MY BLOCKBUSTER! – Creating a Media Text

Students design a DVD cover for an animated video they have created and use markers to colour it.

Required Time	Grade Level	Subject	Vocabulary
120 Minutes	Grade 3 to Grade 9	Language Arts Visual Arts Media Literacy	contrast emphasis font graphic designer graphics

Materials

Crayola Fine Line Markers - 12 Count
Crayola marker & Watercolour Paper - 22.9 cm x 30.5 cm
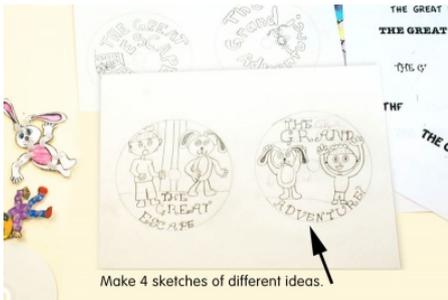Pencils
Blank DVD Disc - 1 per student

Shop Crayola
Products

Steps

Trace the outline of your DVD 4 times.

Step One

1. Trace the outline of your DVD on drawing paper.
2. Make 4 copies for your planning sketches.

Step Two

1. Make 4 planning sketches of different ideas.
2. Make sure your designs reflect the **mood** and **content** of the movie.
3. Use a computer to type your title in a few different fonts to get some new ideas for your lettering.
4. Think about how you can make the cover eye-catching so people will want to view your movie.

Make 4 sketches of different ideas.
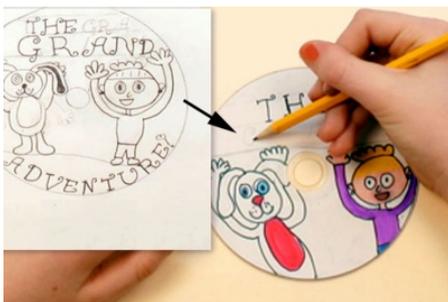
Step Three

1. Choose the design you like the best.
2. Draw it on the DVD cover using your planning sketch as a reference.
3. Work with pencil first or draw directly with marker.
4. Use marker to colour the design.

Step Four

1. View your design with fresh eyes.
   - *How does your design reflect the mood and content of your Movie?*
   - *How did you decide what to emphasize in your design?*
   - *What do you like best about your design? Why?*

View your design with fresh eyes.

How does your design reflect the content and mood of your movie?

How did you decide what to emphasize in your design?

Learning Goals

Students will be able to:

- ceate a DVD cover to market an animated movie;
- ereate an eye-catching design that reflects the content of the movie;
- use contrast to create areas of emphasis;
- use lettering that reflects the mood of the movie;
- demonstrate technical accomplishment;
- support their ideas with evidence found in the artworks.

Extensions

Have students:

- use the **Powerful Posters** lesson available on this website to create posters to advertise their movies;
- create a display of the DVD covers along with the posters;
- write a review of the display as if they were art critics.

Prepare

1. Prior to this lesson have students write an imaginary story.
   - *Guide them to identify the mood and provide full descriptions of the characters in their story.*
   - *If possible have them create an animated, stop-motion video of their story.*
2. Download and display the *Emphasis, Contrast* and *Balance* **posters** available on this website.
3. Prior to this lesson ask students to bring in some of their favourite DVDs.
4. Gather and display a variety of DVDs.
5. Download images of DVD covers from the Internet, for example,
   Mighty Bears
   The Littlest Hobo
   All About Dancing
6. Purchase enough DVDs for each student to have one, or photocopy the DVD template on cardstock paper.
   (Download – DVD_Template.pdf)

Introduction

1. Place students into pairs.
2. Provide them with 4 images to compare.
3. Discuss the idea of marketing and the purpose of the cover design.
4. Have students examine the DVD covers and answer the following questions:
   - *What is the first thing that catches your attention in each cover? Why?*
   - *Who do you think the audience is for each DVD? What do you see that makes you say that?*
   - *What do you think each DVD is about? What do you see that makes you think that?*
   - *Which cover do you think is the most effective? Why?*
5. Have students share ideas with the whole class.
6. Make a chart paper list of effective design ideas, for example,
7. List the characteristics on a chart paper, for example:
   - *simple and clear composition makes it easy to see important information*
   - *shows all required information*
   - *has a dominant element, such as a symbol, or character that immediately catches your eye*
   - *uses size, contrasting colour or values to emphasizes the most important part of the message*
   - *images or symbols are related to the message*
   - *colours are strong so they attract attention from a distance*
8. Introduce the challenge.

Activities

The Challenge

1. Create a DVD cover to market an animated movie.
2. Create an eye-catching design that reflects the content of the movie.
3. Use contrast to create areas of emphasis.
4. Use lettering that reflects the mood of the movie.
5. Demonstrate technical accomplishment.
6. Support your ideas with evidence found in the artworks.

The Process

1. Make sure everyone understands the challenge.
2. Establish success criteria with your students, for example,
   I know I am successful when my design:
   - *reflects the mood and content of my movie*
   - *is carefully planned and completed*
   - *includes a title in a font that reflects the mood of the movie*

- *is simple and clear*
  - *makes it easy to see important information*
  - *has a dominant element, such as a symbol, or character that immediately catches your eye*
  - *emphasizes the most important part of the message*
  - *includes images or symbols that are related to the content of the movie*
  - *has strong colours so they attract attention from a distance*
3. Guide students through the steps outlined in this lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

Sharing

1. Place students into small groups.
2. Ask them to:
   - *Compare their work and describe to each other why they decided to emphasize specific details in the design.*
   - *Tell each other how their design reflects the content and mood of the movie.*
   - *Talk about what was difficult and what was easy for them.*
3. Have students share ideas with the whole class.
4. Ask them to tell how they felt about doing this project.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their designs – speaks with a clear voice, looks at audience while speaking, points to areas in the design, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Download – DVD_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Download – DVD_self-assessment.pdf)