



# Media Arts Lesson Plan

Connecting – Anchor Standard 10: Synthesize and Relate Knowledge  
and Personal Experiences to Make Art

## Process Component

Synthesize

## Enduring Understanding

Media artworks synthesize meaning and form cultural experience.

## Essential Question

- How do we relate knowledge and experiences to understanding and making media artworks?
- How do we learn about and create meaning through producing media artworks?

## Lesson Title

*Tell It Like It Is*

## Grade Level

2<sup>nd</sup> Grade

## 2.MA.Cn10

- a. Use personal experiences, interests, information and models in making media artworks.
- b. Discuss experiences of media artworks, describing their [meaning](#) and purpose.

## SEL Core Competency(ies)

Self-Awareness

Self-Management

Responsible Decision Making

## Objectives

The learner will view several video examples and then create their own video, about their personal experience.

## Materials

Smart phone or video camcorder, that can record and play back video.

## Instructional Resources

[Kids Tell Us One Thing They've Learned This Year/Jimmy Kimmel](#)

*Facts about COVID-19 for discussions with children*

### What is COVID-19?

- COVID-19 is the short name for “coronavirus disease 2019.” It is a new virus. Doctors and scientists are still learning about it.
- Recently, this virus has made a lot of people sick. Scientists and doctors think that most people will be ok, especially kids, but some people might get pretty sick.
- Doctors and health experts are working hard to help people stay healthy.

### What can I do so that I don't get COVID-19?

- You can practice healthy habits at home, school, and play to help protect against the spread of COVID-19:
  - Cough or sneeze into a tissue or your elbow. If you sneeze or cough into a tissue, throw it in the trash right away.
  - Keep your hands out of your mouth, nose, and eyes. This will help keep germs out of your body.
  - Wash your hands with soap and water for at least 20 seconds. Follow these five steps—wet, lather (make bubbles), scrub (rub together), rinse and dry. You can sing the “Happy Birthday” song twice.
  - If you don't have soap and water, have an adult help you use a special hand cleaner.
  - Keep things clean. Older children can help adults at home and school clean the things we touch the most, like desks, doorknobs, light switches, and remote controls. (Note for adults: you can find more information about cleaning and disinfecting on [CDC's website](#).)
  - If you feel sick, stay home. Just like you don't want to get other people's germs in your body, other people don't want to get your germs either.

## Vocabulary

**context:** The situation surrounding the creation or experience of media artworks that influences the work, artist or audience.

**meaning:** The formulation of significance and purposefulness in media artworks.

## Instruction/Motivation

Students will make a recording of no more than two minutes, where they talk about their experiences during the COVID-19 school closure.

## Procedure

1. Explain to the student that you are going to make a short video of them, answering questions you ask about what it's like to stay at home.
2. Go over the COVID-19 facts with them.
3. Show them the video of children being interviewed about what they learned in school, and have them pay attention to which children did the best job of answering questions on camera.
4. Ask them the following three questions:
  - a. Why is everyone being asked to stay at home right now?
  - b. What activity do you really like to do, while at home?
  - c. What are you looking forward to being able to do, once everyone is back to their regular day?
  - d. What is one thing you are doing to stay safe, while at home?

Then, ask them to send out a greeting to a friend or loved one, who will view the recording.

5. After you have gone through a practice run of the questions, decide where you would like to have them do their interview. Decide where they will sit, consider the background and lighting of the space, and try to eliminate background noise of radio, tv, pets, clocks and heat or a/c.
6. Do the interview again, and record your questions and their answers and greeting. Play it back for them to watch.
7. Have them select a recipient for their interview and share it via email or text.

## **Closure/Reflection**

Ask the student:

- What did you learn about how to answer a question well, from the video you watched?
- How many things are you doing to stay safe while at home?
- Did you include your favorite at home activity in sharing with others?

## **Evaluation**

- Was the student able to answer each question clearly?
- Did they share what their interests are, while at home?
- Were they able to convey how they feel about the situation, via a recorded interview?