Film: also called a movie or motion picture, is a series of still or moving images.

Board Game: is a game in which counters or pieces are placed, removed, or moved on a premarked surface or "board" according to a set of rules.

Plot: is the literary element that describes the structure of a story. A plot diagram is an organizational tool, which is used to map the significant events in a story. By placing the most significant events from a story on the plot diagram, you can visualize the key features of the story.

STEP ONE: REVIEW an existing board games by completing the Board Game Review Guide (see attached sheet).

STEP TWO: CHOOSE a film to base your board game on.

STEP THREE: DRAW 3 conceptual sketches for your board game and at least 2 character pieces. WRITE your own Plot Diagram outlining the major events in your board game. (see attached sheet). Get approval from the teacher before your start creating your board game. NOTE: No offensive subject matter- this is a Catholic school.

STEP FOUR: DRAW in Corel Draw your various components of your board game (board, characters, text etc.)

STEP FIVE: REFLECT on your project once it’s finished by answering the following questions in your Media Arts Journal:

1) What aspect of your work do you find most successful and why?
2) What aspect of your work do you find least successful and why?
3) If you could do this project again, what changes would you make to improve it?
The Wizard of Oz
Step One: Complete all areas of the plot chart. (see next page)
Step Two: Respond in writing to the questions in areas A, B, and C. (on the flip side)

Area A: Text

1. The text of a Board Game is usually organized into simple sentences. How is the text organized in the Board Game that you have chosen to review? Explain whether this organization was sufficient for the story that this Board Game is telling.

2. Board Game authors often employ literary tools to help make the story more vivid in the readers’ minds. Commonly used literary tools are rhythm, alliteration, repetition, refrains, onomatopoeia, simile, personification, rhyme, and imagery. Identify three different areas in the text where a literary tool has been employed. For each example you identify, state the type of literary tool that is used and how the employment of the tool helps support the Board Game.

3. Identify two areas in the text that use a question or other device to help move the reader to the next part of the Board Game

Area B: Illustrations

1. Some Board Game have an illustration on the front cover that presents the main conflict or point of the story. Identify two or more elements from the front cover of the Board Game you are reviewing and explain how they relate to the story.

2. What is the primary medium (collage, drawings, photographs, etc.) used in the illustrations?

3. Identify the illustration that in your opinion is the most effective in developing the story as a whole. Explain how two or more elements in the illustration help support and develop the story.

Area C: Characterization

1. What is the easily identifiable dominant trait of the Board Game’s main character?

2. Identify a character trait of the main character that is established through the illustrations.

3. What was the main problem that the main character faces in the Board Game?

4. Sometimes a Board Game character will solve the main conflict on his or her own. How did the character in the book you selected turn to self-reliance to solve the main conflict of the story?
Area A: Text

1.

2.

3. Identify two areas:

Area B: Illustrations

1.

2.

3.

4. Identify two elements:

Area C: Characterization

1. What is the easily identifiable dominant trait of the Board Game's main character?

2. Identify a character trait of the main character that is established through the illustrations.

3. What was the main problem that the main character faces in the Board Game?

4. Sometimes a Board Game character will solve the main conflict on his or her own. How did the character in the book you selected turn to self-reliance to solve the main conflict of the story?
### Film Board Game Rubric

<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
<td>Work does not meet assignment expectation for this category. Incomplete.</td>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level.</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. Applies some of the elements &amp; principles of design while composing work.</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. Applies substantial elements &amp; principles of design while composing work.</td>
<td>/2</td>
</tr>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td>Work does not meet assignment expectation for this category. Incomplete.</td>
<td>The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist.</td>
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<td>/2</td>
</tr>
<tr>
<td><strong>Application/Creation</strong></td>
<td>Work demonstrates limited use of color, stylized lettering.</td>
<td>Work demonstrates some use of color, stylized lettering.</td>
<td>Work demonstrates considerable use of ink, color, stylized lettering.</td>
<td>Work demonstrates thorough use of ink, color, stylized lettering.</td>
<td>/5</td>
</tr>
<tr>
<td><strong>Process:</strong> Demonstration of Skill Development &amp; Following Procedures including Clean Up</td>
<td>Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Student demonstrates some effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Student demonstrates considerable effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Student demonstrates superior effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Work demonstrates limited degree of clarity in the chosen theme.</td>
<td>Work demonstrates some degree of clarity in the chosen theme.</td>
<td>Work demonstrates considerable degree of clarity in the chosen theme.</td>
<td>Work demonstrates high degree of clarity in the chosen theme.</td>
<td>/2</td>
</tr>
<tr>
<td><strong>Reflection Questions</strong></td>
<td>Work demonstrates limited degree of clarity in the chosen theme.</td>
<td>Work demonstrates some degree of clarity in the chosen theme.</td>
<td>Work demonstrates considerable degree of clarity in the chosen theme.</td>
<td>Work demonstrates high degree of clarity in the chosen theme.</td>
<td>/2</td>
</tr>
</tbody>
</table>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment)

A1.2 use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpting, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work)

A1.3 document their use of the creative process in a portfolio (e.g., include evidence of their conceptual, creative, and technical skills; include thumbnail sketches, checklists, and/or graphic organizers to show evidence of experimentation, reflection, and revision), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create artworks for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience (e.g., create a mixed-media self-portrait that uses colour, line, and shape in the style of Frida Kahlo to convey their personality and elicit emotions from the audience)

A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (e.g., use colour, line, shape, contrast, and emphasis when creating a graffiti piece that addresses an issue in their local community; incorporate symbolism to communicate a message about an environmental issue)

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works

A3.3 demonstrate an understanding of a variety of ways in which art works can be presented to reach different audiences

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.1 identify and describe their initial reactions to a variety of art works, and explain the reasons for their reactions (e.g., the aspects of the work and/or their personal experiences that contributed to their first impressions of its mood, subject, intent)

B1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement)

B1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;

B2.1 identify and describe the function of various types of art works

B2.2 identify and describe ways in which various art works reflect the societies in which they were created (e.g., with reference to the use of available materials, cultural influences, the depiction of current events or issues important to that society, the purpose of the work, the views and beliefs of audiences at the time)

B2.3 identify and describe ways in which creating and/or analysing art works has affected their personal identity and values (e.g., with reference to their self-concept, their awareness of stereotypes, their approach to fashion, their attitudes towards objects associated with particular cultural groups, their ability to express their emotions)

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 use appropriate terminology related to elements and principles of design when creating and analysing art works (e.g., when comparing the use of line, colour, shape, and contrast in African textiles with those in medieval illuminated manuscripts; when demonstrating or describing how to create an area of emphasis using colour, contrast, and shape)

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., dry brush; layering; pinhole camera; washes; techniques and tools used to create flipbooks, illuminated manuscripts, mosaics, stained glass works)

C1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process)

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of a variety of techniques that artists use to achieve specific effects (e.g., the use of atmospheric perspective to create the perception of depth, the use of additive and subtractive sculpture to explore space and form, the use of layering to provide a sense of dimensionality)

C2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices)