<div align="center">**Linked Learning Cross-Curricular Project Based Learning Assessment Template**</div>

Teacher Candidate Names: Rachel, Elise, Chris, Alex
Content Areas: Art, English, Music
Grade Level: 12th
Linked Learning CTE Pathway: Arts, Media & Entertainment

Summary/ Description of the Assessment (250-500 words)**:**

In this PBL assessment, students would use knowledge from their AP Studio Art 3D, Advanced Serigraphy, Music Composition, and English classes to create a silent film that will be centered around one of the following genres: 1) Crime, 2) Romance, 3) Action/Adventure, 4) Comedy, or 5) Horror. To begin, students will be grouped strategically by their English teacher based on the electives they are in. They will review screenwriting basics along with the elements of a story. After the students have filled out Freytag's Pyramid, they will begin drafting their storyline for the film. Next, students will bring their narratives to life in their AP Studio Art 3D class. Students will sketch out and brainstorm ideas for construction of design, set, props and characters. They will then build and construct these visual aspects using a variety of mediums including clay, wood, metals, paint, and other sculptural materials. Once this step is completed, they will move onto the actual filming and editing process of their stop-motion animations. Next, students will be asked to create an original score in their Music Composition class. They will take into consideration the mood they're trying to create whether it be paralleling or juxtaposing the story. Through the use of music software programs, they will create their own original soundtracks and sound effects. Lastly, the students in Advanced Serigraphy will develop a promotional poster for their silent film, which will be displayed at the school film festival. They will first analyze existing movie posters that are relevant to their film and discuss its effectiveness in capturing an audience's attention. Students will then begin stenciling their own designs. This will lead to students eventually generating their movie posters by using a water-based screen-printing technique.

How does the assessment connect to your Linked Learning CTE Pathway or skills related to the pathway standards? (125-375 words)**:**

Through this assessment, students will learn skills pertaining to the Arts, Media, and Entertainment pathway. Since students will be assigned to a group based on their electives, *9.0 Leadership and Teamwork* is essential to their films success. As a result, *2.0 Communication* will be vital because they will need to create a cohesive narrative that be viewed by a wide audience. Each student is held accountable for developing high-quality work. Additionally, they will need to be flexible and willing to make improvements to their work after receiving feedback from their teachers and peers (*7.0 Responsibility and Flexibility*). Since this is a stop-motion animation film with music and sound effects, the use of *4.0 Technology* is necessary to complete the tasks. Lastly, students will be working with materials and tools in their AP Studio Art 3D and Advanced Serigraphy classes that will require special care and caution (*6.0 Health and Safety*).

Student Learning Goals

| Key Knowledge & Understandings
What are the content standards being addressed in each content area? | **Art (AP Studio Art 3D & Advanced Serigraphy):**

Prof. VA: Cr1.1 Use multiple approaches to begin creative endeavors.

Prof. VA:Cr3 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Prof. VA:Re 7.1 Hypothesize ways in which art influences perception and understanding of human experiences.

Acc. VA: Cr2.1 Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Acc. VA: Cr1.1 Individually or collaboratively formulate new creative problems based on students existing artwork.

English:

CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences
    A: Engage and orient the reader [audience] by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
    B: Use narrative techniques, such as... pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
    C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, supsense, growth, or resolution)
    E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative |

CCSS.ELA-LITERACY.SL.11-12-5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations...to add interest

Music Composition:

Adv.MU:C.Cr2 a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

Adv.MU:T.Cr2 Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

Adv.MU:H.Cr2 Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions representing a variety of forms and styles, improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

CTE Pathway Standards:

2.0 Communications: Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
> *1.2* Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes

4.0 Technology: Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
> *4.4* Understand digital application appropriate to specific media and projects
> *4.6* Know how technology and the arts are interrelated in the

	development of presentations and productions
	4.7 Understand how technology can reinforce, enhance, or alter products and performances
	
	6.0 Health and Safety: Students understand health and safety policies, procedures, regulation, and practices, including the use of equipment and handling hazardous materials.
	    6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies
	
	7.0 Responsibility and Flexibility: Students know the behaviors associated with the demonstrations of responsibility and flexibility in personal, workplace, and community settings.
	    7.1 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles
	    7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it
	
	9.0 Leadership and Teamwork: Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
	    9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings
	    9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals
	    9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution

Content Objectives (by content area) measured in this assessment	**Art (AP Studio Art 3D & Advanced Serigraphy):** ● Students will be able to construct and design sets, props and other sculptural elements utilizing a range of mediums ● Students will use the elements and principles of design ● Students will analyze the individual elements in a work of art that

	make it easier to read by a wide audience ● Students will discuss their understanding of how they interact with different forms of visual media and why **English:** ● Students will be able to write an imagined narrative ● Students will be able to demonstrate their understanding of conflict, sequencing of events, characterization, and point of view **Music:** ● Students will be able to create original soundtracks and sound effects that align with the film's story, mood, and intention ● Students will be able to create original soundtracks and sound effects by using 3 or more instruments/digital instruments and recording devices ● Students will be able to use music software programs and recording devices
Key Success Skills What 21st century/college & career readiness/literacy skills are being addressed in this assessment?	**P21 Framework Elements:** 　　　Creativity and Innovation 　　　Critical Thinking and Problem Solving 　　　Communication and Collaboration 　　　Media Literacy 　　　Flexibility and Adaptability 　　　Initiative and Self-Direction 　　　Social and Cross-Cultural Skills 　　　Productivity and Accountability 　　　Leadership and Responsibility **Literacy Skills:** 　　　Collaborate and communicate with diverse individuals 　　　Listening to constructive criticism and reflecting on feedback
Language/Skills Objectives (across content areas) measured by this assessment	● Students will be able to work collaboratively to design a short film ● Students will describe their thinking process and elaborate on their

	ideas in their process journals
	● Students will assess and evaluate their own work as well as critique fellow classmates

Essential Project Design Elements

Challenging Problem or Question What real world challenge or essential question does this assessment address?	How can artists transfer written words into visual and aural representations? How does collaboratively reflecting on our work help us develop a cohesive piece?
Sustained Inquiry How does this assessment help students to see inquiry as a process? How are they (*in each content area)* being asked to investigate something that promotes deeper understanding and engagement over time?	**English:** Students will learn the basics of screenwriting. After reviewing the elements of a story, they will generate a rough outline of their narrative using Freytag's Pyramid. Next, students will begin drafting their screenplay. Once a finalized script is approved, they will move onto the production of their film. **Music:** Students will begin thinking about what kind of sounds will be appropriate to support the mood and overall story. They will also dive into how sound can be used to engage the audience. Then, they will create soundtracks by experimenting with different instruments, pitches, and rhythms. Afterwards, students will insert the music and sound effects into each of the scenes. Overtime, students will be able to see and experience how real-life movie background soundtracks are made from a composer and sound producer's points of view. **Advanced Serigraphy:** Students will research successful film posters that are relevant to their selected genre and analyze how it captures the viewers attention. They will also explore the different possibilities of water-based screen-printing as well as how they can render emotion or action through shape and color. Before they may begin printing their actual designs, they must first create a stencil. This will then be followed by mixing gradations with ink and completing the printing process.

	AP Studio Art 3D: Students will explore the use of materials to design and construct a setting and props to be used in the short film. After analyzing the written script, characters and settings, they will then begin to conceptualize the 3-Dimensional aspects that will go into making the film. Students will plan for materials to be used, such as clay, wood, metal, paint, etc. Once they have finished brainstorming, students will construct the setting, characters, and props necessary to make the film. Lastly, students will utilize the stop-motion process to photograph their objects and put together their film.
Authenticity How is this project relevant, authentic or grounded in real-world situations and/or college and career readiness preparation?	The project is relevant, authentic, and grounded in real world situations because it models the exact steps that a movie crew would follow for a stage production. In the development stage, a screenplay writer would develop the narrative of their story. Once this is written, the film goes into pre-production where the designers would construct objects utilizing various materials. After the 3D aspects have been created, the director is ready to start the production. In this step, they would film the scenes while keeping angles and lighting in mind. This is then followed by post-production, where the editor puts together the film. The music composer will work collaboratively with the director to generate a cohesive piece. Additionally, advertisements such as movie posters are created to spark the public's interest. As the crew reaches the distribution phase, they will present their film to the public.
Student Voice & Choice How are students given input and/ or control at any point in the assessment process?	Students have a lot of creative freedom when it comes to this project. They will be able to select the genre as well as write their own narrative. From characters to sets and props, students will design and construct every visual aspect. Based on their vision, they will compose original music and sound effects. Lastly, students will fabricate a movie poster that correlates with their film.
Reflection What opportunities are students given to reflect on their learning and experiences *in each of their classes*?	Throughout the entire process, students will have ample opportunities to reflect on their work. At the end of each class period, they will utilize their process journals. Students will jot down what they did that day and what they hope to accomplish next time. Additionally, they will keep track of their deadlines in order to stay on track with the stages of production. Since this project is cross-curricular, all aspects need to be tightly woven together. Therefore, students will need to be constantly checking and reflecting on their narratives, art designs, and music to ensure that it all ties into each other and tells a singular story.

Critique & Revision How will students be given feedback/ critique? By whom? At what points in the process? How will students be provided with opportunities to revise their work? At what point will rubrics be introduced for students? (This stage should occur in relation to **each content area** in some way)	A rubric will be introduced at the start of the project so students are aware of the expectations from Day 1. At the end of each week, they will have the chance to check in with their respective teacher and report their progress as well as any issues that may have arised. Biweekly, students will participate in a feedback and critique session. First, they will report to their individual groups. Each student will present either photos or sound clips of their work depending on whether they are in AP Studio Art 3D, Music Composition, or Advanced Serigraphy. This time will be used to receive feedback from their group members and check for cohesiveness across subject-areas. Second, students will participate in peer critiques in order to hear an outsider's perspective and further develop their work. Faculty members within the appropriate departments (English, Art, and Music) will get the chance to view each film. They will provide written feedback for each group based on the criteria found in the rubric which will be returned to the students after the film festival.
Public Project What is the public product or public exhibition of work that students will produce or engage in?	At the end of the academic year, the school will host a film festival where the students' work will be premiered. Not only will family and friends be invited to attend this event, but also the community. Once all of the short films have been presented, audience members will get the chance to vote for their favorite pieces. Whichever group receives the most votes will be awarded with a "People's Choice Award".

Student Prompt:

LIGHTS, CAMERA, ACTION
Welcome to the Arts, Media, & Entertainment Industry!

You and your crew have just been selected to create your very own silent short film (approx. 5 min) that will premiere at our local film festival. First, you must select a genre: 1) Crime, 2) Romance, 3) Action/Adventure, 4) Comedy, or 5) Horror. Next, your entire crew will work together to write a screenplay utilizing Freytag's Pyramid to help guide you. We suggest that you use your PURE IMAGINATION to develop a narrative that will capture your audience's attention. You will have multiple opportunities to draft your script until you feel as though it is just right. However, in order to move onto the next stage of production you must get your finalized script approved by your English teacher.

AP Studio Art 3D Students: It is time to bring your scripts to life using stop-motion animation! You may use the provided sculptural materials to construct any and all characters, props, and settings. Once you have finished constructing all visual aspects, you will check in with your Art Teacher before starting the stop-motion process. They will guide you through the movement of objects, lighting, photography, and editing of the short film.

Advanced Serigraphy Students: After the images of the stop-motion animation have been taken, you will begin to brainstorm and design the movie poster for your crew. To create your poster, you will be using water-based screen-printing. Remember that first impressions are lasting. Your designs will be the first thing people see, so wow your audience with your creativity!

Music Composition Students: Behind any great film is the innovative music we hear! You will create an original score as well as sound effects utilizing music software programs approved by your Music teacher. Keep in mind the tone and mood you want to set for your movie. Since this is a silent film, your creation will play a huge role in driving the plot line and reflecting your characters' emotions.

Like any movie, there is always a deadline in which the motion picture needs to be done! You will receive a sheet with all of the due dates listed. This is a collaborative project and everything must be cohesive. Therefore, every other week you will meet with your group to make sure that you are all on the same page. You will also have the opportunity to receive feedback from your peers and teachers throughout the entire process. Lastly, you will need to keep track of your individual progress in your short film journals. This will be submitted at the end with your final product.

May the Force be with you
-Han Solo, *Star Wars: Episode IV A New Hope*