clips and sound to express this life-changing event. Use the criteria below to develop your personal epiphany video.

1. Quality of filmed video (10 points) \_\_\_\_\_
2. Video length was between 2-3 minutes (10 points) \_\_\_\_\_
3. Video demonstrates a narrative story with a clear beginning, middle, and end (10 points) \_\_\_\_\_
4. Clarity of story demonstrates epiphany moment with the lesson(s) learned from the experience (10 points) \_\_\_\_\_
5. Used speed adjustment for dramatic effect (10 points) \_\_\_\_\_
6. Used transitions to blend clips and create flow (10 points) \_\_\_\_\_
7. Use of cinematography technique: Vantage Point (10 points) \_\_\_\_\_
8. Use of cinematography technique: Focal Point (10 points) \_\_\_\_\_
9. Use of cinematography technique: Rule of Thirds (10 points) \_\_\_\_\_
10. Quality of sound overlay (10 points) \_\_\_\_\_
11. Sound enhances the narrative (10 points) \_\_\_\_\_
12. Reflective questions (5 points) \_\_\_\_\_
13. Artist Statement (10 points) \_\_\_\_\_
14. Craftsmanship (10 points) \_\_\_\_\_
15. Completed Assignment (10 points) \_\_\_\_\_

### Helpful Tips:

Think about different angles of video. What can these angles signify in the concept behind your video?

Research your favorite music videos, clips, movies, etc. for ideas and inspiration on camera angles and the nuances of filming.



## **Critique Prompt Sheet**

### **Before Watching**

Do you feel as though you were able to use this new medium to depict your message appropriately? **2 points**

\_\_\_\_\_

What did you learn about yourself exploring your epiphany in this way that you can connect with future art you might create? **2 points** \_\_\_\_\_

### **After Watching**

What did you learn by watching your peers' videos? **1 point** \_\_\_\_\_