



## PRODUCTION through an ABAR Curriculum

**Media Production** is a core, cross-curricular pedagogical strategy that facilitates agency and creativity.

### **Learning through Making (Constructionism):**

Doing, making, and experimenting are in our DNA. Learning happens most effectively when people are actively engaged in making tangible objects in the real world for authentic purposes.

*Production* across the curriculum layers media literacy learning with subject knowledge. Students learn experientially *about* their subject matter, but also *about* media - *through* it and *with* it.

**Production\* projects using ABAR themes** will focus on intersectional cultural identities (values and voices) and power relationships. Projects should focus on positive action for awareness and change. They can be gleaned from literature, math, history, geography, arts, science...

- Reading the Street-related slideshow/video/collage about cultural identities of neighbourhoods, streetscapes
- use [this NYT article \(26 Mini-Films for Exploring Race, Bias and Identity With Students\)](#) as a jumping off point for student-produced video
- T-shirt/clothing - design a message or logo that asks a question/makes a key statement.
- Rewrite biased news stories
- Alter the bias in news images by changing or omitting
- Reorder images to tell a different story
- Use social media to create and communicate ABAR awareness through word, sound, and image e.g. create an instagram story or post to communicate the message (is instagram the new essay?)
- Write letters or make 15 second video message aimed at public/government/authorities
- Illustrate an existing story that may not contain a full representation of the culture of the time, or a book with alternate images & stories that fill in the text
- Re-order the images from a youtube video (from screenshots) to create a more effective message.
- Sound – interview a grandparent, elder, peers or adults for podcast; record sounds of local cultural communities
- Make a sound collage of the audioscape of local cultural communities; record different communities and compare/contrast
- re-imagine an existing magazine cover in an ABAR theme
- Sample music or food from different cultures, create purposeful sound collage or banquet of flavours
- make a cooking show video showcasing foods from cultures in your classroom

### Online:

- a virtual quilt or collage, a virtual art piece, a slide show: students confer & design as they experience a studied text, or a virtual 'reading the street' walk
- choral productions in response to a text or experience
- spoken word collages

-imagined diary entries in collaborative response to significant current or historical events

\*A word on **assessment**: students should keep a reflection log on their progress. At the end of the project, they will write a self assessment/reflection piece that includes media literacy inquiry such as, "What understanding about this topic have I intended to express, and how effectively have I expressed it?" "Why have I chosen this media form to express my message, and why might this be more effective than another?"; "What did I edit out, and why?"; "What might I have done differently next time, and why?"

The teacher will use this log (in conjunction with the project) to assess media literacy learning.