iMovie ʻApu Reflection Project

Task: Reflect upon the ʻApu ʻAwa unit and create a iMovie explaining your learning. You may work in groups of 2-3 students. Use pictures or video from theʻapu ʻawa folder on my blog as well as video on Kumu Courtotʻs blog to help explain your reflection.

Objective of Unit: To make an ʻapu ʻawa for Keauhou Huakaʻi

A. Unit Components (brainstorm)

1. Started the unit by learning to Read time in Hawaiian
2. What an ʻapu is and what itʻs used for
3. ʻApu ʻawa used for ʻawa ceremonies is the hiwahiwa variety
4. Choosing your coconut
5. 3 ways to husk (also see Kumu Courtotʻs video and assignments on blog)
6. Template niu for cutting & rough sanding with the sureform
7. Cut open coconut (Kumu Courtotʻs blog)
8. Learned formula of the volume of a Sphere

\*\*Practiced the skill of reading time on assignments that incorportated duration of time

1. Learned formula of the volume of a sphere and elipsoid
2. Measured volume (beaker, graduated cylinder, meniscus)
3. Removal of meat (Cut or scraped) from coconut (see Kumu Coutotʻs video on blog)
4. Made Coconut milk (wai niu)
5. Sanded (how did you sand? Palm sander or with sand paper) (Number grit sand paper?)
6. Finishing: Oiling the ʻapu with Mac nut oil
7. Making ʻaha (cordage)
8. Used the ʻapu on huakaʻi for ʻawa ceremony
9. Assessed on finished ʻapu
10. Create a title page
11. Script with voice over narration
12. Transitions
13. Background music (optional)
14. Credits page
15. Review and asses your video
16. Export by: <File

 <Share

 <File

 <Next

 <Title Project: Pd2\_ last, hawn name\_ iMovie ʻapu reflection

**Starting off your project**

Group task

1. Choosing 11 unit components – break up project
2. Work on rough draft/outline
3. Collect media resources
	1. Videos
	2. pdf files
	3. Research music

Researcher/Rubric (Quality Control)

* Compiles usable Media from group members related to 11 components (Find on Kumu Kaʻumi and Kumu Courtotʻs blog or take your own pictures or find on internet)
* Continuous group reminders of rubric requirements

Narrator/Writer

* Writes scrip for components
* Records voice in presentation
* Incorporates vocabulary

Video Editor

* Monitors and adjust level of voice and music
* Title
* Transitions
* Objective
* Credits page

Grading Rubric for Video

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Extra Credit +1 | 5 | 3 | 1 |
|  | Exceeds | Complete | Partially Complete | Incomplete |
| **Uses vocabulary learned in project**  | 4 or more vocabulary is used and or example of reading time is evident **along** withMathematical formula  | 4 or more new vocabulary is used and has an example of reading time is evident | 3 or more vocabulary is used and example of reading time is evident | 2 or less vocabulary is used or example of reading time is **not** evident |
| **Objective** |  | Objective is clearly stated in presentation |  | No objective is stated |
| **Sound** | Studentʻs language is clear and able to be heard **and** background music is incorporated | Studentʻs language is clear and able to be heard  | Studentʻs language is difficult to be heard at times | Studentʻs language is unclear and difficult to be heard |
| **Videos and pictures**  | Presentation has 10 or more pictures or videos | Presentation has 9 pictures or videos | Presentation has 7-8 pictures or videos | Presentation has 6 or less pictures or videos |
| **Components of Unit** | 12 or more brainstormed components | 11 brainstormed components | 8-10 brainstormed components | 7 or less brainstormed components |
| **Requirements (Title page, Voice over narration, Transitions, Credits page)** | All requirements are present with additional appropriate background music  | All requirements are present | Presentation is missing 1 of components | Presentation is missing 2 or more components |
| **Due date and completion** |  | Project is completed on projected due date | Project is turned in 1 day late | Project is late 2 or more days |