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| **Grade: 11**  **Subject: Art** | **Unit: Moving Forward (Tech)**  **Time: 50 min x 2 = 100 min** |
| **Day 1 of 2 - Introduction** |
| **Title of Activity: A Google-y Walk** | |
| **Final Product:**   * 1 Video recording of their walk – saved on USB or uploaded to Google Drive * 1 Sheet detailing the map (from Google Maps) of the path they chose for their walk and why they chose that path * 1 Report of their findings: Differences & Similarities between the virtual world and the real world. Must include some comparison photos (snapshots) in their explanations. | |
| **Learning Goals:**   * Think critically about what “virtual reality” is * Compare and contrast “virtual reality” & “reality” * Apply the ideas of the Situationist’s Derive and psychogeography to choosing their walk | **Objectives: SWBAT**   * List examples of “virtual” reality * Differentiate and explain differences between the “virtual” reality and “reality” * Form personal opinions based on their observations about “virtual” reality and reality * Record a video on their cellphones or a video camera |
| **Prior Knowledge:**   * Use of a computer * Use of a cellphone, in particular the video recording feature * The transfer of a video onto the computer & possibly editing * The use of Google Maps & street view * The ability to take screen captures | **Vocabulary: (optional\*)**   * Virtual Reality * Reality * Google maps, street view * Situationists\* * Derive\* * Psychogeography\* * Dada\* * Surrealism\* * Libertarian Marxism\* |
| **Prescribed Learning Outcomes:**   * Identify the impact of traditional and contemporary technologies on image development * Identify the effect of evolving technologies on the production and distribution of images * Use digital technologies to create images * Analyze how context influences the content and form of images * Critique the use of visual elements and principles of art and design in selected media works | |
| **Hook:**   * Ask all the students to bring out their cellphones * Who has cellphones and who doesn’t? * Ask how people find directions. What tools do they use? Do they use the Internet and use programs like Google maps? Do they use Google Street view? * What do they think of the street view? Is it useful? Is it accurate? * Do you consider it to be a virtual reality? What is the definition of virtual reality? | |
| **Development:**   * With the power point, introduce to them the idea of exploring virtual reality in “real life” – What are some ways we can explore virtual reality? * Present the class with the idea of exploring virtual reality by using Google Maps * Introduce the class to the Situationist International movement and their use of the Derive & psychogeography as a source of inspiration to going on walks * Associated terms: Dada, Surrealism, Libertarian Marxism * Choose a path on Google maps that you would like to explore. Also do a Google Street view “virtual walk” * They must make note of their observations in Street view: the landscape, the people, the traffic, the weather, etc. – Take screen captures * They must then walk the path they chose in person, recording as they go. They can add commentary. * I will show them an example of my walk and show them some of my observations. * Explain to the students that they need to hand in a sheet recording their observations accompanied by pictures, their video recording on a USB drive or Google Drive, and a map of the path they walked and why they chose that path * Students will begin to research the path they want to walk | |
| **Questions for the class:**   1. Can we trust technology? 2. What is missing from virtual reality? What is included? 3. What is missing from reality? What is included? 4. How does virtual reality portray itself? 5. Is one better than the other? 6. What are some uses for virtual reality that you can’t have in reality? 7. Who has access to virtual reality? 8. Are there places that are inaccessible? Why? | **Questions for the Teacher:**   * Can you explain the Situationists? * What is Dadaism? Surrealism? Libertarian Marxism? – come to me for further explanation * What if I don’t have a cellphone or video recorder? – Try to borrow one. If not we will see if the school has any. At last resort, you can work with a partner. * Can I do this with a partner? – No, unless given permission by me. * Can I do this by car? – No, it’s a walk. * I don’t have access to a USB key – Try to borrow one. If not we will see if the school has any. That or I will provide one. * Where do I access the class’ Google Drive folder? – In your class outline. |
| **Closing:**   * Encourage the class to explore other examples of “virtual reality” that we talked about in class. This will help them think more critically about what “virtual reality” is. * Encourage discussion with peers and family for ideas. * Begin the research process earlier than later to accommodate for weather and such. However weather shouldn’t be a deterrent. * Encourage the use of their sketchbook to plan, draw, and write down their thoughts. * Remind them to talk to me if they have any questions or concerns. * Remind them of the due date and that we will critique each other’s work. | |
| **Materials/ Equipment:**   * Cellphone/ video camera * Access to the Internet & Google Maps, Street view * USB drive or Google Drive | |
| **Teacher Resources:**   * Computer * Projector and cable * Powerpoint – including some of my walk observations * Situationists - <http://en.wikipedia.org/wiki/Situationist_International> * Derive - <http://en.wikipedia.org/wiki/D%C3%A9rive> * Video recording of my walk * <https://maps.google.ca/> | |
| **Assessment Plan:**   * Demonstrate proper use of language and vocabulary. * Demonstrate proper use of grammar, punctuation, and spelling. * Demonstrate an ability to articulate some of the differences between “virtual” reality and “reality” – not just on strict observations between their walk and what they see Google Street view – I.e. Extrapolate that information into a bigger context. * Must answer 4 out of the 9 questions posed in the power point. * Must include pictures with their explanations as examples. * completion of a video recording (or modified criteria with permission) * Must include a copy of the route map and a personal explanation as to why they chose that route. | |
| **Adaptations:**   * For the visually impaired – Describe a walk (can be audiotaped or transcribed by someone) that they would like to take. The walk can be from memory or imagined. The student should explain the sensory feelings and emotions associated with the walk. Advised to see the teacher for further clarification. * For the physically impaired – May be assisted on their walk or they may describe a walk from memory or one that is imagined. The student should explain the sensory feelings and emotions associated with the walk. Advised to see the teacher for further clarification. * For the English Language Learners – Is advised to see the teacher for further clarification. The project will follow the original requirements. | |
| **Modifications:**   * For students who do not have materials (cellphone, video recorder, USB drive, computer) – they must come to see me. Inquiries will be made to the class (who can share/borrow) and to the school. If not, I will attempt to provide the materials myself. | |
| **Extensions:**   * Use the Situationists’ concept of “psychogeography” and take a “derive” of your own. Instead of filming the walk, draw a map of your psychogeographical derive. * Work in partners for the “derive”. Start and end in the same place and compare the two maps to see how they differ/are the same. * Explore Google Street View in a city/country that you’ve never been. How are they different from where we live? Is it accurate? Can you identify major landmarks? Are there places that are inaccessible? | |

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| **Grade: 11**  **Subject: Art** | **Unit: Moving Forward (Tech)**  **Time: 50 min x 2 = 100 min** |
| **Day 2 of 2 – Critique** |
| **Title of Activity: A Google-y Walk** | |
| **Final Product:**   * 1 Video recording of their walk – saved on USB or uploaded to Google Drive * 1 Sheet detailing the map (from Google Maps) of the path they chose for their walk and why they chose that path * 1 Report of their findings: Differences & Similarities between the virtual world and the real world. Must include some comparison photos (snapshots) in their explanations. | |
| **Learning Goals:**   * Think critically about what “virtual reality” is * Compare and contrast “virtual reality” & “reality” * Apply the ideas of the Situationist’s Derive and psychogeography to choosing their walk * Partake in class critique | **Objectives: SWBAT**   * List examples of “virtual” reality * Differentiate and explain differences between the “virtual” reality and “reality” * Form personal opinions based on their observations about “virtual” reality and reality * Record a video on their cellphones or a video camera * To speak about their work and other’s work using appropriate vocabulary and language learned during the lesson |
| **Prior Knowledge:**   * Use of a computer * Use of a cellphone, in particular the video recording feature * The transfer of a video onto the computer & possibly editing * The use of Google Maps & street view * The ability to take screen captures | **Vocabulary: (optional\*)**   * Virtual Reality * Reality * Google maps, street view * Critique * Situationists\* * Derive\* * Psychogeography\* * Dada\* * Surrealism\* * Libertarian Marxism\* |
| **Prescribed Learning Outcomes:**   * Identify the impact of traditional and contemporary technologies on image development * Identify the effect of evolving technologies on the production and distribution of images * Use digital technologies to create images * Analyze how context influences the content and form of images * Critique the use of visual elements and principles of art and design in selected media works * Use appropriate art terminology in art criticism | |
| **Hook:**   * Begin by asking how the class found the project. * Ask if there are students that would like to show their video to the class. | |
| **Development:**   * Start with the critique process. Each student will present their findings in groups of 4. * One spokesperson from each group will share the findings of the group. All students are welcome to speak. * Give my critique of their work and what I believe some differences and similarities are | |
| **Questions for the class:**   1. Can we trust technology? 2. What is missing from virtual reality? What is included? 3. What is missing from reality? What is included? 4. How does virtual reality portray itself? 5. Is one better than the other? 6. What are some uses for virtual reality that you can’t have in reality? 7. Who has access to virtual reality? 8. Are there places that are inaccessible? Why? | **Questions for the Teacher:**   * Can you explain the Situationists? * What is Dadaism? Surrealism? Libertarian Marxism? – come to me for further explanation * What if I don’t have a cellphone or video recorder? – Try to borrow one. If not we will see if the school has any. At last resort, you can work with a partner. * Can I do this with a partner? – No, unless given permission by me. * Can I do this by car? – No, it’s a walk. * I don’t have access to a USB key – Try to borrow one. If not we will see if the school has any. That or I will provide one. * Where do I access the class’ Google Drive folder? – In your class outline. |
| **Closing:**   * Ask the students if they enjoyed the project. * Ask if they would consider exploring other parts of the city with Street view and in person. * Ask the class what is one thing they learned through this project. * Sum up my thoughts on the key differences and similarities between the two worlds and the need to think beyond this “realm” and its effects on us. We cannot take everything at face value and the need for critical thinking is necessary. * Introduce next day’s lesson. | |
| **Materials/ Equipment:**   * Cellphone/ video camera * Access to the Internet & Google Maps, Street view * USB drive or Google Drive | |
| **Teacher Resources:**   * Computer * Projector and cable * Powerpoint – including some of my walk observations * Situationists - <http://en.wikipedia.org/wiki/Situationist_International> * Derive - <http://en.wikipedia.org/wiki/D%C3%A9rive> * Video recording of my walk * <https://maps.google.ca/> | |
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| **Adaptations:**   * For the visually impaired – Describe a walk (can be audiotaped or transcribed by someone) that they would like to take. The walk can be from memory or imagined. The student should explain the sensory feelings and emotions associated with the walk. Advised to see the teacher for further clarification. * For the physically impaired – May be assisted on their walk or they may describe a walk from memory or one that is imagined. The student should explain the sensory feelings and emotions associated with the walk. Advised to see the teacher for further clarification. * For the English Language Learners – Is advised to see the teacher for further clarification. The project will follow the original requirements. | |
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| **Extensions:**   * Use the Situationists’ concept of “psychogeography” and take a “derive” of your own. Instead of filming the walk, draw a map of your psychogeographical derive. * Work in partners for the “derive”. Start and end in the same place and compare the two maps to see how they differ/are the same. * Explore Google Street View in a city/country that you’ve never been. How are they different from where we live? Is it accurate? Can you identify major landmarks? Are there places that are inaccessible? | |