



Background:

The following learning experience was developed to demonstrate implementation examples aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#).

It is important to note that the assignments indicated through these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#).

This learning experience includes detailed procedures and all links, handouts, printables and graphics needed to successfully complete each segment. The following formats are used to assist in organizing information:

-  The VPA logo indicates a companion video with an overview of information included in the section.
- *Italicized text* identifies foundational information from the *KAS for Visual and Performing Arts*.
- Activities for students to complete will appear in a **green, solid-lined box**.
 - These boxes also include the corresponding slide number within the Media Arts – Creating Artistic Ideas [Implementation PowerPoint](#). These slides include information and graphics that can be projected and shared with students throughout the learning experience.
- Standards language, key vocabulary definitions and clarification statements pulled directly from the *KAS for Visual and Performing Arts* will appear in a box that matches the color of the corresponding artistic process. For this creating learning experience, that color is **blue surrounded by a dash-lined box**.



Overview of Learning Experience:

Students will explore the world of educational podcasts, which are digital video recordings typically released in a series and available online. They will begin by drawing on their understanding of podcasts by exploring their use as educational resources. Next, each student will select a topic they are passionate about and create their content using the Educational Podcast Planning Guide. With a focus on audience engagement, they will draft and revise their content outline and use peer feedback as they rehearse and refine their delivery. Using simple tech tools, students will record and edit their podcasts, culminating in a polished final product ready for publication and public viewing.



Teacher Preparation:

This learning experience should utilize what is available in your learning environment. Plan for the following:

- Review instructions and resources linked throughout this document, including the accompanying Media Arts – Creating Artistic Ideas [Implementation PowerPoint](#), to prepare adequate copies and materials.
- Review the following resources prior to sharing with students:
 - [Creating Vodcasts](#) (5:37) – Video
 - Vodcast Example: [Bloom Elementary - Music](#) (2:07) – Video
 - Podcast Example: [Volleyball Positions - Woodford County Middle School](#) (3:07) – Video
 - [Educational Podcast Planning Guide](#) – Graphic Organizer
 - [Podcast Practice Rubric](#) – Graphic Organizer
 - [Educational Podcast Practice: Axolotl Awesomeness – Woodford County Middle School](#) (7:04) - Video

Teacher Preparation Continued:

- Review the following resources prior to sharing with students:
 - [Fist to Five: Let's Decide Together](#) - .pdf
- Sections of this learning experience encourage the use of specific materials:
 - Decide on a background to use. This could be a green screen, a piece of bright green poster board, fabric, a painted wall or a professional or portable green screen.
 - Decide on and gather the tools and equipment you will need, such as recording technology and possible lighting or audio devices.
 - Familiarize yourself with the chosen technology and apps before introducing them to the class. Suggestions include, but are not limited to:
 - iPad(s) or Chromebooks
 - Teleprompter app

Technology Notes: Creating podcasts does not require a fancy studio. Recording can be done directly on an iPad or other device. If the audio on your device is not satisfactory, you might invest in a microphone that connects to your device. Pay attention to any background noises in the classroom and eliminate as many as you can. You will need a stand for students to hold their device steady while recording. For a more professional look, invest in a classroom kit with a green screen backdrop, chroma key and a lighting kit. Even if you do not have these “professional” tools, you can still create a great podcast series.



KAS for Visual and Performing Arts Alignment:

The KAS for Visual and Performing Arts is designed to engage students in artistic processes and creative expression. Standards for all grade levels, K-8, and at three high school proficiency levels indicate what students should know and be able to do after instruction. (*KAS for Visual and Performing Arts*, page 7).

Anchor Standards are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education (*KAS for Visual and Performing Arts*, pages 9-10).

Process Components are the actions artists carry out as they complete each artistic process. Students’ ability to carry out these operational verbs empowers them to work through the artistic process independently. (*KAS for Visual and Performing Arts*, page 14).

This learning experience aligns to the following anchor standard and process component:

Anchor Standard 3: Refine and complete artistic work.
Process Component: Construct

Artistic Processes nurture artistic literacy through student engagement in the four artistic processes of creating, performing/presenting/producing, responding and connecting.

While there are aspects of each artistic process embedded throughout this lesson, the standard addressed is focused on creating, which involves conceiving and developing new artistic ideas and work. (*KAS for Visual and Performing Arts*, pages 8-9).

Creating Artistic Ideas: Media Arts
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***Standards** or Performance Standards are discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). Performance standards are coded to reflect the Arts Discipline, Artistic Process, Anchor Standard, Process Component and Grade Level or High School Proficiency level. (KAS for Visual and Performing Arts, page 7). The standard addressed in this learning experience is:*

Standard:

MA:Cr3.1.7.b) Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience or place.

Educators may have to engage students with a standard multiple times throughout a year to meet the full intent of the standard. As a result, the following learning experience may not encompass the entire scope of the standards identified.

***Essential Questions** are open-ended, designed to stimulate thought and empower students to work through the artistic processes independently. Essential questions are specific to each standard, but consistent between each grade band.*

Essential Question:

What is required to produce and improve a media artwork that conveys purpose, meaning and artistic quality?

The standard and essential question may need to be translated into student-friendly learning goal(s) which serve as the basis for student success criteria. For more information on learning goals and success criteria, visit [Clarifying and Sharing Clear Learning Goals](#). Below are examples of a learning goal and success criteria for this lesson:

Learning Goal:

Students will improve and refine media artworks by intentionally emphasizing elements to reflect an understanding of purpose and audience.

Success Criteria:

I can improve and refine media artworks by intentionally emphasizing elements.

The student-centered learning experience begins on the next page.

Remember: Activities for students to complete will appear in a green, solid-lined box.

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Educational Podcast:

This learning experience builds on students' prior knowledge of podcasts. Ask students the following:

What is a podcast?

Student Activity: Slide 2

Invite students to share their thinking using a discussion technique such as **Think-Pair-Share**.

Now introduce the definition of an educational podcast with students:

Educational Podcast: Audio and video programs designed to inform, educate and inspire an audience. Unlike typical entertainment podcasts, these recordings focus on specific subjects or themes offering insights and discussions to enhance the audience's understanding of a topic.

Student Activity: Slide 3

Tell students they will now watch the vodcast, [Hand Drumming Basics](#), from Bloom Music Learning.

Note: Sometimes video podcasts are referred to as “vodcasts”.

First viewing: Allow students to watch the vodcast uninterrupted to identify the topic and/or purpose.

Educational Podcast/Vodcast: [Hand Drumming Basics](#)



Bloom Music Learning

What was the topic and/or purpose of this educational podcast?

What makes you say that?

Student Activity: Slide 4

Second viewing: Students will identify the following information as they watch:

Educational Podcast/Vodcast: [Hand Drumming Basics](#)



Bloom Music Learning

Who was the audience? How do you know?

What did you like about this podcast?

What did you learn?

Use examples from the educational podcast.

Student Activity: Slide 5

Invite students to share their thinking using a discussion technique, such as **Round Robin**.

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Creating Educational Podcasts:

Now that you have introduced an educational podcast, inform students they are going to be learning how to create their own. Show the video, [Creating Vodcasts](#) and have students answer the following:

Video: Creating Vodcasts 	<i>Student Activity: Slide 6</i> 1. What technology and/or tools did the students use in the video? 2. Describe the process students followed as they created their educational vodcast/podcast. 3. What did the students in the video learn throughout the process?
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Invite students to share their thinking using a discussion technique, such as **Timed-Pair-Share**.

Now that students understand what makes a podcast engaging, explain that a podcast can be a wonderful way for students to make a difference in the world as they share what they have learned with other students.

Before allowing students to partner up, think about whether you will assign the subject (Visual and Performing Arts, Science, Social Studies, etc.) or if students will be free to choose their own educational topic.

Allow students some individual think time to brainstorm topics that are interesting to them.

<i>Student Activity: Slide 7</i> Educational Podcast Brainstorming - Part One Brainstorm two possible topics to cover in your 3-5 minute educational podcast. Consider the the following: Why is this interesting? Who is your audience? What will they learn?

Note: You may want to encourage students to write down their topic choices and responses to the questions.

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Now, allow students to choose a partner or small group to share ideas for topics:

Student Activity: Slide 8

Educational Podcast Brainstorming - Part Two

Share your brainstormed topics for your 3-5-minute educational podcast. Consider the the following:

Why is this interesting?
Who is your audience?
What will they learn?

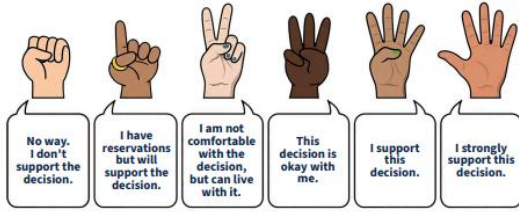
Note: check for educational appropriateness of topics before students move on to the next step.

Once students have shared their individual topics with their partner or small group, use the Consensus Strategy below to assist in choosing one topic for their final podcast:

Student Activity: Slide 9

Fist to Five – Consensus Voting

Fist to Five: Let's Decide Together
Your hand shows your vote!



No way. I don't support the decision.
I have reservations but will support the decision.
I am not comfortable with the decision, but can live with it.
This decision is okay with me.
I support this decision.
I strongly support this decision.

No Consensus Consensus

One: Think about the idea.
Decide how much you support the idea on a scale from zero to five.

Two: Raise your hand high.
On the count of three everyone shows their fingers at the same time.

3 to 5 = CONSENSUS!
Consensus! Move Forward.
If everyone shows three, four or five fingers we have consensus and can move forward.

0 to 2 = DISCUSSION
If anyone shows zero, one or two fingers we stop to ask questions, listen to their ideas and then vote again.

VPA interactive
Creating Artistic Ideas
Media Arts
MA:CR3.1.7.b

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 Educational Podcast Planning:

Now that groups have chosen their topic for their educational podcast, introduce the learning goal and success criteria:

Student Activity: Slide 10

Learning Goal:

Students will improve and refine media artworks by intentionally emphasizing elements to reflect an understanding of purpose and audience.

Success Criteria:

I can improve and refine media artworks by intentionally emphasizing elements.

For this portion of the project, students will emphasize different ways to make their content more engaging.

One way students will make their content more engaging is by making the tone more conversational. Tell students they will now watch a podcast with co-hosts talking with one another about a topic. Ask students the following question:

Student Activity: Slide 11

What is a co-host?

As students are answering the question, highlight that a co-host is a person who shares insights and discusses content with one or more partners.

Students will now watch the Educational Podcast, [Volleyball Positions](#) from Woodford County Middle School, focusing on conversational tone. Share with students the definition of conversational tone:

Student Activity: Slide 12

Conversational Tone: Writing or speaking in a style that mimics natural language.

First viewing: allow students to watch the podcast uninterrupted to focus on conversational tone:

Educational Podcast: [Volleyball Position](#)



Woodford County Middle School

Student Activity: Slide 13

How did the co-hosts use a conversational tone?

How did the co-hosts move the conversation along?

Give examples from the Educational Podcast.

Invite students to share their thinking using a discussion technique, such as **Timed Pair Share**.

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Second viewing: students will identify the following information as they watch:

Educational Podcast: [Volleyball Positions](#)



Woodford County Middle School

Student Activity: Slide 14

Who was the audience? How do you know?

What did you like about this podcast?
What did you learn?

Use examples from the Educational Podcast.

Invite students to share their thinking using a discussion technique, such as **Rally Partner**.

Now that students have seen an example of the desired conversational tone, it is time to outline their content.

Some groups will work best by planning on paper and then trying out their ideas and making revisions. Others may not start out on paper but do better by improvising, refining and then creating their outline. Students will use either approach to create and rehearse their content using the [Educational Podcast Planning Guide](#) included below:

Student Activity: Slide 15

[Educational Podcast Planning Guide](#)

Part One - Planning

Educational Podcast Planning Guide

PART ONE - Planning

Use the outline below to create a 3-5 minute educational podcast on a topic of your choice.

Co-Host Name: _____

Co-Host Name: _____

Topic: _____

Audience: _____

What do you want your audience to learn from your 3-5 minute educational podcast?

As you choose your topic facts, consider the following:

- Are your facts connected to what you want your audience to learn at the end of the podcast?
- Are your facts organized so they connect with one another to build understanding of your topic?
- Will you include a demonstration or performance? What will that be?

Topic Facts (2 facts per co-host):

Fact One: _____

Fact Two: _____

Fact Three: _____

Fact Four: _____

**write additional facts on the back*

Optional production enhancements:

Will you need a prop(s)? If so, what will they be? Where will you get them?

What will you use for your backdrop?

What kind of music or sound effects could you use?

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Educational Podcast Outline:

After students have completed part one of the [Educational Podcast Planning Guide](#), they will use part two to compose the script or outline for their content.

Student Activity: Slide 16

Educational Podcast Planning Guide Part Two – Script/Outline

Educational Podcast Planning Guide

PART TWO - Script/Outline & Production Checklist

Use your Planning Guide as your [Production Checklist](#) as you write the script/outline for your 3-5 minute educational podcast. Once the script is in its final form, you will upload it to a teleprompter app.

☐ **Title:** What will you call your podcast series? What will you call this episode?

☐ **Intro:** Introduce your hosts and topic (no more than 2-3 sentences)
E.g. "Hi, my name is Sally and I'm in the 7th grade at Kentucky Middle School."

☐ **Main Content Discussion:** Each co-host will take turns sharing a content fact in a conversational format, while the next co-host/speaker will give a response that moves the conversation forward, via a new fact, a question or even a joke.

☐ **Outro:** One to two sentences that link back to what your audience should have learned from your educational podcast.
E.g. "Hope our show helped you better understand the crazy world of canaries!", followed by a sign-off, "This is Sally and this is Billy, see you next time!"

If you feel confident adlibbing (talking with your co-hosts without a script), you can add extra comments, fun facts, or jokes to make your educational podcast more interesting and engaging to the audience. But if going off-script makes it harder for you to speak clearly, it's better to stick with your planned script.

☐ **Credits:** "Give credit" when using content created by someone else (music, images or ideas). Credits can also be a sign of respect for other people's work (videographer, editor, etc.).

After students have written their script or outline, pair them with another group for feedback. Groups will take turns as presenters and audience members. The presenting group will share their information using the outline they have written. The audience will provide feedback on the following:

Student Activity: Slide 17

Outline Feedback

What do they want you to learn through this podcast?
Is their information easy to understand? Give examples.
Is there anything you would change in their outline? Why or why not?

After the first group receives feedback, switch roles and repeat the process.

Once both groups have received feedback, allow time for students to revise the outline if necessary. When the outline is in its final form, you will upload it to a teleprompter app.

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 Educational Podcast Practice:

Once the outline has been finalized, it is time to practice. During this time, students will practice many skills, from time management to presenting, collaborating and using technology.

Remind students of the learning goal and success criteria:

Student Activity: Slide 18

Learning Goal:

Students will improve and refine media artworks by intentionally emphasizing elements to reflect an understanding of purpose and audience.

Success Criteria:

I can improve and refine media artworks by intentionally emphasizing elements.

For this portion of the project, tell students the element to emphasize is clear, smooth delivery.

To achieve **clear delivery**, students will want to focus on vocal projection, pacing and articulation. If one student is more soft-spoken than the others, try moving the microphone closer to the student or even using a lapel mic.

To achieve a **smooth delivery**, students will use body language and eye contact during their discussion to create a conversational tone. This will be assisted using a teleprompter app so they don't have to memorize their lines or read from the outline. Here we will also emphasize using transitions to enhance the conversational tone. Remind students of the following definition:

Student Activity: Slide 19

Conversational Tone: writing or speaking in a style that mimics natural language, aiming for natural flow and easy understanding.

Tell students they will now watch the video, [Educational Podcast Practice: Axolotl Awesomeness](#) from Woodford County Middle School, to observe how the co-host's delivery improved with each practice take.

First Take: allow students to watch the first segment of the video to experience the initial delivery.

Student Activity: Slide 20

Educational Podcast Practice: Axolotl Awesomeness



Woodford County Middle School

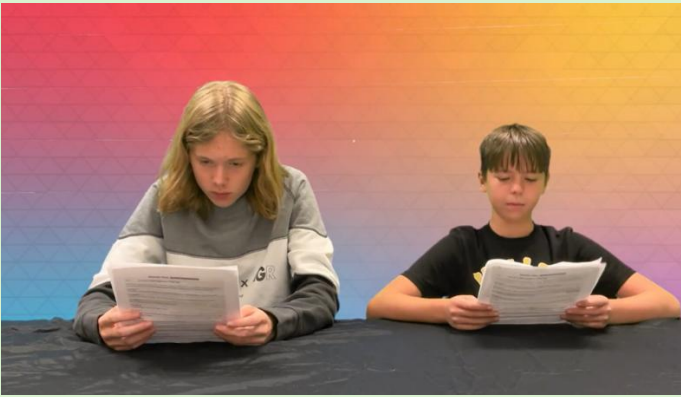
Did the students use **clear** delivery?
(Projection, pacing and articulation)

Give examples from the podcast.

Before watching the next segment of the video, check to ensure students understand projection, pacing and articulation.

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Second take: allow students to watch the second segment of the video to assess how the delivery improved.

<u>Educational Podcast Practice: Axolotl Awesomeness</u>  Woodford County Middle School	<i>Student Activity: Slide 21</i> How did the following areas improve? (Projection, pacing and articulation) How did the feedback help these areas to improve? (What did the coach say or do?) Did the students achieve smooth delivery? (Eye contact, body language and conversational tone) <i>Give examples from the podcast.</i>
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Before watching the next segment of the video, check to ensure students understand eye contact, body language and conversational tone.

Third take: allow students to watch the third segment to assess how the delivery improved.

<u>Educational Podcast Practice: Axolotl Awesomeness</u>  Woodford Country Middle School	<i>Student Activity: Slide 22</i> How did the following areas improve? (Eye contact, body language and conversational tone) How did the feedback help these areas to improve? (What did the coach say or do?) What made this video engaging? <i>Give examples from the podcast.</i>
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Invite students to share their thinking using a discussion technique, such as **Round Robin**.

Now it is time for students to practice. After they have set up their recording area and ensured all technology works properly, they will present their script in front of their device, recording at least three takes for a practice recording.

Students should think back to the educational podcast examples to determine which orientation they would like to film, portrait or landscape.

Each time students record a practice take, they will watch the recording. Watching themselves is the best way for students to critique their own performance and improve. It also alerts them of any changes they might want to make.

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Students will refine their presentation using the [Podcast Practice Rubric](#) to gain feedback from their teacher and peers and through self-reflection.

Student Activity: Slide 23

[Podcast Practice Rubric](#) - Feedback

Podcast Practice Rubric

For each take, provide feedback on the following, **Video**, **Audio**, **Clear Delivery** (*projection, pacing and articulation*) and **Smooth Delivery** (*eye contact, body language and conversational tone*).

TAKE ONE:

Video	Audio	Clear Delivery	Smooth Delivery

Suggested refinements:

TAKE TWO:

Video	Audio	Clear Delivery	Smooth Delivery

Suggested refinements:

TAKE THREE:

Video	Audio	Clear Delivery	Smooth Delivery

Suggested refinements:

Reflection Question: How do you know you are ready to film the final presentation?
Use examples from the rubric.

Students should continue this process of rehearsing their delivery, getting feedback from peers and teachers as well as watching recordings of themselves before answering the reflection question on their [Podcast Practice Rubric](#):

Student Activity: Slide 24

[Podcast Practice Rubric](#) – Reflection

How do you know you are ready to record the final presentation?
Use examples from the rubric.

Invite students to share their thinking using a discussion technique, such as **Think-Write-Round Robin**

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Educational Podcast Production:

Once students have completed at least three practice recordings and their practice reflection, it is time to record their content. Students will revisit their [Educational Podcast Planning Guide](#) which will now serve as their Production Checklist:

Student Activity: Slide 25

Educational Podcast Planning Guide Part Three – Production Checklist

Educational Podcast Planning Guide

PART TWO - Script/Outline & Production Checklist

Use your Planning Guide as your [Production Checklist](#) as you write the script/outline for your 3-5 minute educational podcast. Once the script is in its final form, you will upload it to a teleprompter app.

☐ **Title:** What will you call your podcast series? What will you call this episode?

☐ **Intro:** Introduce your hosts and topic (no more than 2-3 sentences)
E.g. "Hi, my name is Sally and I'm in the 7th grade at Kentucky Middle School."

☐ **Main Content Discussion:** Each co-host will take turns sharing a content fact in a conversational format, while the next co-host/speaker will give a response that moves the conversation forward, via a new fact, a question or even a joke.

☐ **Outro:** One to two sentences that link back to what your audience should have learned from your educational podcast.
E.g. "Hope our show helped you better understand the crazy world of canaries!", followed by a sign-off, "This is Sally and this is Billy, see you next time!"

If you feel confident adlibbing (talking with your co-hosts without a script), you can add extra comments, fun facts, or jokes to make your educational podcast more interesting and engaging to the audience. But if going off-script makes it harder for you to speak clearly, it's better to stick with your planned script.

☐ **Credits:** "Give credit" when using content created by someone else (music, images or ideas). Credits can also be a sign of respect for other people's work (videographer, editor, etc.).

Once students have completed their recording using the production checklist, they will submit their final product for viewing.

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 Educational Podcast Viewing:

Students will now participate as audience members in a Podcast Viewing Party to respond to their classmates' products. Before viewing the podcasts, remind students of basic audience etiquette, such as focusing on the video and remaining quiet. Encourage students to applaud after each video to show their appreciation.

1. Have a group share their podcast with the class.
2. Instruct students to identify their "two stars and a wish" (outlined below) for the podcast viewed.

Student Activity: Slide 26

Audience Feedback: Two Stars and a Wish

What are one to two things, or "stars" (components that worked well) in the podcast? Why?

What is one "wish" (a component you would recommend changing) about the podcast? Why?

3. After viewing each podcast, invite students to share one piece of feedback by asking who has a star, or who has a wish for this video. Encourage students to give examples from the podcast to support their feedback.
4. Repeat the steps outlined above for each podcast.

 Student Reflection:

After each group receives the audience feedback for their podcast, remind students of the learning goal and success criteria for this learning experience:

Student Activity: Slide 27

Learning Goal:

Students will improve and refine media artworks by intentionally emphasizing elements to reflect an understanding of purpose.

Success Criteria:

I can improve and refine media artworks by intentionally emphasizing elements.

Now, invite students to verbally answer the following reflection questions with their group:

Student Activity: Slide 28

Student Reflection Questions:

- What was the most exciting part of this learning experience?
- How did participating in a podcast project affect your understanding of video production?
- What steps did you take to improve the artistic quality of your educational podcast?
- What other Media Arts projects would you like to learn more about (video, sound design, digital art, etc.)?

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Teacher Reflection:

For teacher reflection, consider these questions:

Teacher Reflection Questions:

- What did the students respond to the most enthusiastically?
- What are some of the challenges they faced? How can they be addressed?
- What are the comfort levels of the students when using the technology?
- How can more opportunities be provided to experiment with technology?



Wrap Up:

When students create educational podcasts, it opens the door to all kinds of interactive and collaborative learning. Use this learning experience to add to their podcast series or explore other subjects and topics of interest. You can also publish these educational podcasts to a broader audience.

Scaffolding Connection to Support the Enduring Understanding

The following examples are a synopsis of high-quality, grade-level learning experiences that appropriately scaffold to support the enduring understanding of this anchor standard for media arts.

Enduring Understandings summarize important ideas and processes that are central to an arts discipline. They allow the standards to be steeped in rigor and focused on students' ability to demonstrate understanding through performance.

Enduring Understanding:

The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

Elementary School – MA:Cr3.1.2.b (Grade Two)

Exploring Media: Silent Film

Students will explore the world of Silent Film, which are films with no synchronized recorded sound or audible dialogue. They will begin by learning how music can convey and enhance a message or feeling. Next, each student will explore various music to add to a silent film as they test and describe the expressive effects of each musical choice on the original content. Using simple tech tools, students will choose one of the musical options and add title cards to the film to alter the content and indicate the new plot and key dialogue lines. After refining their altered content, they will finalize their produce to prepare for publication and public viewing

High School – MA:Cr3.1.Acc.b (Accomplished)

Analyzing Media: Public Service Announcements

Students will explore Public Service Announcements (PSAs), which are short messages, broadcasts or videos created to raise awareness about an issue of public interest. Students will begin by analyzing PSAs from various government agencies and non-profit organizations to compare their aesthetic and technical approaches. Focusing on expression for a specific purpose or intent, each student will select a topic they are passionate about and outline, record and edit their own PSA. Using audience feedback, they will refine and elaborate aesthetic and technical components of their PSA to create an impactful product ready for publication and public viewing.

Find additional interactive resources in the [Visual and Performing Arts Interactive Student Assignment Library](#).