

Arts and Culture Specialist High Skills Major - CLA

Contextualized Learning Activities (CLAs)

For the “other required credits” in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

***This CLA has been created by teachers for teachers.
It has not undergone an approval process by the Ministry of Education.***

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Development date	July 2009
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Specialist High Skills Major	Arts and Culture
Course code and course title	BTA30 Information and Communication Technology: The Digital Environment
Name of contextualized learning activity/activities	Creating an E-Business Website <i>Students take their interest and skills in the arts and communicate through a web presence.</i>
Brief description of contextualized learning activity/activities	In this activity, students create an e-business website. The purpose of the site is to market an arts and culture related product and/or service. The target audience is potential customers and business partners.
Duration	6 hours (5 – 7, 75 minute periods)
Overall expectations	EBV.03 Design and create an e-business website for a target audience. DLV.03 Demonstrate effective use of tools and techniques of electronic research.

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Specific expectations	<p>EB1.03 analyse the components of an effective e-business site.</p> <p>EB3.02 design the layout and navigation structure for their e-business website, following accepted guidelines (e.g., usability, placement);</p> <p>EB3.03 use web development tools to create an e-business website appropriate for the target audience (e.g., appropriate and inclusive content, images, and language).</p> <p>DL3.04 evaluate information collected from electronic sources for usefulness, accuracy, validity, bias, appropriateness, currency;</p>
Essential Skills and work habits	<p>Essential Skills:</p> <p>Reading Text</p> <ul style="list-style-type: none"><input type="checkbox"/> Reading print and non-print media <p>Document Use</p> <ul style="list-style-type: none"><input type="checkbox"/> Reading print and non-print media<input type="checkbox"/> Writing/completing/producing a document (website) <p>Numeracy</p> <ul style="list-style-type: none"><input type="checkbox"/> Use of numbers and quantities (e.g., prices, tax, quantities) <p>Writing</p> <ul style="list-style-type: none"><input type="checkbox"/> Creating website text and entering information into computer documents <p>Continuous Learning</p> <ul style="list-style-type: none"><input type="checkbox"/> Ongoing process of learning and acquiring computer skills <p>Thinking Skills</p> <ul style="list-style-type: none"><input type="checkbox"/> Cognitive ability, problem solving <p>Computer Use</p> <ul style="list-style-type: none"><input type="checkbox"/> Use of computer for website design <p>Teamwork</p> <ul style="list-style-type: none"><input type="checkbox"/> Work willingly and cooperatively with others (peer assessment) <p>Initiative</p> <ul style="list-style-type: none"><input type="checkbox"/> Starts work with little or no prompting <p>Reliability</p> <ul style="list-style-type: none"><input type="checkbox"/> Punctual, time effective, and able to follow directions <p>Organization</p> <ul style="list-style-type: none"><input type="checkbox"/> Computer work is well laid out and neat <p>Works Independently</p> <ul style="list-style-type: none"><input type="checkbox"/> Accomplishes tasks independently

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Catholic graduate expectations (if applicable)	CGE2b -reads, understands and uses written materials effectively; CGE2c -presents information and ideas clearly and honestly and with sensitivity to others; CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
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Instructional/Assessment Strategies

Teacher's notes

- **This CLA is developed to meet the needs of the BTA 30 classroom in general – handouts have been modified to reflect the needs of the Arts & Culture High Skills Major**
- The Business teacher needs to communicate with the Arts and Culture teacher on a regular basis and also with the SHSM lead.
- The teacher should become familiar with the use of the Ministry licensed software Adobe Creative Suite 3 (specifically Dreamweaver CS3)
- Teacher should be aware of SHSM students' area of interest within the sector.
- It will be helpful to have examples of entrepreneurial/personal arts and culture websites to show students.
- Some teacher knowledge of website design concepts is assumed.

Context

This CLA is designed for students that plan on pursuing a career in the Arts and Culture sector.

Strategies

Think-Pair-Share - Have students connect their experience with the Web to their varied interests, talents, and skills. (i.e. students individually complete worksheet, pair up with a partner, share information, report common experiences)

Then, have students examine existing sites in the area of their particular interests (i.e. Arts & Culture - many artists are entrepreneurs and the Web is one way artists can reach potential consumers) to get design ideas from examining existing sites. You may want to bookmark sites for the students.

Assign the website task and distribute the Website Rubric.

Prior to submitting the website for evaluation, have students peer assess each other's work.

All student handouts are included in a collection of appendices called: WCDSB appendices for BTA30 cla for Arts&Culture.doc. Links to this document are contained in this document.

The PowerPoint presentation is a separate attachment.

Assessment and Evaluation of Student Achievement

Strategies/Tasks	Purpose
1. Think/Pair/ Share for Focus Analysis	Assessment for Learning (formative)
2. Classroom visit by a Web Master	Assessment for Learning (formative)
3. Website Planning Worksheet	Assessment for Learning (formative)
4. Website Design Activity	Assessment for Learning (formative)
5. Peer Assessment Checklist	Assessment for Learning (formative)
6. Website Rubric	Assessment of Learning (summative, evaluation)
7. Arts and Culture Website	Assessment for Learning (summative)
8. Reflection	
Assessment tools Website Rubric Website Reflection Sheet	

Additional Notes/Comments/Explanations

Encourage students to follow through by saving a personal digital copy of their website to showcase their talents as part of their Arts portfolio for a prospective employer.

Resources

Adobe Educational Website www.adobe.com
Dreamweaver, Flash, and Fireworks online help files

Accommodations

- Individual Education Plans (IEP) should be followed at all times. Be sure to consult the SERT for additional information and suggestions;
- Instructional Accommodations
 - Provide students with written instructions
 - Provide Kurzweil-ready instructions for students with literacy challenges
 - Use projected visuals
- Environmental Accommodations
 - Allow students to move around the room if necessary
- Assessment Accommodations
 - Allow students extra time to complete the website
 - Chunk instruction and expectations

List of Attachments

- Website Planning Handout
- Website Design Activity
- Lesson 3 PowerPoint – additional attachment “Arts and Culture-BTA3O-Ebusiness Website Creation
- Peer Assessment Checklist
- Website Rubric
- Arts and Culture Website – Reflection

Lesson 1

Title: Website Design Awareness

Time: 20 minutes

Resources: Computer lab, access to the Internet, LCD projector

Prior Learning: Internet Search Skills

Description:

To set the context for learning, the teacher will post on an overhead, the following guided questions for Think/Pair Share:

- Why is the web a good medium for ENTREPRENEURS to market their product?
- What are the key elements to the home page? (e.g. company name, logo, slogan, graphics, links to all other sections)
- Why is the home page important? (e.g. good first impression of competency, professionalism, attractiveness)
- What technical issues cause slow loading speeds on a website?
- What frustrates you on a website? What should a website designer do about them?
- What are some concerns about copyright on the web?

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- How can you tell a website is current and reliable? (last updated time stamp – independent verification from other websites)

This should provide some rich discussion and students will be able to connect prior experiences to the learning and get them thinking about the task of designing a focused website.

Assessment Types:

Formative – observation during whole class discussion

Additional Notes:

You may want to bookmark sites for students to refer to if they have difficulty finding a site.

Lesson 2

Title: Website Planning

Time: 50 minutes

Resources: Computer lab, access to the Internet, post-it notes, pen/pencil and paper.

Prior Learning: Familiarity with websites.

Description:

Task: Students develop an e-business website that markets an arts and culture product and/or service that is related to their sector interest. During today's class, students plan the e-business website.

Students:

1. Complete the Website Planning Worksheet.

Handouts:

1. [Website Planning Worksheet](#) This handout is also available as an attachment in the file: WCDSB appendices for BTA30 cla for Arts&Culture.doc

Assessment Types:

Teacher circulates and observes students as they explore websites of interest to themselves and fill out the worksheet.

Website Planning Worksheet

Analyze the design on an existing website by completing the following:

Pre-research Arts & Culture focus questions:

1. How has the web helped some artists get recognition? (e.g. many musicians post their music)
2. What concerns about copyright are associated with artists and the web?
3. What problems with loading speed do some artistic websites encounter? (e.g. sound and animations)

Research questions:

1. Use a search engine, such as www.google.com or www.yahoo.com to locate an arts and culture website that is marketing a product or service similar to your sector interest. (e.g. fine arts, performance, dramatic production, music, dance, etc...) List the website address:
2. Describe the purpose of the website:
3. Describe the target audience for the website:
4. Explain why the design is appropriate for the purpose and target audience:
5. Describe design elements that are consistent throughout the website:
 - Location of company identity: _____
 - Navigation techniques: _____
 - Font selection (i.e. size, style, colour): _____
 - Visual layout and structure: (good, bad & ugly) _____
6. Comment on the overall usability of the website – is information easy to read and find? Why?
7. How might you, as an artist, use a website to promote your business idea?

Lesson 3

Title: Talking to the Expert

Time: 70 minutes

Resources: Computer lab, access to the Internet, LCD projector,

Prior Learning: Design features as discussed in lesson 2

Description:

The students will have the opportunity for a Q & A with a professional webmaster who has been booked from the Speaker's Bureau (in Waterloo District). Other regions may have to seek out speaker opportunities. Please note that your school board's web master may be able to visit.

Teachers may make advance contact to discuss particular focus areas and interests.

Additional Notes:

Teacher should make students aware of the visit beforehand and ask them to think about questions they may have. Students should prepare two to three questions for the web designer (e.g., navigation, layout, use of colour, placement of graphics, etc.)

Lesson 4

Title: Structural Design of the Website

Time: 70 minutes

Resources: Computer lab, access to the Internet, LCD projector,

Prior Learning: Design features as discussed in lesson 2

Description:

The students will design the layout of the website that they have chosen to create.

Task: Students develop an e-business website that markets an arts and culture product and/or service that is related to their sector interest. During today's class, students plan the e-business website.

Students:

1. Complete the Website Design Activity. This handout is also available as an attachment in the file: WCDSB appendices for BTA30 cla for Arts&Culture.doc
2. Share their worksheet with a peer. The partners should provide verbal feedback to each other to help improve the website plan.
3. Have students make a list of any files they made need to create outside of the classroom (e.g., digital photographs of their art work, converting music files, digital video of dance performances) and devise a plan to create these files either at school or for homework.

Handouts:

1. Post-Its (6-10 blanks)

Assessment Types:

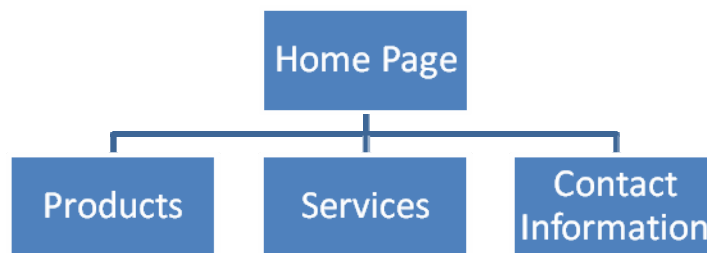
Peer assessment which will provide verbal feedback. The Website Planning Worksheet will also be submitted with the final website.

Additional Notes:

Teacher should circulate and help students as needed. Even though this exercise is completed away from the computer, students may need to go to a computer to generate ideas. Encourage students to be as detailed as possible about the content of each page.

Website Design Activity

1. The first step in planning a website is to define the purpose of the website. Websites typically have more than one purpose, such as to provide location and contact information, to provide hours of operation, to outline services provided, to provide product detail, and so forth. List the purpose of your website:
2. Who is the target audience for your website? (be specific: age, gender, social economic group, etc.)
3. A hierarchy chart is often used to illustrate the navigation structure of a website. For example:



Use **POST- IT** notes to design the navigation structure of your website. Keep in mind that the purpose of the website should be reflected in the navigation structure.

4. For each page in the navigation structure, outline what content will be included on each page, showing titles and bulleted points.
5. Use the back of this sheet to affix your post-its.

Lesson 5

Title: Building the Website

Time: 3 X 70 minutes

Resources: Computer lab, access to the Internet, LCD projector, Adobe Creative Suite 3 Web Standard (Ministry Licensed Software), PowerPoint presentation attachment.

Prior Learning: Some familiarity with Adobe Creative Suite 3 Web Standard (Ministry Licensed Software) will help.

Description:

The teacher will lead students through defining a website and adding pages to the website using the Lesson 5 PowerPoint presentation. This presentation outlines the key software commands needed to define and start a website using Dreamweaver CS3, which is part of the Ministry licensed software Adobe Creative Suite 3 Web Standard. Students can use the software help feature (F1) as well as other resources to further their software knowledge.

Tasks:

1. Teachers will lead students through the sequence of creating a website as outlined by [Using DreamWeaver to Create A Website](#)
2. Students work on their websites. Give students the remainder of the 3 periods to work on their websites. Allocate the last 10 minutes of each class period to peer sharing where students can showcase the development to date.
3. On the last day, students formally peer assess each other's work using the [Peer Assessment Checklist](#).
4. After student submit their websites, have them complete and submit the [Arts and Culture Website – Reflection Sheet](#). This handout is also available as an attachment in the file: WCDSB appendices for BTA30 cla for Arts&Culture.doc

Resources:

PowerPoint (you may want to display the slides on the LCD projector rather than printing the slides)

Handouts:

1. [Peer Assessment Checklist](#) This handout is also available as an attachment in the file: WCDSB appendices for BTA30 cla for Arts&Culture.doc

Assessment Types:

Prior to submitting the website to the teacher for evaluation, students peer assess each other's website using the Peer Assessment checklist.

Additional Notes:

Recommend that students do not have their friends conduct the peer assessment.

The options for defining a website (e.g. folder location) in your local computer lab will vary. You should be familiar with the options prior to this lesson.

Using DreamWeaver to Create a Website

Teacher will lead the students in creating a practice website.

1. Launch DreamWeaver
2. Launch Powerpoint (to view the instructions for creating the website)
3. Open ... cla-arts and culture-bta30-website.ppt

The PowerPoint presentation includes instructions for the creation of a website using DreamWeaver. The following represent the topics covered in the presentation:

- a) Website Design
 - b) CLA – Arts & Culture
 - c) Defining a Site (3 slides)
 - d) Adding Pages
 - e) Page title
 - f) Use tables for content
 - g) Adding Content
 - h) Adding Hyperlinks
 - i) Saving & Previewing
4. Create a folder for all files for the website (i.e. Defining a Site)
 5. Add content (text, images, sound)
 6. Create hyperlinks to join home page and sub pages.
 7. Save to the defined folder.

Website Peer Assessment Checklist

Website author: _____ Assessed by: _____

Required elements:

- navigation structure
- multiple pages
- clear images/graphics
- concise textual descriptions
- company identity: including business name, logo, and other identifying elements if applicable

Navigation:

- structure is complete
- organization is logical
- functioning links

Design Concepts:

- use of planning skills (website planning worksheet)
- suitable mood/tone that corresponds to selected business concept (e.g. heavy metal music should not be used to advertise a children's service website)
- appropriate white space
- consistent placement of elements (images, text, links)

Communication:

- communicates for appropriate target audience: style of language, choice of words
- uses proper style, size and colour of font
- clear and suitable images
- correct spelling and grammar

Comments:

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Website Evaluation Rubric

Criteria	Teacher Comments	Level 1--Limited Level 2--Some Level 3--Considerable Level 4--Thorough R--Below expectations I--Incomplete
Knowledge		
Knowledge/ Understanding of content: <ul style="list-style-type: none"> Required elements are added to the website (e.g. navigation structure, business name). 		
Thinking		
Use of planning skills (website planning worksheet) <ul style="list-style-type: none"> Navigation structure is logical and consistent. Appropriate business content Website pages include appropriate design concepts (e.g. white space, consistent layout) 		
Application		
Application of knowledge and skills to: <ul style="list-style-type: none"> Relevant content (eg. Arts and culture) Correct use of software (technical skills) 		
Communication		
Communicates for target audience <ul style="list-style-type: none"> Chooses appropriate colours, images for audience Spelling and grammar Coherent 		

Arts and Culture Website – Reflection

1. What other features would you like to add to your website to make it more artistic and effective?
2. What did you learn about the arts and culture sector by completing this activity?
3. Does your website help you to further pursue your career in the arts and culture sector? Explain.
4. Describe two problems that you encountered and had to solve.