


Background:

The following learning experience was developed to demonstrate implementation examples aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#).

It is important to note that the assignments indicated through these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#).

This learning experience includes detailed procedures and all links, handouts, printables and graphics needed to successfully complete each segment. The following formats are used to assist in organizing information:

-  The VPA logo Indicates a companion video with an overview of information included in the section.
- *Italicized text* identifies foundational information from the *KAS for Visual and Performing Arts*.
- Activities for students to complete will appear in a **green, solid-lined box**.
 - These boxes also include the corresponding slide number within the [Media Arts – Responding to the Arts Implementation PowerPoint](#). These slides include information and graphics that can be projected and shared with students throughout the learning experience.
- Standards language, key vocabulary definitions and clarification statements pulled directly from the *KAS for Visual and Performing Arts* will appear in a box that matches the color of the corresponding artistic process. For this responding learning experience, that color is **coral surrounded by a dash-lined box**.

Overview of Learning Experience:

Students will be introduced to green screen or chroma key, a technique used in film, TV and video production, in which an actor or object is photographed against a monochromatic backdrop (usually green or blue). Once the video has been shot, the background is replaced with a different image or video, creating the illusion of the actor or object being in a different place. For example, students might be able to show themselves swimming in the ocean with sharks, broadcasting “live” from the top of Mount Everest or entering and becoming part of a painting.

Teacher Preparation:

This learning experience should utilize what is available in your learning environment. Plan for the following:

- Review instructions and resources linked through this document, including the accompanying [Media Arts – Responding to the Arts Implementation PowerPoint](#), to prepare adequate copies and materials.
- Review the following resources to gain additional understanding prior to sharing with students:
 - [Video Elements – Graphic Organizer](#)
 - [Super Kid: A Green Screen Short \(1:00\)](#) – Video
 - [The Messy Room: A Green Screen Short \(0:58\)](#) – Video
 - [KET Tips for Green Screen](#) by PBS LearningMedia and KET (1:33) - Video
 - Three Part Story Organizer – [Graphic Organizer](#)

Teacher Preparation Continued:

- Review the following resources to gain additional understanding prior to sharing with students:
 - [Dramatic Structure](#) by PBS LearningMedia and KET (1:15) – Video
 - [Responding to Art: Everyday Art Foundations](#) by PBS LearningMedia and KET (2:16) - Video
 - [Suggested Kagan Structures](#) - .pdf
- Sections of this learning experience encourage the use of specific materials:
 - Determine how students will gather, use and cite school-appropriate images for this lesson. Teachers may want to provide a folder of approved images from which students can choose.
 - Decide on and gather the tools and equipment you'll need, such as technology and possible lighting.
 - Decide on a green screen to use. This can be a piece of bright green poster board, fabric, a painted wall or a professional or portable green screen.
 - Familiarize yourself with the chosen technology and app before introducing them to the class. Suggestions include, but are not limited to:
 - iPad(s), and the Do Ink app for iPad
 - Chromebooks and the WeVideo or CapCut app for Chromebook



KAS for Visual and Performing Arts Alignment:

The [KAS for Visual and Performing Arts](#) is designed to engage students in artistic processes and creative expression. Standards for all grade levels, K-8, and at three high school proficiency levels indicate what students should know and be able to do. ([KAS for Visual and Performing Arts](#), page 7).

Anchor Standards are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education ([KAS for Visual and Performing Arts](#), pages 9-10).

Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. ([KAS for Visual and Performing Arts](#), page 14).

This learning experience aligns to the following anchor standard and process component:

Anchor Standard 7: Perceive and analyze artistic work.
Process Component: Perceive

Artistic Processes nurture artistic literacy through student engagement in the four artistic processes of creating, performing/presenting/producing, responding and connecting.

While there are aspects of each artistic process embedded throughout this lesson, the standard addressed is focused on responding, which includes understanding and evaluating how the arts convey meaning. ([KAS for Visual and Performing Arts](#), pages 8-9)

Standards or Performance Standards are discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). Performance standards are coded to reflect the Arts Discipline, Artistic Process, Anchor Standard, Process Component and Grade Level or High School Proficiency level. ([KAS for Visual and Performing Arts](#), page 7).

Responding to the Arts: Media Arts
Exploring Green Screen – Grade 3

The standards addressed in this learning experience is:

Standards:

MA:Re7.1.3.a) Identify and describe how messages are created by components in media artworks.

MA:Re7.1.3.b) Identify and describe how various forms, methods and styles in media artworks manage audience experience.

Educators may have to engage students with a standard multiple times throughout a year to meet the full intent of the standard. As a result, the following learning experience may not encompass the entire scope of the standards identified.

***Essential Questions** are open-ended, designed to stimulate thought and empower students to work through the artistic processes independently. Essential questions are specific to each standard, but consistent between each grade band.*

Essential Question:

How do media artworks function to convey meaning and manage audience experience through the discernment of the relational components seen within a media artwork?

The standard and essential question may need to be translated into student-friendly learning goal(s) which serve as the basis for student success criteria. For more information on learning goals and success criteria, visit [Clarifying and Sharing Clear Learning Goals](#). Below are examples of a learning goal and success criteria for this lesson:

Learning Goal:

Students will design the components of media artworks to appropriately manage audience experience.

Success Criteria:

1. I can design the components of my media artwork.
2. I can appropriately manage audience experience using components of media arts.

The student-centered learning experience begins on the next page.

Remember: Activities for students to complete will appear in a green, solid-line box.

Pre-Production – Part One:

Introduce the learning goal and first success criteria to students:

Slide 2

Learning Goal:

Students will design the components of media artworks to appropriately manage audience experience.

Success Criteria One:

I can design the components of my media artwork.

Explain the meaning of components as it relates to media arts using the key vocabulary definition as a foundation:

Slide 3

Components: the different pieces (sound, images, light, etc.) of a video.

(student-friendly adaptation of the KAS for Visual and Performing Arts definition, page 122)

Tell students they are now going to watch the video “[Super Kid](#)” to identify components that convey an emotion, or mood. Watch the video and complete the graphic organizer together to model how to identify components in a media artwork. Use the exemplar below to enhance understanding:

Slide 4

Video Elements: [Graphic Organizer](#)

Super Kid: [Video](#)

Student Name: _____

Video Title: "Super Kid"

Video Elements: Graphic Organizer

After watching the video, answer the following questions:

1. How did this video make you feel? Excited
2. What is the Mood? Silly and heroic


Now, pick at least one example of an image, lighting, a sound, and a color that helped create that mood.

Imagery	<u>The imagery of "Super Kid" flying through the sky made me feel safe.</u>
Lighting	<u>The bright lighting throughout made me feel happy.</u>
Sound	<u>The sound effects of wind and the cat meowing were silly and fun.</u>
Color	<u>The strong primary colors of red, blue and yellow made me feel heroic.</u>



Responding to the Arts: Media Arts
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Next, allow students to work as pairs to watch “[The Messy Room](#)” . Using the graphic organizer below, ask pairs to record how the different components are used.

<p style="text-align: center;">Video Elements: Graphic Organizer</p> <p>Student Name: _____ Video Title: _____</p> <p style="text-align: center;">Video Elements: Graphic Organizer</p> <p>After watching the video, answer the following questions:</p> <ol style="list-style-type: none">1. How did this video make you feel? _____2. What is the Mood? _____ <p>Now, pick at least one example of an image, lighting, a sound, and a color that helped create that mood.</p> <table border="1"><tr><td>Imagery</td></tr><tr><td> </td></tr><tr><td>Lighting</td></tr><tr><td> </td></tr><tr><td>Sound</td></tr><tr><td> </td></tr><tr><td>Color</td></tr><tr><td> </td></tr></table>	Imagery		Lighting		Sound		Color		<p style="text-align: right;">Slide 5</p> <p style="text-align: center;">The Messy Room: Video</p> 
Imagery									
Lighting									
Sound									
Color									

After students watch the video and complete the graphic organizer, invite students to share their thinking with the class using the following questions:

<ol style="list-style-type: none">1. Did you notice anything about the background of both videos?2. Why is green screen used in videos?	Slide 6
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Explain that videos use green screen (also known as “chroma key”) to add any background to the subject of a video.

Responding to the Arts: Media Arts
Exploring Green Screen – Grade 3


 **Pre-Production – Part Two:**

Inform students that they are going to be learning more about how to create videos, which are a form of media artwork, using a green screen. Show students the green screen that they will be using. This can be a piece of bright green poster board, fabric, a painted wall or a professional or portable green screen.

Next, show the video [KET Tips for Green Screen](#), with the accompanying guiding questions:

<p style="text-align: center;">Guiding Questions</p> <ol style="list-style-type: none">1. What are some effects that using green screen can create in a video?2. What are some tips for making a good green screen video?3. How would you use green screen to share an idea for a scene?	<p style="text-align: right;">Slide 7</p> <p style="text-align: center;">KET Tips for Green Screen: Video</p> 
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Next, show students the image below and ask the following question:

<p style="text-align: right;">Slide 8</p> <p>Why do you think green is the common color used for chroma key?</p> <div data-bbox="513 1045 1107 1642"></div> <p style="text-align: center;"><i>(Images from KET Tips for Green Screen video by PBS LearningMedia and KET.)</i></p>

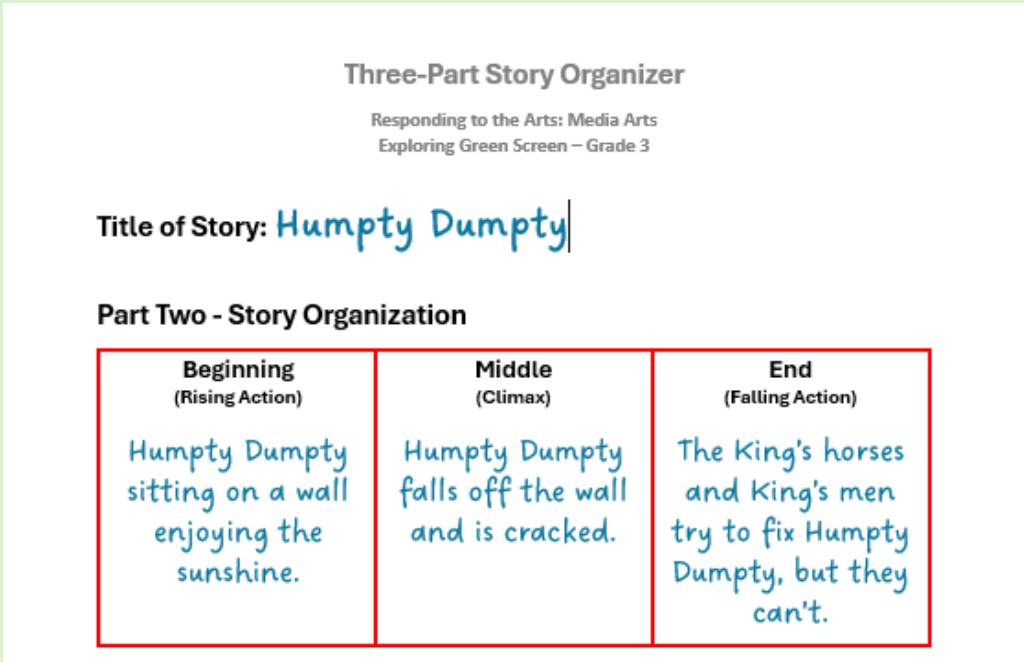
As students respond to the question, evaluate their responses to ensure they understand that green is used because it is the farthest from human skin tones. Human skin tones share only two of the primary colors of light – blue and red – but not green.

Responding to the Arts: Media Arts
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After students have written their story as a group, show the [Dramatic Structure](#) video from PBS Learning Media to review the parts of a story, beginning, middle and end, also known as, rising action, climax and falling action.

<p>As you watch the Dramatic Structure video, find examples of the following terms: setting, rising action, climax and falling action. The terms are included here to help you identify them in the video.</p> <p>setting - the scene, or time and place a story takes place.</p> <p>rising action - the part of a play that introduces the characters and their problems, propelling the plot and building toward a climax. (beginning)</p> <p>climax - the main action or conflict in a story or play. (middle)</p> <p>falling action - the part of a play where the characters deal with the consequences or aftermath of the climax, leading to the conclusion of the story. (end)</p>	<p style="text-align: right;">Slide 10</p> <p style="text-align: center;">Dramatic Structure: Video</p> 
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After reviewing the parts of a story, students will choose which sections to assign as the beginning, middle and end using part two of the organizer.

Slide 11		
<p>Part Two – Story Organization Three-Part Story Organizer: Graphic Organizer</p>		
		

 **Planning – Parts Three & Four:**

After completing part two of the organizer, groups will discuss the overarching emotion(s) conveyed in each section of the story (part three). See example below:

Slide 12

Part Three – Assigning Emotions
Three-Part Story Organizer: [Graphic Organizer](#)

Three-Part Story Organizer

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Title of Story: **Humpty Dumpty**

Part Two - Story Organization

Beginning (Rising Action)	Middle (Climax)	End (Falling Action)
Humpty Dumpty sitting on a wall enjoying the sunshine.	Humpty Dumpty falls off the wall and is cracked.	The King's horses and King's men try to fix Humpty Dumpty, but they can't.

Part Three – Assigning Emotions

Beginning (Rising Action)	Middle (Climax)	End (Falling Action)
Happy	Afraid	Sad

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Next, allow students to brainstorm ideas for images that represent the emotion of the beginning, middle and end of the story (part four).

See included example:

Slide 13

Three-Part Story Organizer: [Graphic Organizer](#)
Part Four – Assigning Images

Example:

Three-Part Story Organizer
Responding to the Arts: Media Arts
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Title of Story: Humpty Dumpty

Part Two - Story Organization

Beginning (Rising Action)	Middle (Climax)	End (Falling Action)
Humpty Dumpty sitting on a wall enjoying the sunshine.	Humpty Dumpty falls off the wall and is cracked.	The King's horses and King's men try to fix Humpty Dumpty, but they can't.

Part Three – Assigning Emotions

Beginning (Rising Action)	Middle (Climax)	End (Falling Action)
Happy	Afraid	Sad

Part Four – Assigning images

Beginning (Rising Action)	Middle (Climax)	End (Falling Action)
bright colors sunshine rainbow	dark colors red shadows	blue rain clouds

Before allowing students to search online and download images, clearly explain how you would like them to copy/paste and save their chosen images. Allow students to gather their images.

 **Rehearsing:**

Using the three-part story organizer and the following guiding questions, allow students to respond to the images they have chosen:

Slide 14

Guiding Questions for Rehearsal

- What emotions will you choose?
- How will you communicate the emotions you have chosen?
- How can you exaggerate your response to the artwork you have chosen? How will your physicality adjust for the camera?
- How will you interact with the artwork you have chosen? Will you look in horror at the scene behind you? Cry? Laugh? Run away?

Remind students that they will use their imaginations and pretend they are part of the artwork. Encourage play and improvisation. Allow time for students to rehearse their story telling prior to filming.

Now, introduce the chosen technology and app for this task and ensure students are comfortable operating equipment and technology while navigating the app. Many video apps include a tutorial video that is helpful to view prior to use.

Next, introduce students to the green screen and model how to move in front of the green screen and stay within the perimeter of the screen. Allow time for students to practice moving in front of the screen by experimenting with what the results look like when they stand at various distances from the screen, with various types of shots and, if possible, with various lighting.

Appropriate lighting is necessary to avoid the green outline that sometimes appears when applying the green screen effect. The green screen itself needs to be evenly lit so that there are no shadows. If necessary, experiment with using flashlights or other available lighting devices.

Teachers may facilitate this experimentation in a variety of ways. One option is by allowing students to introduce themselves multiple times on camera. Example is below:

Slide 15

Green Screen Experimentation

Introduction includes name, grade and age

First introduction: full body shot standing farther from the camera

Second introduction: close shot standing closer to the camera

Third introduction: side angle standing mid-way between camera and green screen

Students may repeat the experimentation activity as time allows.

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 **Producing:**

Once students have practiced with movement and lighting, allow each group to film their three-part image story in front of the green screen. Have them review the footage and reshoot as needed, then use the app to combine the video footage with the still image or images they have chosen. This step can be repeated as much as time allows.

Instruct students to review their three-part story organizer before reviewing the learning goal and introducing the second success criteria to students:

Slide 16

Learning Goal:

Students will design the components of media artworks to appropriately manage audience experience.

Success Criteria Two:

I can appropriately manage audience experience using components of media arts.

Explain the meaning of manage audience experience as it relates to media arts using the key vocabulary definition as a foundation:

Slide 17

Manage Audience Experience: Using different components to influence what the audience feels.

Remember: components are the different pieces (sound, images, text, etc.) of a video.

(student-friendly adaptation of the KAS for Visual and Performing Arts definition, page 123)

Ask each group to view another group's image story to determine if the components effectively manage audience experience.

Slide 18

What is the dramatic structure of the story?

What emotions were communicated in the beginning, middle and end?

How did the components (image, sound, light, etc.) help to communicate the emotions?

After receiving peer feedback, allow students to reshoot, if necessary, then use the app to replace the original video footage with the new footage. This step can be repeated as much as time allows.

Post- Production:

To prepare students for the transition from producer to audience member, share the video [Responding to Art: Everyday Art Foundations](#) and the viewing guide to gain foundational understanding of the artistic process of responding.

Slides 19 & 20

Before Viewing

When you experience a work of art, what is the first thing you notice? What do you wonder about?

While Viewing

Pay attention to the three main strategies for responding to art as they appear onscreen—noticing, analyzing, and evaluating—and the different questions you can ask yourself for each.

After Viewing

Reflect on what you learned in the video.

1. Can you think of a time that you really liked a picture or a song or other work of art and told somebody else that you liked it? Did you tell them what you liked about it?
2. Everybody has different tastes when it comes to art. Have you heard a song or watched a movie that you didn't really like? Without saying it was bad, how would you tell someone why it wasn't right for you? Can you think of any good things about it even though it wasn't your favorite?
3. Do you think a painting or sculpture can tell a story? Do you think a painter and a viewer can think of two stories about the same artwork?
4. In responding to art, perceive means to become aware of information through the senses. Think of a work of art you've seen or heard recently, and list as many things as you can remember. What do you think it was about? What mood or feeling did it evoke? What did you see or hear that made you feel that way?

Students will now participate as audience members in Film Fest to respond to their classmates' image stories. Before introducing class videos, remind students of basic audience etiquette, such as no talking and focusing on the video. Encourage students to applaud to show their appreciation.

1. Have a group share their image story with the class as part of the Film Fest.
2. Instruct students to identify their "two stars and a wish" (outlined below) for the video viewed.

Slide 21

Audience Feedback: Two Stars and a Wish

What are one to two things, or "stars" (components that worked well) in the video? Why?

What is one "wish" (a component you would recommend changing) about the video? Why?

3. After viewing each video, invite students to share one piece of feedback by asking who has a star, or who has a wish for this video. Encourage students to give examples from the video to support their feedback.
4. Repeat the steps outlined above for each video in the Film Fest

Student Reflection:

After each group receives the audience feedback for their image story, remind them of the learning goal and success criteria for this learning experience.

Slide 22

Learning Goal:

Students will design the components of media artworks to appropriately manage audience experience.

Success Criteria:

1. I can design the components of my media artwork.
2. I can appropriately manage audience experience using components of media arts.

Now, invite students to verbally answer the following reflection questions with their team:

Slide 23

Student Reflection Questions:

- What was the most exciting part of this learning experience?
- How did participating in a green screen project affect your understanding of video production?
- What Media Arts projects would you like to learn more about (video, sound design, digital art, etc.)?
- If you did this again, what would you do differently?

Teacher Reflection:

For teacher reflection, consider these questions:

Teacher Reflection Questions:

- What did the students respond to the most enthusiastically?
- What are some of the challenges they faced? How can they be addressed?
- What are the comfort levels of the students in using the technology?
- How can more opportunities be provided to experience technology?

Wrap Up:

You can revisit this learning experience using other forms of Media Arts. Continue to provide your students with ways to explore creatively with different technologies and opportunities to respond to multiple styles of Media.

Scaffolding Connection to Support the Enduring Understanding

The following examples are a synopsis of high-quality, grade-level learning experiences that appropriately scaffold to support the enduring understanding of this anchor standard for media arts.

Enduring Understandings summarize important ideas and processes that are central to an arts discipline. They allow the standards to be steeped in rigor and focused on students' ability to demonstrate understanding through performance.

Enduring Understanding:

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Middle School – MA:Re7.1.6.a, MA:Re7.1.6.b (Grade 6)

Evaluating Green Screen: Video Poem

Have students write a poem, then choose still or moving imagery to illustrate the poem. Have them read or perform their poetry in front of the green screen and combine the performance with the images to create a video. This project can be done with any type of poetry at any grade level. If you wanted to use an "I Am" poem, students can use this template to write their poems. (Shorten or adapt as needed for younger students.)

High School – MA:Re7.1.Acc.a, MA:Re7.1.Acc.b (Accomplished)

Analyzing Green Screen: Public Service Announcements

Video producers often create public service announcements (PSAs) to call attention to and/or offer solutions to a community problem or issue. PSAs are often "talking head" videos with news footage or images relating to the cause in the background. Ask students if they have seen any PSAs. They can research examples, or you can show examples from YouTube, PBS LearningMedia or other online platforms available to you. Then have students work as a class or in groups to brainstorm a cause or community problem they would like to address, then choose a topic and write a script for a green screen video.