

Lights, Camera, MEDIA Literacy!

Lesson Plan # 34

Topics:

Journal Writing
WALL-E
Media and the Future
Music as Media
Computer Animation Production

Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will identify the use of media in the Pixar film WALL-E.

Students will identify the use of music to identify emotion and point of view in WALL-E.

Students will choose music to fit emotions.

Materials:

Writing journals

LCD projector

Chart paper

Post-its

Individual student pocket folders

Camcorders

Computers

Animation-ish software

DVD: **WALL-E**

HANDOUTS: **WALL-E Viewing Guide**

Computer Animation Project (from last session)

New Vocabulary: *no new vocabulary*

Sequence of Events:

I. Journal Writing (15)

1. Prompt:

What are your feelings about creating a computer-animated production compared to creating stop-motion animation using iStopMotion?

II. WALL-E (140)

1. Tell students that they are going to study one of Pixar's masterful films: **WALL-E**. Review the study guide together. Point out to students that they will be completing Parts I and II as they watch. Part III will be checked off as they watch the credits, Part IV can be completed during or after the movie.

HANDOUT: *WALL-E* Viewing Guide (Parts I, II, III, IV only)

2. If possible, watch **WALL-E** without interruption.

3. Review the Study Guide's Parts I, II, III, IV together.

4. Give students Parts V and VI.

HANDOUT: *WALL-E* Viewing Guide (Parts V and VI)

5. Allow a reflective time for students to answers these individually.

III. Music as a Communicator (30)

1. Discuss the importance of the music in **WALL-E**.

2. Allow time for groups to identify music from Garage Band or copyright-free selections that they might use for their own computer animation productions to show the emotions of:

- a) anticipation of the meeting of the two groups
- b) confusion during the first contact
- c) other emotions felt by characters in their productions.

IV. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn about selecting music
to accompany your visuals?**

2. Hand out Post-its on which students write and post.

3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.