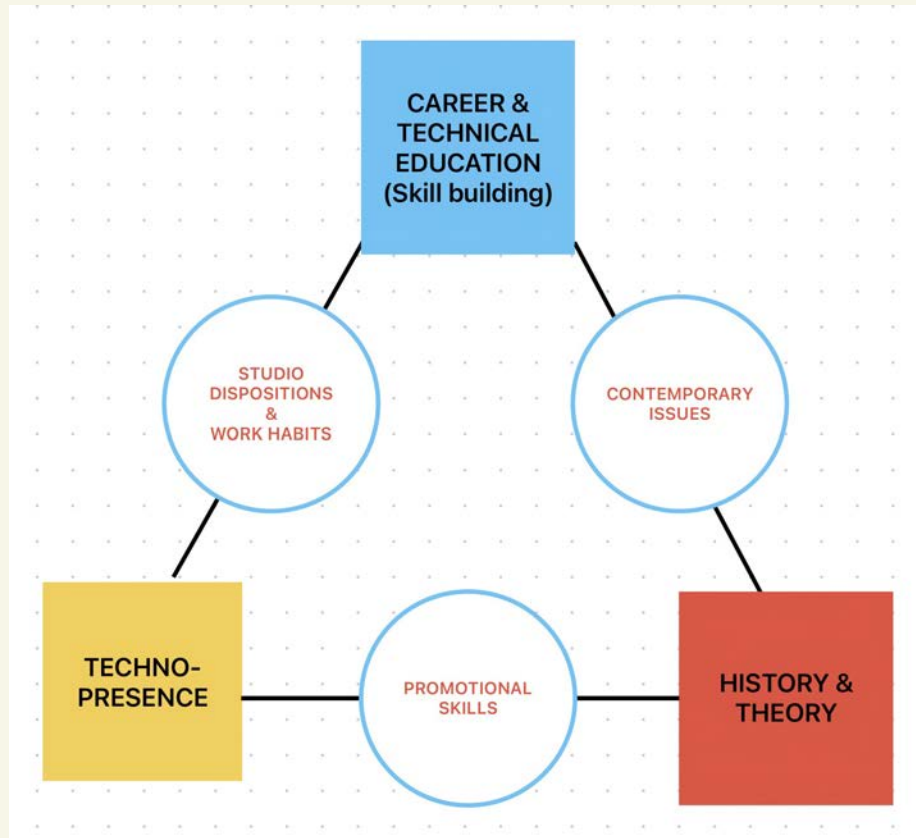


JOHN STROUD

Ph.D, MAT

*DOCUMENTATION of  
STUDENT WORK*

# BIG IDEAS



## PROJECT BASED LEARNING

- **COLLABORATION:** Make agreements. Stick to them.
- **AGENCY:** Film out of class! Talk about what matters **TO YOU!**
- **AUTHENTIC OPPORTUNITIES** for **DISPLAY:** The school is your audience

## DIFFERENTIATED INSTRUCTION

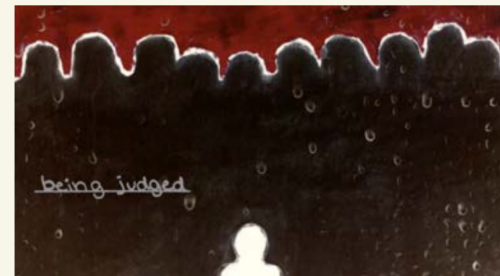
- **IDENTIFYING ONESELF** within a community
- **CRAFTING A MESSAGE** for that community
- **UPHOLDING** that community **INCLUDING YOURSELF!**

## SKILL ACQUISITION = COMMUNICATION

- **THERE ARE NO EMPTY EXERCISES.**



## Part 1: VIDEO PRODUCTION



## I LIKE KEEPING MY FEARS PRIVATE...

*One Channel Video Installation with Sound  
A collaboration with Christie Boyd  
Grades 7-8*

- 1. Students break through a greenscreen made of paper. Alternatively students can tear up or otherwise immolate a sheet of green paper. This action is videotaped.*
- 2. Using their footage as a template students then create an animation of their "worst" fear...this image is student choice.*
- 3. Students then create a video composite of 1 & 2.*

*The moving images are displayed collectively.*

*View at: <https://youtu.be/whsYe7xi5V8>*



# GENEND

45 Minute Film  
Grade 8

Student interviews with activist filmmakers along with original reflections.

Topics included climate change, living with disability, U.S. culpability in torture during the second Gulf War, and growing up trans. Students were invited to look for intersectionality of these issues.

View excerpt:  
<https://youtu.be/6e5eM4YVxSE>



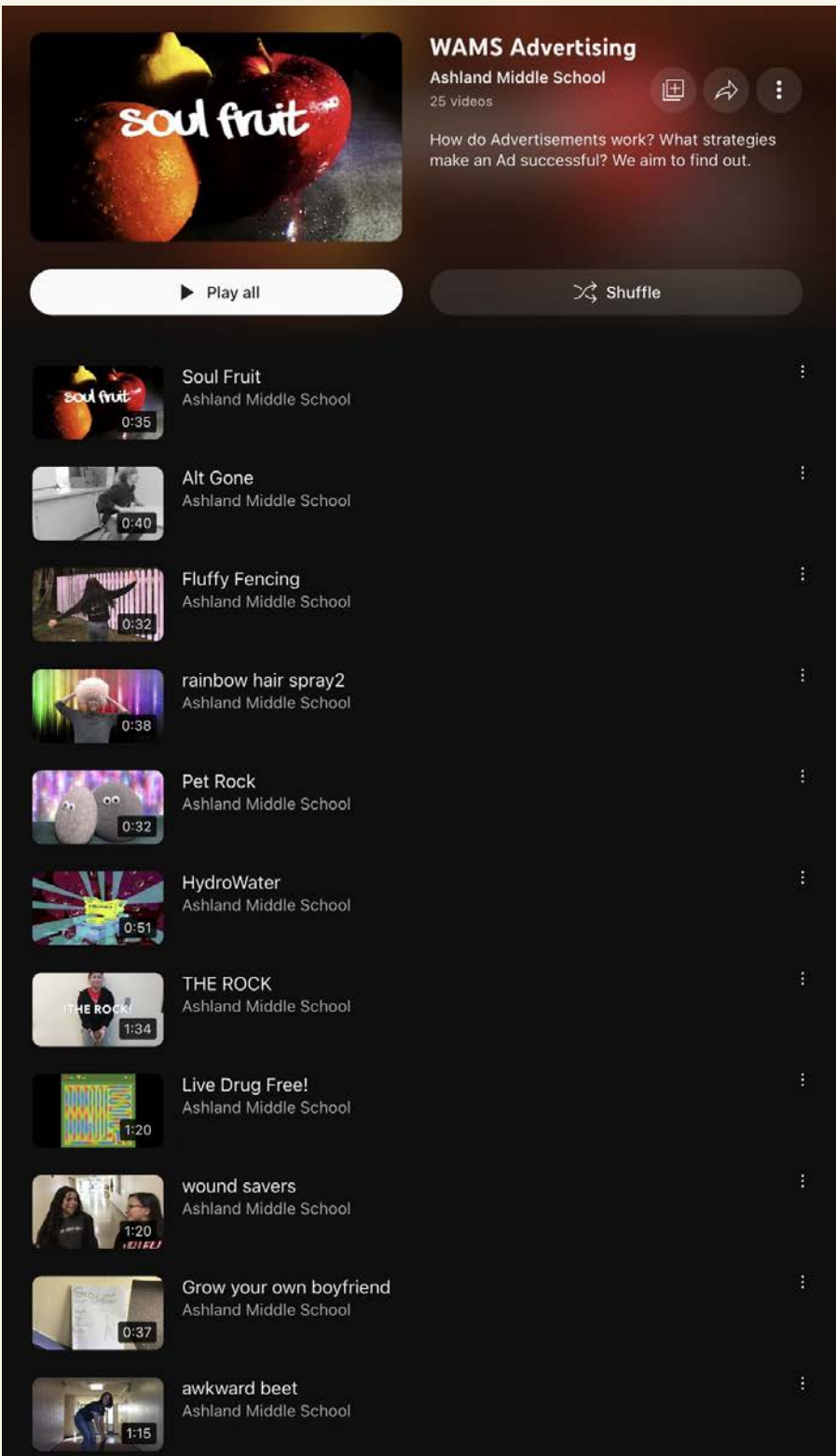
## AMS WALKOUT

(MARCH FOR OUR LIVES)

Video Documentation in the form of a  
News Segment  
March 2021  
Grades 7-8

Students embedded footage of instructional materials on how to stage an effective and well organized walkout in a news segment on local protests.

View story:  
<https://youtu.be/6e5eM4YVxSE>



# HOW ADVERTISING WORKS

Grades 6-8

Advertising tropes are everywhere. They are in the stories we like and the news we rely on. Having a sense of how rhetoric works, and what common strategies are used in ads, is crucial.

In this assignment we take the general rhetorical tropes of ETHOS, PATHOS, and LOGOS and use them to create our OWN messages. Mostly these are silly. Sometimes they aren't.

To view ads please visit:

[https://youtube.com/playlist?list=PLnhhnNaXEQC5bTByJ1fVuS2knR6Jike0\\_](https://youtube.com/playlist?list=PLnhhnNaXEQC5bTByJ1fVuS2knR6Jike0_)



## The DAILY BYTE

Teaching through COVID

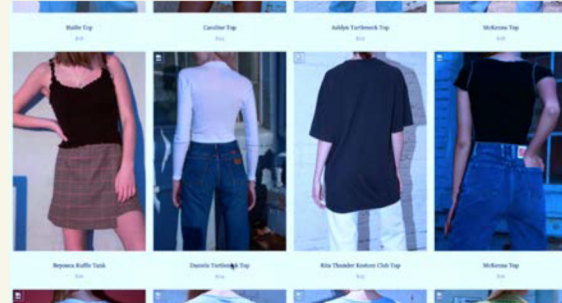
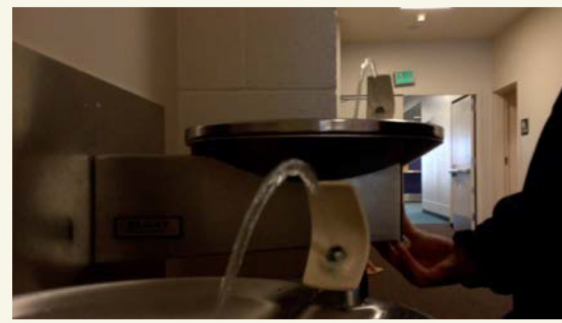
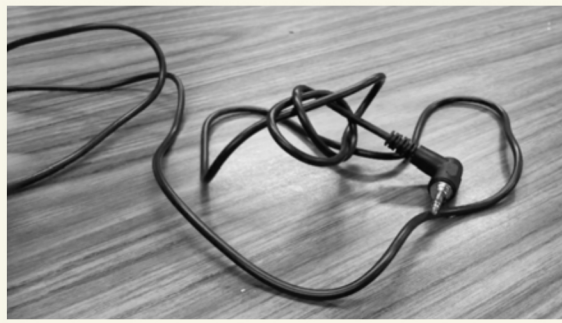
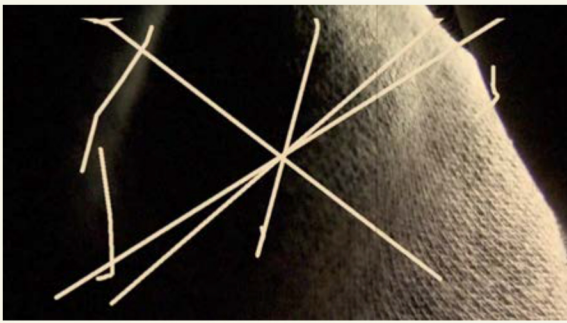
Grades 6-8

During lockdown WAMS hosted a daily video segment on our Student Learning Portal.

View excerpts:

<https://youtube.com/playlist?list=PLnhhnNaXEQC7VvFNv7agF3MUwI8wPYPyh>





## EXPERIMENTAL VIDEO

Project Ongoing

Grades 7-8

These videos explore the role of the concept in the production of images. Students are invited to work in relation to non-narrative themes or sensory impressions to develop an artwork.

View excerpts:

<https://youtu.be/HKg4R555-fs>



## WAMS TeenPress

Ashland Middle School

9 videos



TeenPress puts Middle School journalists together with the Movers and Shakers of our world...**MORE**

▶ Play all

↻ Shuffle



**WHAT IS INDEPENDENT FILM? WAMS coverage of the Ashland Independent Film Fest**  
Ashland Middle School



**AIFF Teen Press 2019: GenEnd**  
Ashland Independent Film Festival



**LIYANA: Interview with director Aaron Kopp**  
Ashland Middle School



**SAVING BRINTON: Micheal Zags and Andrew Sherburne**  
Ashland Middle School



**Interview with Mark Shapiro of Leica Animation**  
Ashland Middle School



**Symphony for Nature: Interview with Director Anne Flatte**  
Ashland Middle School



**Interview with Richard Herskowitz, Creative Director, AIFF**  
Ashland Middle School



**DOCUMENTARY TRAILER / "TEEN PRESS" / Education with a Purpose**  
T.C. Johnstone



**HOMEROOM Teen Press Q&A**  
Ashland Independent Film Festival

# TEEN PRESS

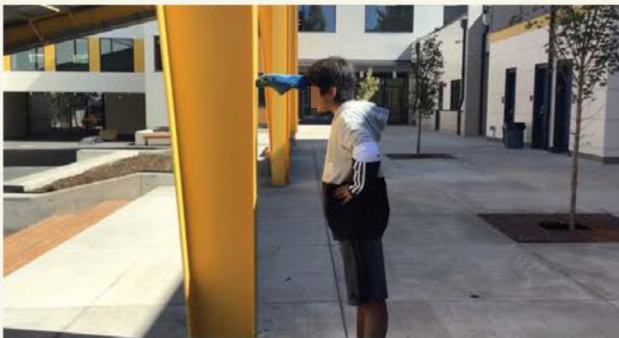
Annual Collaboration with Teen Press and the Ashland Independent Film Festival

Grades 7-8

AMS students watch independent films, interview filmmakers, and create original reviews and video essays. These are then showed to the entire AMS student body.

For our videos please visit:

<https://youtube.com/playlist?list=PLnhhnNaXEQC546bOaocsLnODqMOr1VmP6>



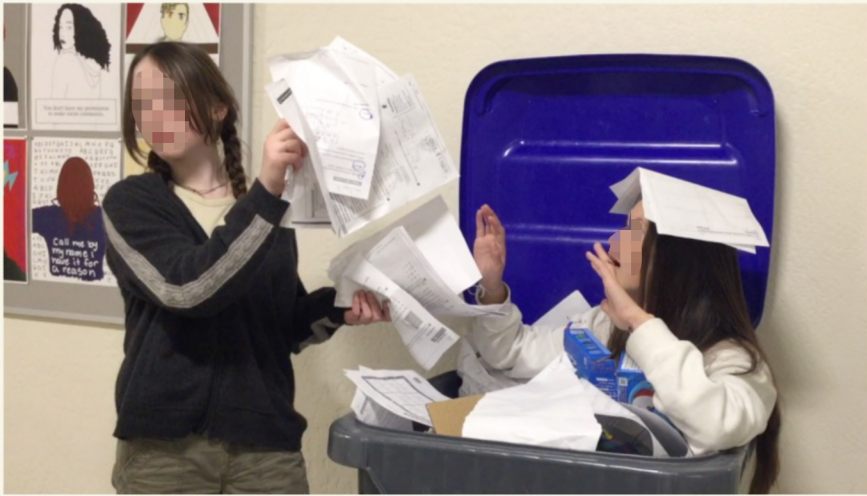
## ONE MINUTE SCULPTURES (video)

Grades. 6-8

The one minute performances invite students to consider novel factors, including the physicality of the body and it's relation to architecture.

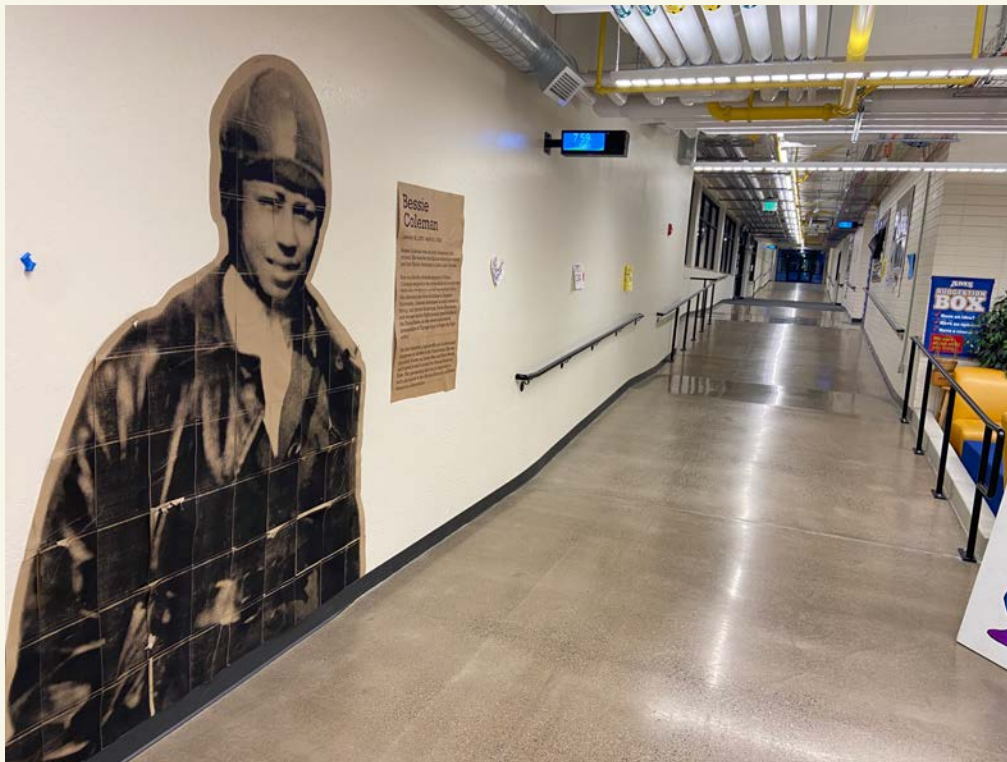
Not tripods are used. The cameraperson must remain as still as the performer.

View compilation:  
<https://youtu.be/-uBfGiivGEA>





Part 2:  
**GRAPHIC DESIGN**



## FIGURES FROM BLACK HISTORY

Based on student research, students produced and installed a series of oversized prints celebrating notable figures in Black History.

Skills taught included digital file and resolution sizes, site-context, writing for print, and collaboration





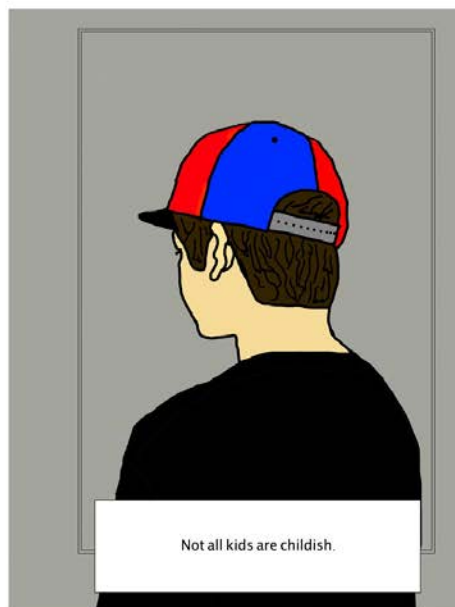
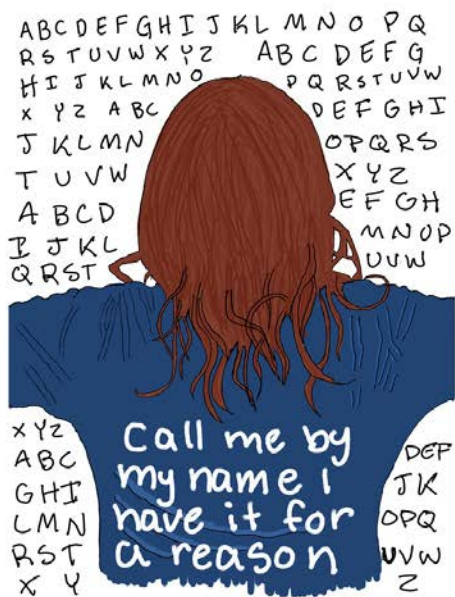
# SHOES

Grades 7-8

Collaborative Site-Specific Artwork  
Spring 2023

Each shoe featured belongs to a different student. Students utilized key concepts of 2D design as well as concepts of audience, site specificity, and scale.





## MESSAGE POSTERS

*A collaboration with Christie Boyd*

*Grades 6-8*

Entitled simply The Message Poster students first wrote a story about a time they felt misunderstood or judged. They then created a digital self-portrait using drawing software. Students then distilled a message out of the story and included it in their poster.

The stories covered a range of themes including bullying, racism, and gender stereotypes. Many focused simply on the agism the young experience daily. Collectively they told a story of the inner life of students and provided meaningful commentary on common confrontations shared by many here at AMS. We now have over 200 of these images. These have had a profound effect on students and staff.

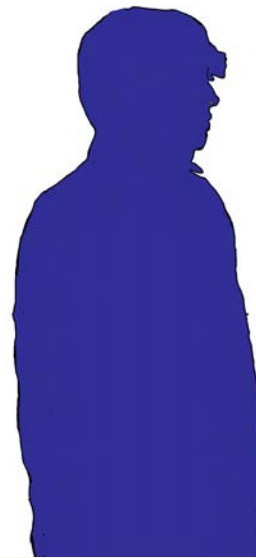
I AM NOT YOUR CANVAS



*Think twice.*



Let me socialize.



dox't/put/pe/n-gatgory/

just/byzasy-t/m-dfferejt-./



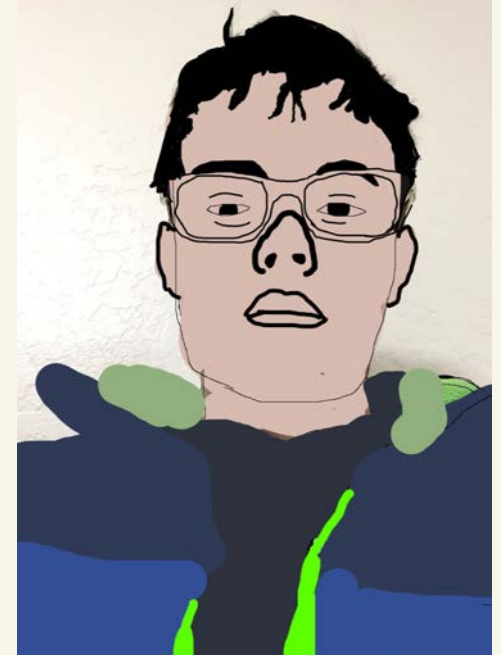
My information is not  
is not your information



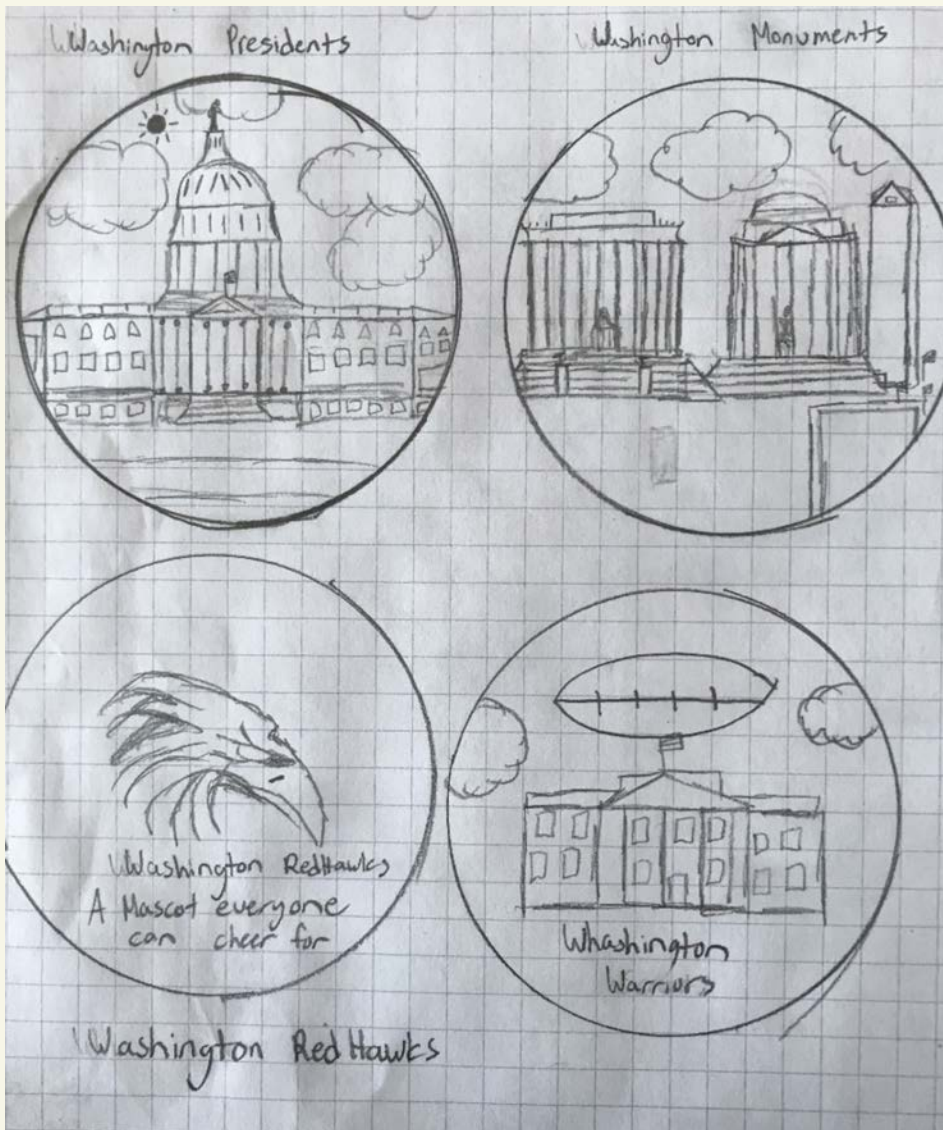
*Be Civil*



i dont need to fall in love to be human



Dont Tell Me How to Think.



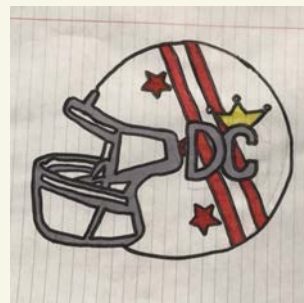
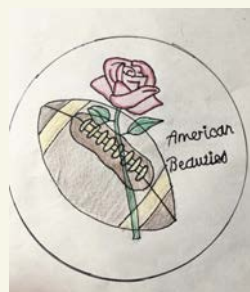
# RACISM and BRANDING

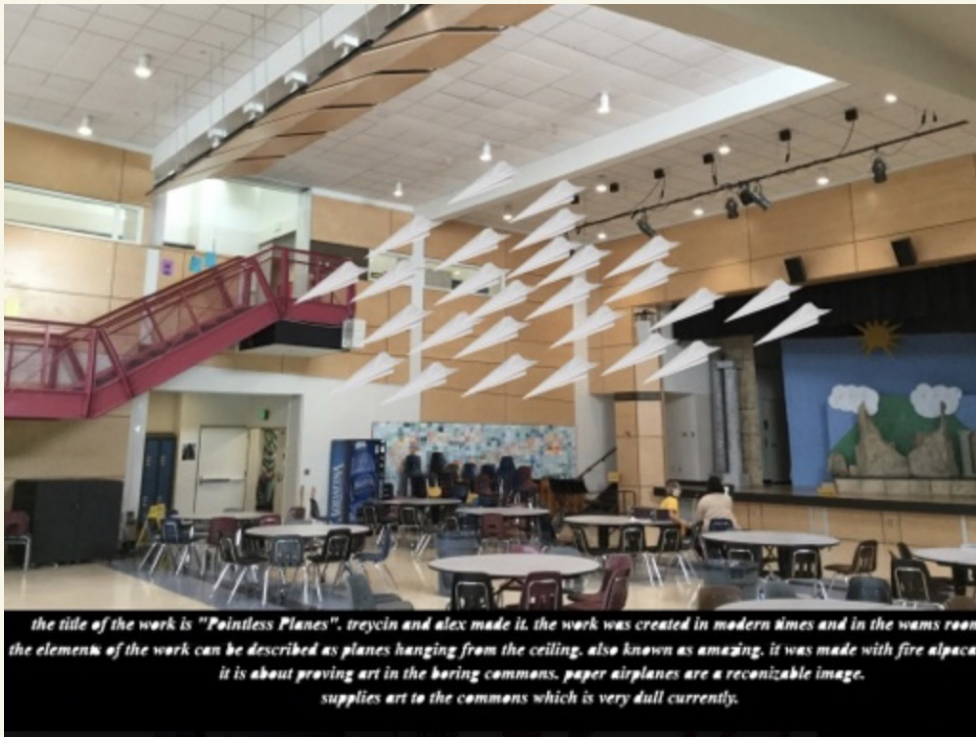
*A collaboration with Christie Boyd*

Grades 7-8

To dismantle racism you have to know how racism works. Mass Media is an excellent teaching tool for making crucial distinctions between individual and collective action and the systemic appropriations and erasures required for racism to thrive. By looking closely at how Mass Media perpetuates stereotypes one thing becomes clear: It is not enough to simply “rebrand” the past..

The Assignment : After a lengthily interval of pictorial research and discussion on the consequences of cultural appropriation (see video below for details) students were asked to brainstorm alternatives to a certain Washington DC football team.





The title of our work is "We Are More". CJ McDonald and Kaimalia Mielke created this piece. The work of art was made in Art in Context while in the WAMS room. The art will go on the middle gym doors. We used the element of color, lines, text, and hair texture to accomplish a portrait of ourselves. It's a mural that would be made with paintbrushes using 7 colors with acrylic paint. It matters because it describes how each gender isn't always its stereotype. It helps other recognize that we are more than you might think. The images are recognizable because we drew a boy and a girl who look to be normal. It's important because it brings awareness to others that people think about more than just sports or looks.

"We Are More"

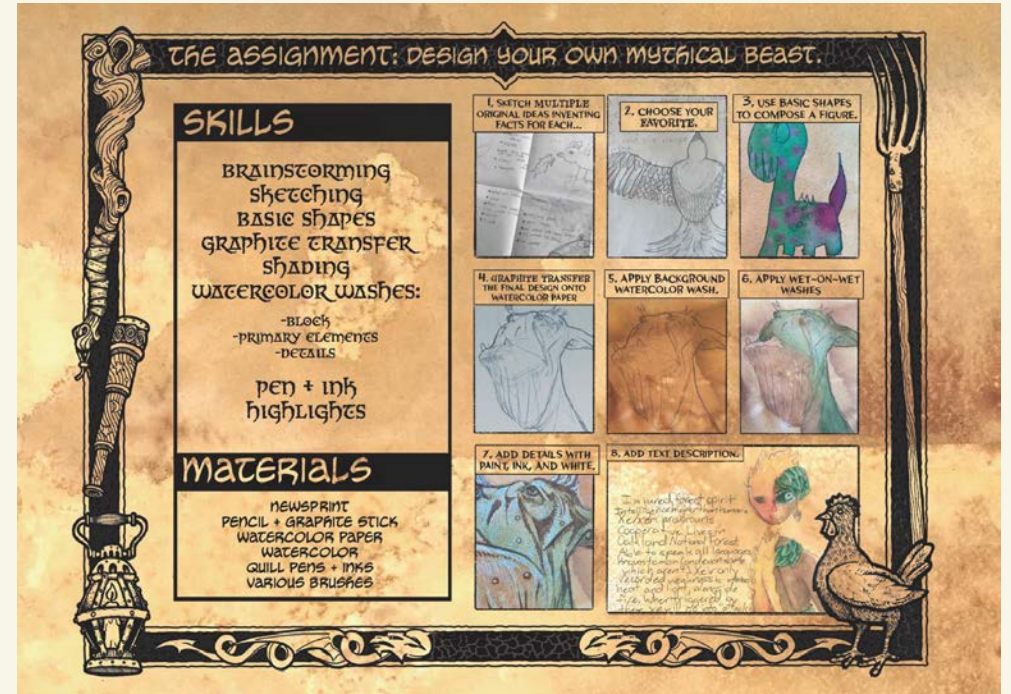
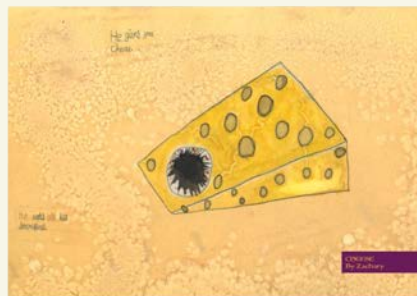
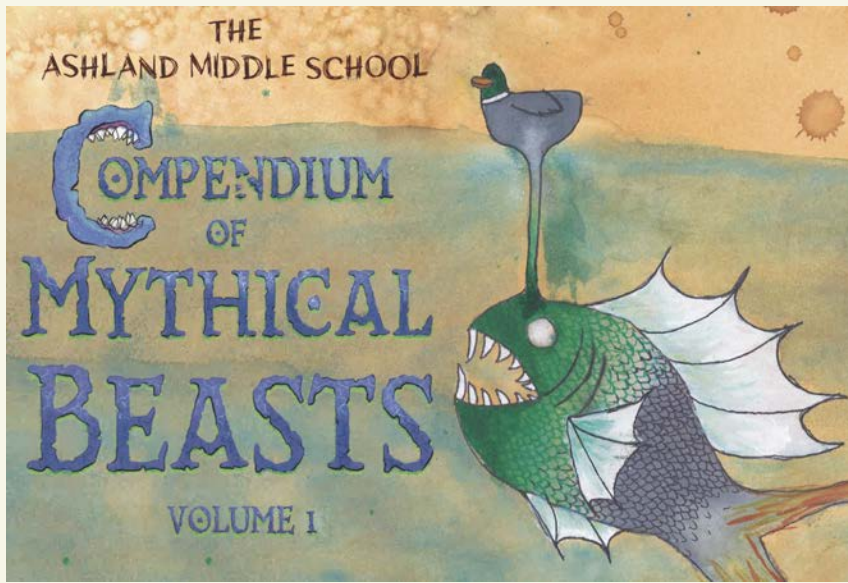


## PUBLIC ART PROPOSALS

*A collaboration with Christie Boyd*

*Grades 7-8*

For the Public Art Proposal Project students were encouraged to think beyond their material means to imagine site specific artworks for a location of their choosing and then communicate their vision in a photorealistic way. No project was too big. After all, even the biggest artworks began with a single drawing...



## THE ASHLAND MIDDLE SCHOOL COMPENDIUM OF MYTHICAL BEASTS VOLUME 1

Grades. 6-8

A collaborative book design project, the compendium includes 134 unique entries by 134 artists.

Hardcover and softcover editions were available for purchase on LuLu. PDF copies were available for download via WordPress



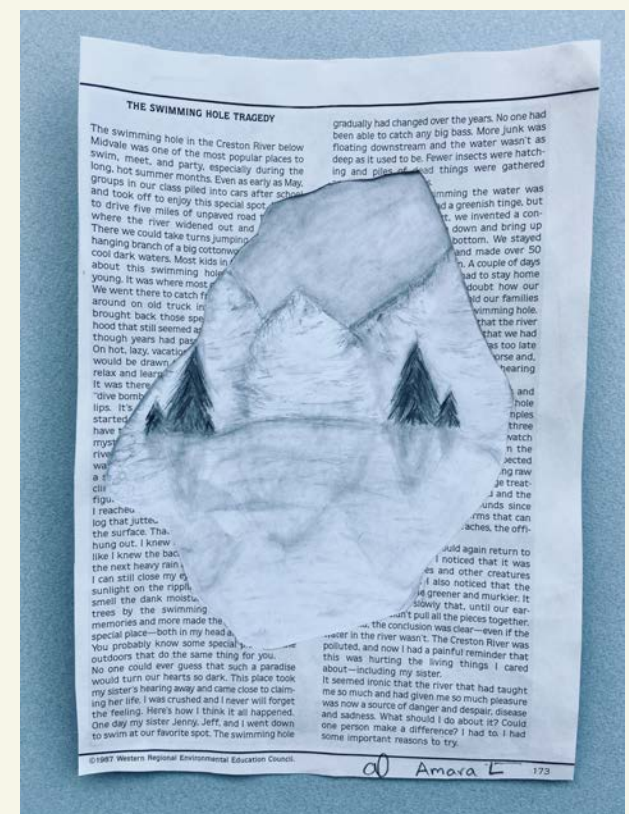
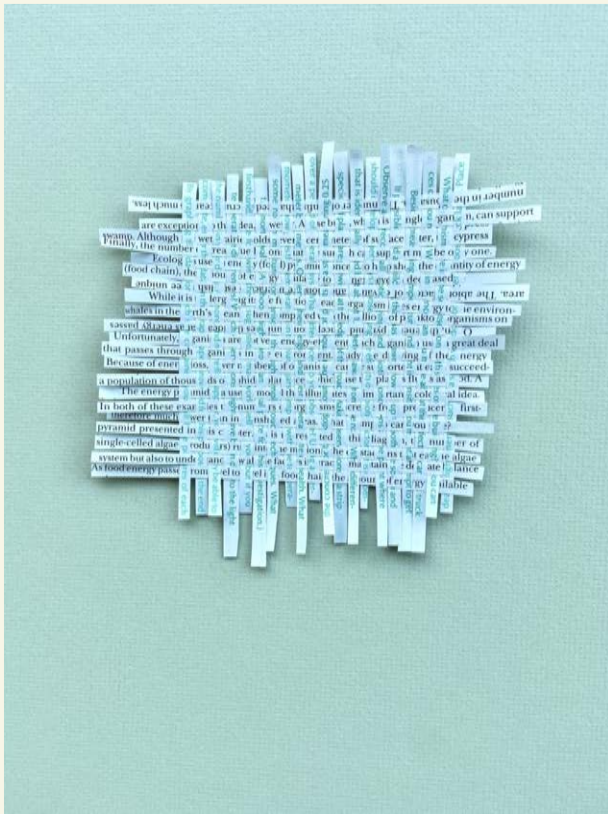
## JUST BECAUSE IT ISN'T HAPPENING HERE...

*A collaboration with Christie Boyd*

*Grades 7-8*

For this assignment, each student selected a different displaced population from around the globe. Along with key facts and figures, students were asked to pay particular attention to how each population was represented, and to assemble a palette of colors derived from research imagery with which to create a unique wayfinding sign. On one end of the sign: their homeland. On the other: the number of people displaced.







**For more WAMS, including animation:**

<https://youtube.com/@AshlandMiddleSchool>

**For more theory, images, and odds and ends:**

<https://auditions.blog>

**For more Art in Context (With Christie Boyd)**

<https://express.adobe.com/page/616US0IbSgmNQ/>

[Contact me: Stroudj74@gmail.com](mailto:Stroudj74@gmail.com)