

MY BLOCKBUSTER! – Creating a Media Text

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

Required Time

120 Minutes

Grade Level

Grade 3 to Grade 9

Subject

Language Arts
Visual Arts
Media Literacy
Director's Cut

Vocabulary

contrast
emphasis
font
graphic designer
graphics

Materials

Blank DVD Disc
Markers

Shop Crayola
Products

Steps



Step One

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



Step Two

Make 2 sketches to get started. Make some changes in the next 2 sketches. Use a computer to type your title in a few different fonts to get some new ideas for your lettering. Think about how you can make the cover eye-catching so people will want to view your movie.



Step Three

Choose the design you like the best. Draw it on the DVD cover using your planning sketch as a reference. You can work with pencil first or draw directly with marker. Use marker to colour the design.



Step Four

Add any last details to balance the design.

Learning Goals

Students will be able to:

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; and
6. Support their ideas with evidence found in the works.

Extensions

1. Have students create a poster to advertise their movie.
2. Have students create a display of the DVD covers and then write a review of the show 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. Prior to this lesson ask students to bring in some of their favourite DVDs.
3. Gather a variety of DVDs.
4. Download images of DVD covers from the Internet, for example,
Mighty Bears
Paint
The Littlest Hobo
All About Dancing
5. 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 partners.
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.
7. 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 works.

The Process

1. Make sure everyone understands the challenge.
2. Guide students through the steps outlined in this lesson plan.
3. Observe students as they work.
4. Encourage them to share and expand on each others' ideas.
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 the art works - active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience.
3. Use a checklist to track progress. (Download - [DVD_tracking.pdf](#))
4. Have students use the self-assessment form to evaluate their work. (Download - [DVD_self-assessment.pdf](#))