Unit: Rule of Thirds
Lesson Plan 2- Programming a Rule of Thirds Framing Game

Daily Lesson Plan for: Lori Kerzee

Course:
Video Production, Computer Graphic Design, Visual Art

Date:
TBA

Length of Class:
45 minutes (to take place over multiple class periods)

Topic of Lesson: Extension- Creating a Rule of Thirds Framing Game

**Essential Question 1:** What is the "Rule of Thirds"?

**Essential Question 2:** How is the "Rule of Thirds" applied to create effective framing of photography and video? How does one use a grid as a framing tool?

**Essential Question 3:** How can we use keyboard controls, methods, and lists in Alice to create a game?

**Objective:** The student will be able to:
- Demonstrate effective use of the Rule of Thirds.
- Import billboards and objects to an Alice world.
- Create events to move the images to adjust the view using the Rule of Thirds.
- Program an Alice world game using methods, parameters, variables, and other concepts necessary to make the game work.

**Standards:**
- **ISTE:** Standards 1, 2, and 4 (see graphic at the end of this document);
- **Ohio Technology Content Standards 9-12 (2003):** Standard 3: Technology for Productivity Applications- Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models; Standard 4: Technology and Communication Applications- Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning. Benchmark A: Apply appropriate communication design principles in published and presented projects;
- **Ohio Visual Art Content Standards 9-12 (2003) Benchmark A:** 1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. Benchmark B: 2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas . 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.

Standards referenced are from ISTE, due to the age of Ohio’s Technology Content Standards (2003). The International Society for Technology in Education (ISTE®) is the premier nonprofit organization serving educators and education leaders committed to empowering connected learners in a connected world. ISTE serves more than 100,000 education stakeholders throughout the world.
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Materials:
1. Photoshop and Alice software
2. Handout for Alice activity (Rule of Thirds game- framing scenes).
3. Alice teacher example file: Rule of Thirds Game Demo (show to students, but do not give them.)

Key Terms:
- Rule of Thirds
- Framing
- Grid
- Camera angles and shots (LS, MS, CU, ECU)
- Camera and World methods and techniques in Alice
- Variable
- Parameters
- Methods
- If/Then conditions

Procedure:
Warm-up/Preparation for Learning:
1. Review concepts related to Rule of Thirds from previous lesson. How might we turn this into a game to help kids practice framing?
2. What would be necessary to make an Alice framing game work? How would we set it up?

Directed Assistance/Learning Activity:
1. Show example of finished framing game Rule of Thirds Game Demo.
2. Discuss possible methods in Alice that could be used to create the game.
3. What would be necessary within the setup of the events if we want to have multiple images?
4. Pass out project handout. Demonstrate concepts that are new to the class, such as creating events, creating lists, keyboard controls, etc.

Closure:
1. Students switch seats and play each other’s games to look for bugs.
2. What suggestions do you have to improve each other’s games or make them more interesting to play?

Assessment/Evaluation:
Evaluation of the student projects: “Alice Rule of Thirds Framing Game”.

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