



TGJ3M

Communications Technology

Foley Production: Cartoon Audio Production

Abstract

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Project Overview

This project allows students to understand how video and audio work together to create a media production. Students will select a historic cartoon clip (2:00min) and create original dialogue, sound effects music to make the cartoon production “complete”. Students are encouraged to use different languages, and cultural references to support an equitable and inclusive classroom environment. A project that focuses on incorporating the 10 Character Education attributes is also encouraged, which include Respect, Responsibility, Honesty, Integrity, Empathy, Fairness, Initiative, Perseverance, Courage, and Optimism.

Project Challenge

Your task is to select a Cartoon production, then create all the sound and audio production, including an original script of the dialogue (spoken words), music and sound effects that follows all the actions that are seen on screen. Remember to include elements of Equity and Inclusive education - this can take the form of the script content, or the way in which you produce the project (including languages or references that include marginalized groups, varied cultural or ethnic groups, and group members skills and attributes that create a more inclusive learning environment. Also consider incorporating aspects of the 10 Character Education Attributes (Respect, Responsibility, Honesty, Integrity, Empathy, Fairness, Initiative, Perseverance, Courage, and Optimism.)

Connections

Differentiated Instruction Tips:
Provide an open-end approach when having students write their audio script. Find out student interests and help them tap into these interests as they brainstorm their script topic.

Also take the same approach when having students incorporate aspects of Equity and Inclusive education. (for example, if students speak different languages, have them incorporate this into the script. Or, for ESL learners, encourage them to create dialogue in their first language, and english translation subtitles to support literacy, the deaf and hearing impaired.)



Project Criteria	Examples
<p>Create one final video cartoon that is two minutes (2:00) in length. Note that this would be a section (or scene) from a full cartoon production that may be longer in its original form.</p> <p>The final product will be “on-air quality” on the school TV monitors in the hallways and cafeteria, therefore all content must be suitable for this audience; using the Canadian National TV Ratings system, the rating for your production must be “G”. It is to include video, audio and production techniques learned through prior knowledge and through this project.</p>	<p>How To Make Your Own Cartoon - Lip Sync</p> <p>How do they sync a voice to cartoon character</p> <p>Motivation for doing Cartoon Voices</p> <p>How The Simpsons is Actually Made</p>



Project Synopsis and Timelines

Act #	Activity Title/Name	Time (hrs.)	Curriculum Expectations	Assessment & Evaluation	Connections?
1	Pre-Production Research, Brainstorming, and Planning, Edit Exercises 1, 2 & 3	5 Hours	A1.A3 B2, B3	Rubrics And Checklists "For Learning"	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ Differentiated Instruction ▪ Literacy ▪ Equity & Inclusivity ▪ FNMI First Nations, Metis
2	Production Script Writing and Character Creation Audio recording Sound Effects creation or selection Music creation or selection	10 Hours	A1.A2. A3B1. B2. B3. C1, C2, D1, D2	Rubrics and Checklists "As Learning"	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ Literacy ▪ Equity Inclusive... ▪ FNMI
3	Post Production Editing, Critiquing, and Rendering/exporting production for broadcast	3 Hours	A4. D1, D2	Rubrics and Checklists "Of Learning"	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ Math Literacy ▪ Literacy ▪ Equity & Inclusivity ▪ FNMI



Activity 1 - Idea Development

Minds On (Engaging Prior Knowledge)

Activity 1 Project Research and Information Gathering

Activity Description:

This is the pre-production and planning phase of the Foley Production Project. Student will need to complete tasks to develop a story and script to produce. This will include topic research, brainstorming, storyboarding, shotlist production, group debriefing and planning.

1. Pick a cartoon from those provided and then select a 2:00 section (scene) to produce
2. Develop a story that would match the actions and scenario depicted in the animation
3. Brainstorm
4. ICE, can play a role here as students brainstorm ideas for script / story
5. Further development of idea and create a solid plan for acting, SFX and music
6. Complete two (2) of the three (3) Editing Exercises provided to help you learn how to manipulate sound and audio on the computer.

Activity 1 Criteria and Instructions

Students will pick which cartoon they would like to produce and start to brainstorm a story related to it. Student will focus on equity and inclusive education strategies by either: including different languages spoken in the production, depicting different cultures and backgrounds and including some of the following values: Respect, Responsibility, Honesty, Integrity, Empathy, Fairness, Initiative, Perseverance, Courage, and Optimism. By the end of this project, students will have a strong concept of “foley production” and audio-for-video production. They will also have an understanding of the time and attention to detail required to create a television cartoon episode. They will incorporate prior learning of sound and video editing, music creation and production and audio recording which will culminate in this project. Students will also choose and complete two (2) of the three (3) Editing Exercises provided to help them perfect their editing skills and abilities.



<h2>Activity 1 Prior Knowledge</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> • Working in pairs or groups of 3 (diads or triads) • Google research skills • ESL/ELL department connection • School Clubs that foster inclusivity and equity • The Board's mission, vision and values • Audio/video syncing techniques • Sequencing in video • Having taking Comm Tech (TGJ or TIJ) prior would be an asset 	<p>SEF Indicator 3.1: The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>Students and educators work together to build a collaborative and safe learning environment, free from discriminatory bias and systemic barriers.</p>
<h2>Activity 1 Planning Notes</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> • Be aware and knowledgeable of your Board's vision and mission statements and values • Be aware and knowledgeable of clubs and teams around the school that foster inclusivity and equity • Understand and be knowledgeable in the school or board's equity statement • Use the Design Process and emphasize that every idea is a good idea at this point • If students want to connect with the ELL/ESL dept on strategies to implement and support equity and inclusive education this can be done. • Students can research sound effects on-line and download copyright-free sounds and sound effects, or they can create the sounds themselves using their own objects and artifacts. • Before script writing review script writing formats and styles with students • Allow access to your notes/previous lessons on audio editing • Remind students that the script is a working template and plan, once they start editing they may deviate from the script somewhat, if required to sync the spoken dialogue with the pre-produced cartoon scene. The end production may not end 	<p>SEF Indicator 2.5: Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.</p> <p>Equity Indicator 1.3: Embed equity and inclusive education principles in board and improvement plans.</p> <p>Develop and implement strategies to engage students actively in the implementation of initiatives to support and promote equity and inclusive education.</p>



<p>up exactly like the script and this is acceptable and a replication of “real world” scenarios..</p> <ul style="list-style-type: none"> ● Provide script templates for students that may want to use this 	
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Action (Introduce or Extend Learning)

Activity 1 Instructional Strategies	Connections
<p>PICKING A TOPIC and BRAINSTORMING IDEAS</p> <ul style="list-style-type: none"> ● Research script and script writing ● Is there a value or story that is of particular interest to them? ● Is there an event in the school that connects to the value ● Share examples of previous student work that connects to the values ● Explain there can be a moral message within their cartoon, or it can be just a humourous cartoon for children. The humour can come from the dialogue, or the sound effects and scenario depicted. ● Use Think, Pair, Share techniques to further develop concepts ● Students may also pair up with other groups who may produce the next scene (2-min) and so one until the entire cartoon clip (episode) is completed, each scene being done by a different group of students in pairs <p>SCRIPTING THE IDEA</p> <ul style="list-style-type: none"> ● Create a written script of your cartoon story and SFX ● Teach how to script write for audio/video ● Allow student to use on-line resources for script templates ● Multiple ways to teach this - through work backwards, ● Youtube videos that show the importance of sound effects on actions. <p>AUDIO EDITING</p> <ul style="list-style-type: none"> ● Many students may want to include audio, SFX, directly from the internet while others may wish to create their own. Either is acceptable, although all dialogue must be created by students and not taken from other sources (i.e. Internet) ● Provide templates for students who may want to write a script in addition to the storyboard <p>SHARING YOUR IDEAS</p>	<p>Differentiated instruction: Find out about students’ interests individually to help connect them to a topic or open up the topic even more if there is something of particular interest to the student. For example, they want to learn how to make a Simpson’s Cartoon, or other favourite TV show that they watch.</p> <p>Differentiated instruction: This is the perfect time to tap into something that interests each student so they direct the learning and become engaged in their learning.</p> <p>Equity Indicator 2.2: provide opportunities for students, to participate in equity and inclusive education learning initiatives.</p> <p>Equity Indicator 4.2: support the schools’ review of classroom strategies that promote school-wide equity and inclusive education practices.</p>



<ul style="list-style-type: none"> ● Student will now share their group work with 1 to 2 other groups to further develop and plan their concepts and for peer feedback ● Have students make lists of props they may need to create sounds. ● They can now make a plan to execute and begin recording ● This can be done through a list of discussions <ul style="list-style-type: none"> ○ Who will voice act? ○ What equipment is needed? ○ What music is there? ○ Is there just speaking or is there singing? ○ What “characters” are on screen and what would they sound like? ● Students can create a final plan based on one storyboard Share Cartoon Foley samples that have been done in the past and discuss how they produced them ● Have small group discussions with each group on where they will film, who will act, props needed, set the students up for success 	<p>Ontario Skills Passport Implement the Ontario Skills Passport at the beginning of the project</p> <p>SEF Indicator 5.2: Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.</p> <p>Authentic tasks and experiential learning enable students to apply subject-specific knowledge and skills to work-related situations.</p> <p>OCTE SAFETY Docs and PASSPORT to be signed for</p> <ul style="list-style-type: none"> - Audio boards - Audio Devices - Using Headsets - Sound levels
<h2>Activity 1 Assessment and Evaluation</h2>	<h2>Connections</h2>
<p>Assessment as Learning - Look at Thinking & Inquiry and Application.</p> <p>Consider Overall Expectations: A2 - demonstrate an understanding of different types of equipment and software and how they are used to perform a range of communications technology operations and tasks;</p> <p>B3 - create productions that demonstrate competence in the application of creative and technical skills and incorporate current standards, processes, formats, and technologies;</p> <p>and</p> <p>D1 - demonstrate an understanding of and apply safe work practices</p>	<p>FNMI: To address the FNMI document, schools will strive to “employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students”, it is recommended that students research some First Nation, Métis, and Inuit values and beliefs and incorporate them into their cartoon project script.</p>



<p>when performing communications technology tasks.</p> <p>Checklists Conversations Rubrics</p>	
<p>Activity 1 Accommodations</p>	<p>Connections</p>
<p>Students can complete projects in their native tongue, or include other languages. Students can work in groups and in teams.</p>	<p>SEF Indicator 3.4: Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.</p>

Consolidation & Connections (Provide Opportunities for Reflection)

<p>Activity 1 Reflection Paper/Exit Card</p>	<p>Connections</p>
<p>Exit Card for activity/project:</p> <p>Exit Card</p> <p>Consider reviewing the Think Literacy Ministry Document: http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/</p>	<p>Growing Success: This activity provides an opportunity for students to interact in groups and develop the ability to relate to others, cooperate, work in a team and develop skills sets to manage and resolve conflict. Guide students through this and whenever possible encourage the group work option.</p> <p>Student Engagement SEF 3.3: Students are partners in dialogue and discussions to inform programs and activities in</p>



	<p>the classroom and school that represent the diversity, needs and interests of the student population. In the classroom, students contribute ideas and identify their needs and interests in relation to school and classroom activities.</p> <p>SAFETY TIP: Ensure you use Safety Passports and cover all necessary OCTE SAFETY DOCS.</p>
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Materials, Tools and Resources

Activity 1 Websites
How To Make Your Own Cartoon - Lip Sync How do they sync a voice to cartoon character
Activity 1 Publications
Activity 1 Computer Software
<ul style="list-style-type: none">• Google



- MS WORD

Activity 1 Human Resources

- teacher, parent, staff or other students

Activity 1 Other

Activity 1 Appendices

1. Foley Production Assignment instructions
2. Script Rubric for Evaluation
3. Final Production Rubric for Evaluation:
4. [Rubrics for Evaluation](#)

Activity 2 - Production

Minds On (Engaging Prior Knowledge)



Activity 2 Project Research and Information Gathering

Activity Description:

With their ideas ready, students will get together in their groups and produce their Cartoon. This includes a video clip, audio, sound effects, music, microphones, headsets and computer software.

Activity 2 Criteria and Instructions

The group of students records dialogue and sound effects and then syncs them with the video, frame by frame, to have the cartoon “come to life” with their story, characters, sounds and ideas.

<h3>Activity 2 Prior Knowledge</h3>	<h3>Connections</h3>
<ul style="list-style-type: none"> ● Principles of audio production ● Sequencing ● Continuity ● Basic knowledge of audio editing ● Audio for video production ● Microphones ● Headsets ● Equipment use and management ● SD cards and downloading sounds and music ● Computer software for editing audio-for-video 	<p>FNMI: To address the FNMI document, schools will strive to “employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students”, it is recommended that students research some First Nation, Métis, and Inuit values and beliefs and incorporate them into their cartoon project script.</p>
<h3>Activity 2 Planning Notes</h3>	<h3>Connections</h3>
<ul style="list-style-type: none"> ● Some students may want to produce along with another group of 2 or 3. 	



<ul style="list-style-type: none"> • Some students may be interested in carrying out their concept just with their own group this is acceptable too. • Students may use any method and equipment to produce their audio to keep it open ended and student centered • They may want to use microphones, iPhones, external recording devices, apps or software the changes or alters voices and sounds or music creation software (e.g. Garageband) 	<p>SEF Indicator 2.2: Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners</p> <p>Assessments will include communications, observation, performance assessment, reflection, conferencing and tests/quizzes.</p> <p>Assessment tools will include marking schemes for the activities, rubric assessments, tests, checklists and anecdotal comments.</p> <p>Input, through peer feedback will help refine instruction to improve student learning</p> <p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR:</p> <ul style="list-style-type: none"> - Audio boards - Audio Devices - Using Headsets - Sound levels
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Action (Introduce or Extend Learning)

Activity 2 Instructional Strategies	Connections
SAW32 Software Microphones Headsets	Mathematical Literacy: -opportunity to connect with spatial math literacy through the framing count 29.97/sec



<p>Activity 2 Assessment and Evaluation</p>	<p>Connections</p>
<p>Assessment As Learning Listen to recordings that students have completed before they continue to their final edit. Give verbal descriptive feedback on what is successful and what might need improving. Allow students the opportunity to re-record, or re-voice audio, or seek out a prop that might help communicate the sound or message in the final product. Maybe they just need one additional sound effect or voice performance...allow these opportunities on an on-going basis.</p> <p>Knowledge and Understanding Communication Thinking Application</p>	<p>SEF Indicator 1.4: During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.</p> <p>Ontario Skills Passport Implement the Ontario Skills Passport at the beginning of the project</p>
<p>Activity 2 Accommodations</p>	<p>Connections</p>
<p>TIPS: Provide resources in digital and printed format for students to refer to.</p>	

Consolidation & Connections (Provide Opportunities for Reflection)



Activity 2 Reflection Paper/Exit Card	Connections
<ul style="list-style-type: none">- Group work and challenges that were encountered working with peers <p>Visit this link and review/complete the reflection questionnaire:</p> <p>Self Reflection for Project Work</p> <p>Consider reviewing the Think Literacy Ministry Document:</p> <p>http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/</p>	<p>SEF Indicator 2.2: input, through peer feedback will help refine instruction to improve student learning</p>

Materials, Tools and Resources

Activity 2 Websites
<p>Foley Artist Explains Sound Effects - YouTube</p> <p>Foley (filmmaking) - Wikipedia, the free encyclopedia</p>
Activity 2 Publications



Activity 2 Computer Software

- Google

Activity 2 Human Resources

- Teacher for any questions or concerns with recording process

Activity 2 Equipment

- boom mics
- Lav mics
- Wireless mics
- Any other audio equipment you may have
- Computer software for editing (e.g. SAW32, Premiere, Adobe, iLife suite, Garage Band, Audacity)

Activity 2 Appendices

1. Audio Recording
2. [Audio Lesson](#)
3. [Foley Video demo](#)
4. [Foley Production Rubric](#)



Activity 3 - Post-Production

Minds On (Engaging Prior Knowledge)

Activity 3 Project Research and Information Gathering

Activity Description:

Once all raw recording is completed students will edit their cartoon productions to create a final production to be aired on your school's TV monitors or via your closed circuit broadcast system.

Activity 3 Criteria and Instructions

1. Download all audio.
2. Work your clips into a rough cut clips that have the "take" needed for the final production.
3. Create final edit in editing software.
4. Create any additional effects in program such as SAW, GarageBand, Premiere.
5. Lay audio rough track together which will include: music, voice over, audio from video, sounds effects.
6. Work as a group to sync audio to video, frame-by-frame.
7. Create their final product and share with group/class- invite self, teacher and peer feedback at this point.
8. Refine cartoon again and export for viewing and handing in for evaluation.
9. Allow reflection and final feedback from evaluation.



<h2>Activity 3 Prior Knowledge</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> • Downloading audio • Capturing audio clips and sound effects • Adobe Premiere or SAW32 Audio editing programs • Editing with industry standard software such as Adobe Premiere, Audacity, Sony Vegas, SAW32, GarageBand • Some of this prior knowledge may need review if the students have not edited for while (these processes can be reviews through the instructional strategies) 	<p>SEF Indicator 3.4: Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.</p> <p>SEF Indicator 3.5: Learning experiences are engaging, promote collaboration, innovation and creativity. Students see themselves, their values, culture and interests reflected in their learning environment.</p>
<h2>Activity 3 Planning Notes</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> • The idea is to build transferable skills • If you do not have industry standard editing software do not get “stuck”, any editing software will teach transferable skills - try iMovie, SAW32 or Adobe Premiere Elements - these are more affordable options and some school board already own the licenses to Premiere Elements - higher end industry standard software is preferred but you are still building capacity and teaching transferable skills • TIP: Adobe Creative Cloud allows a trial period, so students could download the software on a trial basis if need be • Prior to airing student should be given feedback from peers and teachers and given an opportunity to improve their final product. 	<p>SEF Indicator 3.1: The teaching and learning environment is inclusive, promotes the intellectual engagement of all learners and reflects individual student strengths and needs, learning preferences and their cultural perspectives.</p> <p>SAFETY TIP: Ensure you use Safety Passports and cover all necessary OCTE SAFETY DOCS.</p>



Action (Introduce or Extend Learning)

<h3>Activity 3 Instructional Strategies</h3>	<h3>Connections</h3>
<p>Student Driven</p> <p>EDITING</p> <ul style="list-style-type: none"> • Small Group Instruction is a great way to teach editing or review the process, this way the student can have their hand on the mouse/computer as they work and learn-by-doing • Build leadership by having versed student editors teach other students in their group editing techniques and tips as they do a rough edit of their first draft • Have the group divide and conquer - one student could be mixing the music track, one student could be making/building sound effects, while another student is assembling a rough edit • Students may want to stay together in their group as the put together the first rough edit, this is acceptable too. • <p>INTEGRATING AUDIO</p> <ul style="list-style-type: none"> • Adding Voice over • Adding music and mixing audio lines 	<p>Innovation, Creativity and Entrepreneurship: provide opportunities for students to solve their own problems, through a supportive and inclusive learning environment. You could position this project as an ICE certification for your SHSM program and create authentic learning through connecting with an industry partner.</p> <p>Growing Success: This project provides student opportunities to interact in groups and develop the ability to relate to others, cooperate, work in a team and develop skills sets to manage and resolve conflict.</p>
<h3>Activity 3 Assessment and Evaluation</h3>	<h3>Connections</h3>
<ul style="list-style-type: none"> • Watch the cartoon video as a small group, have the students share with you first, have them verbally reflect on what they would do differently next time • Challenge the students to make the change, and give them the opportunity to go back and make those adjustments, whether it be re-recording something, a different audio track, etc. • Then allow students to re-do and re-submit it in to increase their learning and their mark -- remind them that this is not a linear process • Prior to airing student should be given feedback from peers and teachers and given an opportunity to improve their final 	<p>SEF Indicator 2.2: Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners</p> <p>Assessments will include communications, observation, performance assessment,</p>



<p>product.</p>	<p>reflection, conferencing and tests/quizzes.</p>
<p>Activity 3 Accommodations</p>	<p>Connections</p>
<p>This is a grade 11 course project so you could easily let a student focus on their interest through open ended learning - let the student direct the media that they want to develop the project through.</p> <p>Please be aware of and study student's IEPs prior to any instruction and evaluation in the course.</p> <p>If accommodations are required to assess and evaluate student learning, the strategies to be used are outlined in the student's IEP.</p> <p>ESL/ELL learners can be accommodated by permitting the use of their first language into the cartoon production; this supports the Province's equitable and inclusive education strategy as well as your school's Equity policies.</p>	<p>SEF Indicator 1.1: Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <p>Multiple and varied opportunities are provided for students to demonstrate, communicate and refine their learning.</p> <p>Equity Indicator:</p> <p>Learning experiences are engaging, promote collaboration, innovation and creativity (i.e. are clear, meaningful, challenging, productive and include problem solving and critical thinking on a variety of issues).</p> <p>Students see themselves, their values, culture and interests reflected in their learning environment.</p> <p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR:</p> <ul style="list-style-type: none"> - Audio boards - Audio Devices - Using Headsets - Sound levels



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Consolidation & Connections (Provide Opportunities for Reflection)

Activity 3 Reflection Paper/Exit Card	Connections
<p>Watch the cartoon video as a small group, have the students share with you first, have them verbally reflect on what they would do differently next time.</p> <p>Consider using this Exit Card:</p> <p>Exit Card for Comm Tech Projects</p> <p>Consider reviewing the Think Literacy Ministry Document:</p> <p>http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/</p>	<p>SEF Indicator 1.2: A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.</p> <p>Students provide explicit feedback about their engagement and learning to educators.</p> <p>Ontario Skills Passport Implement the Ontario Skills Passport at the beginning of the project</p>

Materials, Tools and Resources

Activity 3 Websites
<p>www.youtube.com</p> <p>Foley Artist Explains Sound Effects - YouTube</p>



[Foley \(filmmaking\) - Wikipedia, the free encyclopedia](#)

Activity 3 Publications

N/A

Activity 3 Computer Software

Editing Software such as:
Adobe Premiere Elements
SAW32
iMovie
Final Cut Express or Final Cut Pro
Garageband
Audacity

Activity 3 Human Resources

Instructor
Peers

Activity 3 Other

Activity 3 Appendices



Rubric for Final Evaluation and Assignment Sheets:

[All Rubrics](#)

[All Assignment sheets](#)

[All Lesson Plans](#)