

# In Class Media Literacy Workshops



**The Director's Cut**

IMAGINE...CREATE...DEFINE...

**More than Words™**



## More Than Words

in accordance with the Ontario Ministry of Education for  
Kindergarten to Grade 3



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# MORE THAN WORDS INTERACTIVE STORY BOOK PRODUCTION

Thank you for choosing The Director's Cut Workshops. We are thrilled to be a part of your classroom this year! We promise to work hard to make this the most engaging and exciting experience for you and your students.

The More Than Words workshop was designed to promote the following social and academic skills:

- Social Collaboration
- Digital Media Literacy
- Story and Plot Development
- Social meaning and critical thought
- Digital story telling
- Technology
- Arts, Music and Drama



Snap some pictures...edit them... Create the coolest story lines ever and put your words into motion in our newest digital success story... **MORE THAN WORDS!** During this 5 hour in class workshop you will become the digital author of your very own interactive story book. Learn angles for taking digital pictures, import your pictures and then edit them to create an exciting adventure. Once complete, you go Hollywood and turn your story into a truly "moving experience"... Photos move before your eyes and with the help of transitions, special effects, music, sound effects and your own voice, your own live action story book comes to life! Special guest celebrity appearances in your book include... **WHO YOU WANT TO BE!** Check us

out and see where your imagination takes you!  
This workshop is currently being offered for young directors in grades K-3 as a part of our Literacy Media workshops.

This is a fully day in class workshop and it is inclusive of a pre and post curriculum package that includes an assessment and evaluation kit.

Please note that this workshop offers our new **DO IT IN A DAY®** service... meaning there is no prep time for this workshop, our Director's Cut film makers will work with your students from concept to final product, all in the course of the day. Please let a DC rep know if you are interested in this option.



Please turn the page to learn how to prepare for The Director's Cut Workshop.



We are here to help. Please contact us at [bryan@thedirectorscut.ca](mailto:bryan@thedirectorscut.ca) if you are unsure of anything. Remember, our film makers will take care of anything that you were not able to on the day of the event..... it's going to be fun!



Thank you for being a part of The Director's Cut Workshops!

# Information

Welcome to the exciting world of Interactive Story Books. Words and moving images set to music, sound effects and voices promote new ideas and concepts in very outside of the box ways. This workshop will provide new opportunities for your students to think out of the box, while at the same time develop and promote new digital media opportunities.

This workshop can be delivered as a Teacher Prep workshop, where storyboards and prep information is done in your classroom by you ahead of time, or as a DO IT IN A DAY® workshop... meaning that The Director's Cut film crew will facilitate all the pre production, production and post production for you on the day of the workshop. This workshop can be used as a culminating activity to your unit. If that is the case, please ensure that your students have the appropriate background and information to facilitate the workshop.

**\*\*PLEASE ENSURE THAT STUDENTS BRING IN COSTUMES AND SMALL PROPS BASED ON THEIR STORYBOARDS.**

\*Please note that our media kits have 6 lap tops and digital video cameras for filming for the entire class. We recommend groups sizes not to exceed 5 – If you require more, ensure that you talk with the individual film crew member whom you have booked with.

Upon our arrival, our film instructors will;

- introduce your students to stop motion animation and how it delivers action based ideas with very little script and voice work.
- a discussion of what is stop motion, techniques, and equipment will occur, including a discussion on the Hollywood model of film making – from story board to silver screen.
- students will then produce their stop motion animation film in the morning, with post production including sound effects, music, titles and voice overs in the afternoon.

Some important stuff:

- Students will be using digital cameras to take pictures collaboratively within their small film group. They should have props and costumes that will promote their story concept. Please note that simple plots and story ideas work best to help promote important digital skills and will help mentor the progression and development of story structure.
- If you have a moment, we recommend showing a sample of a student produced film to your students. You may do so by going to [www.thedirectorscut.ca/screeningroom](http://www.thedirectorscut.ca/screeningroom) and then clicking on the MORE THAN WORDS SAMPLE. We have included a parent permission form for you to use below.

If you have any further questions, or concerns regarding your upcoming workshop, please call our box office at 1 877 747 2964 or email the member of the film crew that you have been in contact with.

Thank you again for choosing The Director's Cut.....and that's a wrap.

Our **More Than Words** program is specifically designed by a team of award winning educators for students between kindergarten and 3rd grade. This workshop is an interactive storybook which involves students creating story ideas, using a digital camera to tell these stories (with the help of costumes and props), and then using technology to add titles, voices, sound effects, and music. This program can be linked to the Media Literacy portion of the Language component in the Ontario Curriculum in several direct ways.



There are multiple direct links and correlations between our program and the 4 strands of the *media literacy* section of the **Ontario Curriculum** for kindergarten to 3rd grade. Briefly listed below are each strand and how our media literacy workshop links to each one:

1) **Understanding Media Texts:** “1.5: identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective” --> The **More Than Words** workshop encourages students to create their own story, with careful attention paid to which character’s point of view is being expressed. In addition, since many classes wish to use another story (eg. a fairy tale) as the basis for the story, this workshop gives students a good opportunity to recognize bias, and tell a classic story from an alternative point of view. All of this is done with the assistance of cutting edge

technology, allowing the students to increase their familiarity and improve their relationship with digital technology.

2) **Understanding Media Forms, Conventions, and Techniques:** “2.1 & 2.2: identify some of the elements, characteristics, conventions and techniques of selected media forms” --> Through the process of creation, the **More Than Words** workshop provides students an inside look at some of the necessary elements and characteristics that go into making a good story. For example, they will discover that stories require a plot, characters, setting, theme, etc. They will also begin to develop more awareness of some of the conventions and techniques used, such as good versus evil, the hero’s quest, the use of certain fonts, colors and sounds to produce desired effects, etc. It is our belief that the hands on way in which our workshops are

conducted are an excellent way to engage and connect with students.

3) **Creating Media Texts:** “3.1: identify the topic, purpose, and audience for media texts they plan to create” --> Students have the opportunity to create their story and engage fully in all the steps from creation to completion, including idea forming, storyboarding, picture taking, editing, and post-production (including sound effects, voiceovers, music). All of these steps help to address the purpose of their story and who it is directed to. The tone and direction of their story is connected to the audience they are attempting to reach (in this case, their peers).

4) **Reflecting on Media Literacy Skills and Strategies:** “4.2: explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce

*media texts*"--> The **More Than Words** workshop necessitates the students to use all of the stated skills in assisting to create and understand the media texts they are creating. They need to listen not only to the different sound and music options they can put into their story, but also to each other as they brainstorm ideas and solve problems. Their speaking skills are tested as they add voices into their stories, either as characters or a narrator. They also must speak with each other to help determine strategies and plans on how to achieve the desired results. Their reading skills are required throughout the workshop, for example as they use their scripts to provide their story with a narrator and characters. They also will of course use their reading skills as they interact with the various pieces of digital technology. Finally, their writing skills will help them to write their scripts and storyboards. They will then use their skills writing on the computer as they add titles and credits to their interactive storybook.

Written and Researched by  
Asher Lurie, M.A, HBA

The **More Than Words** workshop is a combination of all of the factors that go into the common threads of media literacy. The ability to combine both the written and spoken word, photographs, and voices, sound effects and music to create their own cogent story to **communicate** with an appropriate audience of their classmates and teachers. the culmination of a completed, chaptered dvd also promotes the ideology of developing critical thinking and reasoning skills as a digital consumer, both in the classroom and at home. also provides them with a finished DVD product that they are able to take home and watch with their family, allowing **media literacy** to extend beyond the classroom.

**Please note** that the above correlations are a small sample of objectives and learning goals that have been taken to illustrate the importance of a collaborative digital media design in a classroom. An engaging, professional experience like The Director's Cut promotes and exemplifies key concepts and objectives for the Ontario Curriculum, ensuring engagement, concept retainment and the ability to implement technology skills in other areas of the curriculum.



Dear Parent / Guardian,

The Director's Cut Workshops is the leading provider of digital media literacy services in Canada. This year, we are proud to announce our newest in class technology workshop **LIGHTS... CAMERA... ACTION!** Held in the classroom, your child, along with members of their film crew will produce and direct their own media project to help support media literacy and cross curriculum objectives.

During the full day workshop on \_\_\_\_\_, your child will be introduced to the latest in digital technology by Director's Cut technology facilitators (film makers and media specialists). Using our **Apple Macbooks** and our **digital cameras**, your child will have the opportunity to create a \_\_\_\_\_ movie. Working in cooperation with their own film crew, your child will storyboard, script, and produce their own media short, complete with sound effects, voice overs and special effects, making it a true Hollywood experience! Participants will receive their own copy on DVD and have the opportunity for their film to be premiered across Canada at Cineplex Entertainment at The Director's Cut Reel Fun Film Festival.

The workshop promotes and develops social and academic skills under the revised provincial Language Arts curriculum which mandates teachers to develop appropriate **media literacy skills through the use of technology**.

The cost for the technology workshop is \_\_\_\_\_ per participant (inclusive of GST / HST) and covers all materials / instruction and final product . Cheques are to be made payable to your school and given to your child's teacher by \_\_\_\_\_. If you have any questions regarding the workshop and / or the new Provincial curriculum, please contact Bryan at 416 628 8478, or via email - [bryan@thedirectorscut.ca](mailto:bryan@thedirectorscut.ca) or visit the website at [www.thedirectorscut.ca](http://www.thedirectorscut.ca) for further information to help promote digital technology in your home.

Thank you and we look forward to the opportunity to work with your child and seeing where their imagination will take them!

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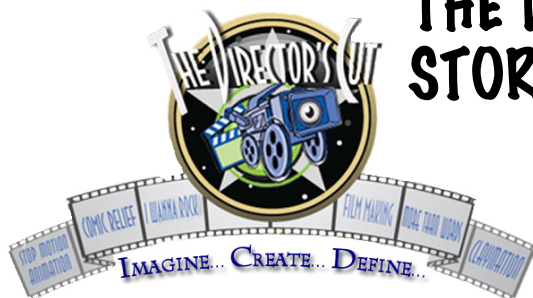
I give permission for \_\_\_\_\_ to participate in **LIGHTS... CAMERA ...ACTION** workshop

\_\_\_\_\_. I have included a cheque made payable to the school in the amount of \_\_\_\_\_.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_





# THE DIRECTOR'S CUT STORYBOARD RUBRIC



Category	Level 1	Level 2	Level 3	Level 4
<b>Storyboard Communication</b>	The student shows no creativity and innovation, and are unable to effectively communicate a proper storyboard	The student shows limited creativity and innovation, creating a storyboard missing some key elements	The student shows a good amount of creativity and innovation, creating a storyboard that communicates its ideas effectively	The student shows tremendous creativity and innovation, producing a highly impressive storyboard that clearly communicates its ideas with great effectiveness
<b>Information Acquisition</b>	The student does not effectively use comprehension skills to combine words, images, graphics and sound, but the meaning of it is very unclear.	The student begins to use comprehension skills to combine words, images, graphics and sound to put forth meaning but with limited effectiveness.	The student adequately uses comprehension skills to combine words, images, graphics and sound to put forth meaning with some effectiveness.	The student uses impressive comprehension skills to effectively combine words, images, graphics and sound work together to put forth meaning.

Category	Level 1	Level 2	Level 3	Level 4
<b>Writing Elements</b>	The student is unable to grasp concepts like plot, character, and setting so that they have not produced a proper story	The student begins to grasp the concepts of plot, character, and setting, but has not combined these elements into an effective story	The student understands the concepts of plot, character, and setting to an acceptable degree	The student successfully uses plot, character and setting to tell an effective story
<b>Creative Expression</b>	The storyboard is very difficult to read, making it impossible to know what the story is about or how to recreate it	The storyboard is difficult to read and is not labeled properly, and therefore would be difficult for another student to recreate	The storyboard is mostly easy to read with most elements in place so that a peer may have a couple of questions before understanding the story	The storyboard is easy to read, with clear writing and labeling so that their peers could understand the story by looking at it
<b>Time Management</b>	Time was used poorly, and had to be constantly told to get back on task	Used time quite well, but needed some reminders about staying on task from a teacher/ supervisor	Used time effectively for the most part, with very occasional straying from the task at hand	Used time effectively and did not have to be reminded by a teacher/ supervisor to stay on task

Category	Level 1	Level 2	Level 3	Level 4
<b>Cooperation</b>	Did not work well with others in group, required outside assistance for much of the time in dealing with major problems	Student was sometimes cooperative with group, but required some outside intervention	Student worked mostly cooperatively with the rest of the group, some minor problems	Student worked cooperatively and effectively with the rest of the group
<b>Reading &amp; Writing Skills</b>	Did not effectively apply spelling patterns, knowledge of letter sounds, word parts and word segmentation, thus had a hugh number of spelling and grammatical errors for storyboard	Able to apply some spelling patterns, knowledge of letter sounds, word parts and word segmentation but made some spelling and grammatical errors for storyboard	Able to apply most spelling patterns, knowledge of letter sounds, word parts and word segmentation to spell most words correctly for storyboard	Able to apply spelling patterns, knowledge of letter sounds, word parts, and word segmentation to spell and use grammar correctly for storyboard

# EVALUATION - MORE THAN WORDS

## CATEGORY

## LEVEL

### UNDERSTANDING MEDIA TEXTS

1                      2                      3                      4

- evaluates the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

- identifies, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective

### UNDERSTANDING MEDIA FORMS, CONVENTIONS AND TECHNIQUES

- describes in detail the main elements of some media forms

- identifies the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

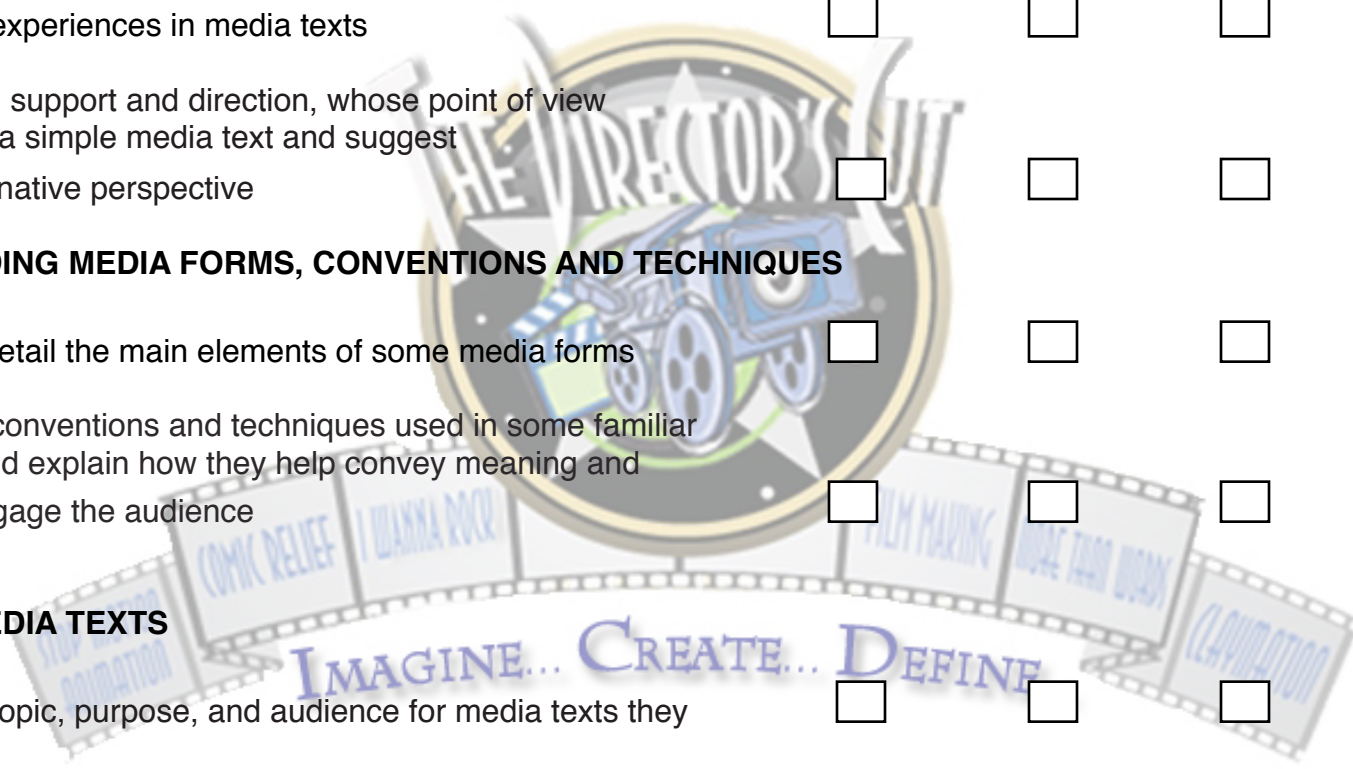
### CREATING MEDIA TEXTS

- identifies the topic, purpose, and audience for media texts they plan to create

- creates an effective interactive storybook using workshop resources



## REFLECTING ON MEDIA SKILLS AND STRATEGIES

- explains how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

- evaluates technology tools applicable for solving problems

- practices safe and responsible use of information and technology

- understands concepts and terminology for different technology used

- uses proper keyboarding and mouse techniques such as correct body and hand positions

## FINAL PRODUCT

INCLUDED TITLES AND END CREDITS

INCLUDED APPROPRIATE MUSIC

INCLUDED APPROPRIATE VOICE AND SOUND EFFECTS

PLOT WAS EASY TO UNDERSTAND AND REFLECTED NOVEL STUDY (IF APPLICABLE)

