Unit: Rule of Thirds
Lesson Plan 3- Expanding the 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- Expanding the 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 parameters in Alice to create a Rule of Thirds camera game?
**Essential Question 4:** How can we expand our Rule of Thirds game into the framing of 3-D worlds?

Objective: The student will be able to:
- Program an Alice world game using methods, lists, keyboard controls, camera movement, and other concepts necessary to make the game work.
- Modify an existing game to include 3-D worlds.

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.

Materials:

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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1. Photoshop and Alice software
2. Finished game file for demonstration purposes (not for student access).

Key Terms:
- Rule of Thirds
- Framing
- Grid
- Camera angles and shots (LS, MS, CU, ECU)
- Camera and World methods and techniques in Alice
- Building 3-D worlds, working with objects
- Lists
- Events
- Keyboard controls
- Methods
- If/Else conditions

Procedure:

Warm-up/Preparation for Learning:
1. Review concepts related to Rule of Thirds from previous lesson. How might we add additional levels to include 3-D worlds?
2. Will your movement controls work when you are not moving a single picture at a time? What adjustments to the code would be necessary to make additional levels work?

Directed Assistance/Learning Activity:
1. Discuss possible methods in Alice that could be used to expand the game (change the camera direction and method of control, and build 3-D worlds).
2. Build 3-D scenes, then modify the game programming to include them in the activity.

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 project, the Alice Framing Game-Expanded.

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1. Creativity and innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

2. Communication and collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

3. Research and information fluency
Students apply digital tools to gather, evaluate, and use information.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

4. Critical thinking, problem solving, and decision making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

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5. Digital citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
   a. Advocate and practice safe, legal, and responsible use of information and technology
   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   c. Demonstrate personal responsibility for lifelong learning
   d. Exhibit leadership for digital citizenship

6. Technology operations and concepts
   Students demonstrate a sound understanding of technology concepts, systems, and operations.
   a. Understand and use technology systems
   b. Select and use applications effectively and productively
   c. Troubleshoot systems and applications
   d. Transfer current knowledge to learning of new technologies

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