

That's Entertainment!

“THE BIG IDEA”

Students will work together to explore what entertainment means to them and their community, using the Technological Process they will present an item that conveys a key competency or a virtue learnt at NIS to cooperatively plan an item for the school community showcase.

en·ter·tain·ment/ , enter ' tānmənt/**Noun**

1. The action of providing or being provided with amusement or enjoyment.
2. An event, performance, or activity designed to entertain others.

**Nelson Intermediate School
 Curriculum
 Essence Statements**



TECHNOLOGY

In technology, students learn the process of developing innovative and sustainable solutions to authentic issues and needs.



THE ARTS

In The Arts students will explore, refine and communicate ideas using their senses to create their own work and respond to the work of others.



ENGLISH

Students enjoy using the English language and its literature to become effective and confident oral, written and visual communicators, who are able to think critically and in depth.



SOCIAL SCIENCES

The opportunity to experience and develop understanding of our heritage (past and present) and how this has shaped and enabled us to relate to people, places and cultures as global citizens.

MATHEMATICS AND STATISTICS

Students engage, explore and apply a variety of mathematical and statistical processes to solve and model problems in a range of meaningful real-life situations.

CURRICULUM FOCUS:

The Arts Level 4

Dance: Communicating and Interpreting

Prepare and present dance, with an awareness of performance context.

Drama: Developing Ideas

Initiate and refine ideas with others to plan and develop drama.

Music: Developing Ideas & Communicating and Interpreting

Represent sound and musical ideas in a variety of ways.

Prepare, rehearse, and present performances of music, using performance skills and techniques.

Visual Arts: Understanding the Arts in context

Investigate the purpose of objects and images from the past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

English Level 4

Processes and Strategies

- Integrate sources of information, processes and strategies confidently to identify, form and express ideas.

Purposes and Audience

- Show an increasing understanding of how to shape texts for different purposes and audience.

Ideas

- Select, develop and communicate ideas on a range of topics.

Language Features

- Use a range of language features appropriately showing an increasing understanding of their effects.

Structure

- Organise texts, using a range of appropriate structure.

Speeches: 'To Entertain' rubric to assess

Recount: e-asTTle

Narrative: Term 4

Technology Level 4

Technological Practice: Planning for practice

Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.

Technological Knowledge: Technological modelling

Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes.

Nature of Technology: Characteristics of technological outcomes

Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.

Social Sciences Level 4

Students will gain knowledge, skills, and experience to:

- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

- Understand how innovation creates opportunities and challenges for people, places, and environment.
- Understand that events have causes and effects.

Key Concepts and Big Ideas Related to Our Vision:

Connected	Working with others to achieve a common goal Connecting with the community through the evening showcase	
Creative	Presenting ideas and entertainment through Drama, Dance, Written Presentations, Visual Art and Multi Media.	
Happy	Working co operatively in groups. Striving for excellence	
Learners	Follow the technological process to successfully entertain an audience	

ASSESSMENT

Ongoing formative assessment related to learning intentions and success criteria for your selected form of entertainment.

The Technological Process (MAJOR)

Remember the purpose is not only to entertain BUT to follow the technological process to successfully entertain.

Writing – Speech Rubric, Recount AsTTle Rubric (see literacy pack)

Key Competencies

Relating to Other is about interacting effectively with a diverse range of people in a variety of contexts. It includes the ability to listen actively, recognise different point of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Participating and Contributing is about actively involved in communities. They may be local, national, or global. It includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social and cultural environment.

Virtues

Empathy – Compassion & Gentleness

Compassion is having kind feelings toward someone who is hurt or troubled. It is caring deeply and wanting to help, even if you don't know them. Gentleness is acting and speaking in a kind, considerate way. It is using self-control, in order not to hurt or offend anyone.

Based on NZ Curriculum Values (Page 10) – integrity, respect innovation, inquiry and curiosity.

Thinking/ICT Skills

- Create and update class blog and individual student pages.
- NIS TV – you will be timetabled for 2 weeks. (see Todd for folder and timetable)
- Heaps of ICT opportunities.
- Be effective users of communication tools, and critical and creative thinkers

Gifted and Talented Students:

This unit of learning allows many opportunities for naturally gifted and talented student to shine – use them as models and get them to lead the learning for others.

“LEARNING EXPERIENCES”

Each teacher will create a presentation of entertainment with a group of students for their syndicate final (week 8). Refer to Google calendar for hall bookings.

Afternoon matinee for whole school (practice run through before the showcase)

The top 2 presentations from each syndicate will progress to the “Showcase Evening” .**Thursday 29th September Week 9 Term 3**

Teachers could:

Create an entertainment presentation with their class.

Create a presentation with a group of students from their ‘That’s Entertainment’ workshop group.

Create a variety of entertainment presentations within groups from their class.

Entertainment Presentations could include:

- iMovie
- puppets
- plays
- comic books
- animations
- dance - movement
- school of rock
- clay animation
- stand up comedy
- whose line is it anyway
- miming
- story books
- photography
- documentary
- marionettes
- silent films

The list goes on....

Remember that you’ll be teaching these from Weeks 2 - 8 for 3 periods a week. Planning and assessment will be the responsibility of the teacher running the workshop/class. You’ll be expected to hand in your planning to the Year Dean at the end of **Week 1 Term 3.**

Please think about the time line

Example:

DANCE: you'll look at the history of dance, the different dance styles, famous dancers, students might have to present a 3-5minute dance routine that shows a variety of dance styles and has meaning behind the dance (virtue, key competencies, etc).

Students will work together to explore what entertainment means to them and their community, using the Technological Process they will present an item that conveys a key competency or a virtue learnt at NIS to cooperatively plan an item for the school community showcase.

Forms of Entertainment: (iMovie, puppets, dance etc)

Comic Books

Adaptations for certain students: (ELL, SEN)

Students whose first language is not English make use of their first language.

Overview: Students will encounter a writing experience designed to get them thinking about their choices as writers and how they can best get their mental images out of their head and on the page. After exploring how comic books are made and learning terms and techniques associated with the genre, students will write their own comic book scripts. They then draw the script as close to form as possible based on the information they wrote. Although students interact with story elements such as plot, character, and setting as well as with the writing process in brainstorming and drafting, the major focus of this activity is on revision.

Timeline	Learning Intention Success Criteria	Learning Experience
Week 1	To identify what entertainment is and the different forms of entertainment.	What is Entertainment? How are we entertained? What forms of entertainment are there?
Week 2 – 3	To understand and use the technological process.	Teach the technological process - Refer to PowerPoint "Components of Practice" Use student workbooks – this takes the students step by step through the process and links it back to "That's Entertainment" Teach the vocab, create vocab wall etc
Week 4-7	Draft a comic book script based on a general prompt (e.g., A super hero saves the day!). Explore basic information about comics and comic book writing. Create the page layout and images of their comic book script, based on the detail and description in the script. Edit the first drafts of their scripts. Make sure they match their visuals with the visions they as writers had in their	Review ways that writers make their works interesting, descriptive, and detailed, via a running list of strategies/words on the board. Students may offer such strategies as adjectives, adverbs, time phrases, giving locations, discussing setting, mentioning the weather, characters' clothing, and characters' emotions. Discuss the comic book that students read. Ask students to make connections to the brainstormed list of ways that authors make works interesting. Students identify the various people involved in comic book production and the parts of a comic book. After that discussion, explain that students will get the chance to become comic book writers. Brainstorm - additional information on the parts of comic books, Text, Design, Layout Identify additional examples of various types of page layout and comic book techniques, using the comic read. Note that some pages are splash pages (one large panel taking up the whole screen) while other pages might have a

