



Memories in the Classroom

CONTACT

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Who are we?

memoryKPR is a digital platform that allows you to save, store, design, protect, and tell your story. At memoryKPR, we are passionate about ensuring that everyone is able to capture, preserve, and cherish memories to share with loved ones. memoryKPR is an easy-to-use tool that can be integrated in the classroom to collaborate and share students' work. memoryKPR helps you allow your students to tell stories in a less conventional way, helping teachers re-engage students by learning with technology.

Each student has the opportunity to create a free account. Each account has the ability to upload and download multiple types of media (images, videos, recordings, documents, etc.) and store up to 50 memories securely. Additionally, each account has a sharable link and can have multiple contributor logins.

What is the benefit of memoryKPR in classrooms?

Within the past year, a lot of things have changed, but collaborating and sharing your memories is one thing that doesn't have to. memoryKPR allows you to increase classroom engagement through story sharing by using mixed media to play on multiple senses (visual, auditory, and sensory). This allows students to thrive based on their learning type which encourages each student to be their true authentic self. It allows students and teachers to take traditional learnings and convert them into digital files that express how they experience and view the world around them.

memoryKPR motivates students to be creative and innovative by using mixed media to store and collect assignments to showcase to their teachers, classmates, and family members. This allows for multiple year collection of assignments to generate a personal portfolio to commemorate their school career. Students are able to submit assignments digitally while teachers have the ability to access, grade, and distribute assignments all through one easy link.



How to use memoryKPR basics

- 1) Go to memoryKPR.com or download the app, to create an account (we recommend each student create their own using their google sign in)
- 2) Create a project
- 3) Add media
- 4) Share stories (including handing in assignments, by sharing the link in the project or printing the QR code)

Getting Started



Step 1

Create a story & add
co-authors



Step 2

Add media and invite
others to do the same

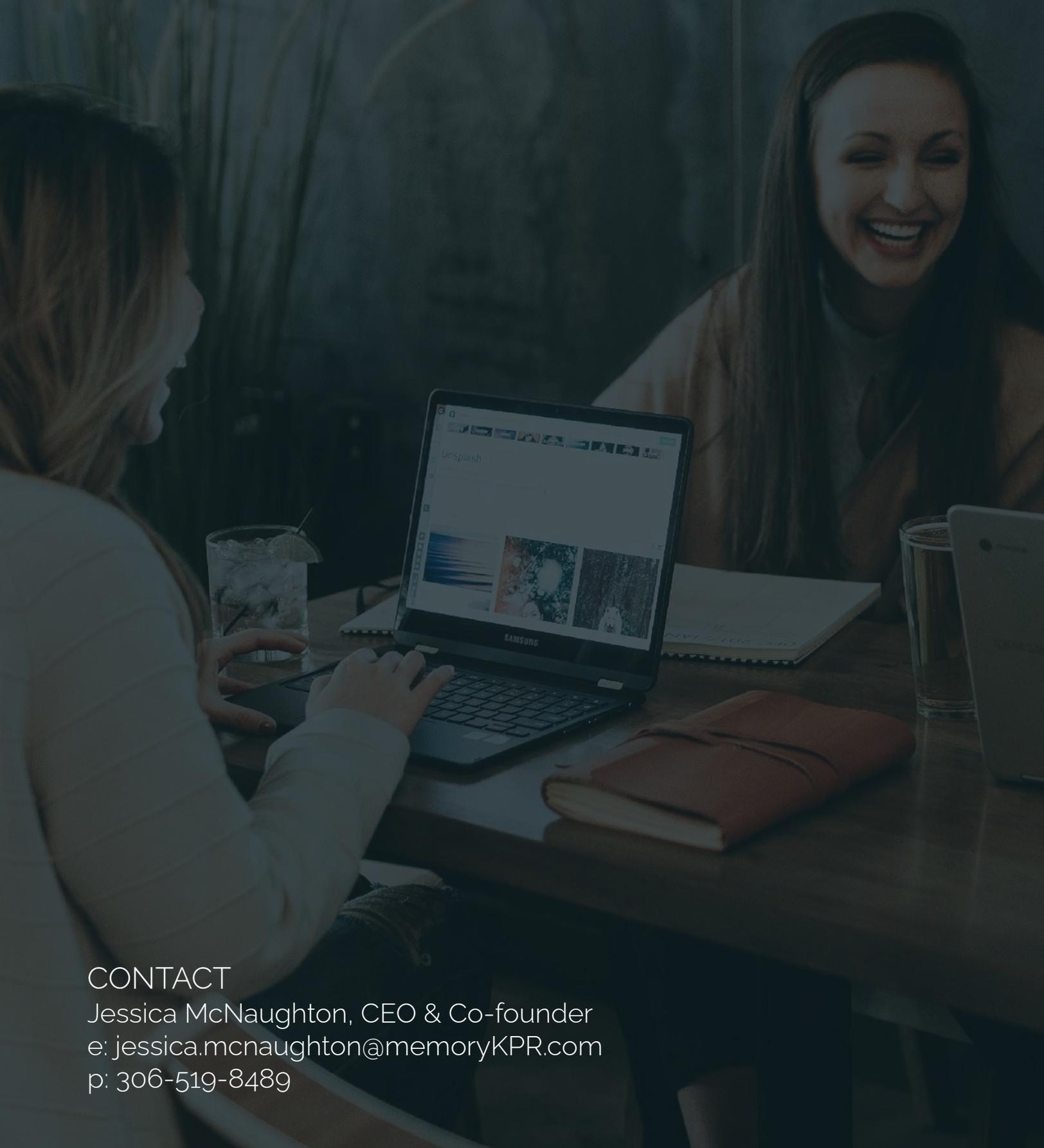


Step 3

Share your story with
others or keep it private
to personally enjoy

Examples of how schools are using memoryKPR:

- Individual and group projects
- Family history assignments
- Graduation photo sharing
- QR codes on Diploma's linking to album
- School Trips shared album
- Staff Retirements and or Celebrations



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**Memories in the Classroom:
Using memoryKPR for Outcomes in the
Curriculum**

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GRADE 6:

OUTCOMES:

Creative/Productive:

CP6.10

Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

CP6.11

Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

CP6.12

Demonstrate increased skills and problem-solving abilities in a variety of visual art media.

Critical/Responsive:

CR6.1

Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

CR6.3

Examine arts expressions and artists of various times and places.

Cultural/Historical:

CH6.1

Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

CH6.3

Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the work.

ASSIGNMENT:

1. Using memoryKPR, create 10 chapters – each chapter will be a different province and territory in Canada
2. In each chapter, you will need to include 5 forms of media – this can include videos, photos, written documents (poems), recordings, etc.
3. Make sure to include differences from province to province



GRADE 6:

OUTCOMES:

Creative/Productive:

CP5.5

Demonstrate increased skills and abilities in use of the voice and one or more instruments.

CP6.7

Demonstrate increased skills and abilities in the use of voice and instruments.

Critical/Responsive

CP6.11

Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

CP6.12

Demonstrate increased skills and problem-solving abilities in a variety of visual art media.

Critical/Responsive:

CR6.1

Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

CR6.2

Investigate and identify ways that the arts can express ideas about identity.

Cultural/Historical:

CH6.1

Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

CH6.2

Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.

ASSIGNMENT:

Prepare for the Activity:

Prepare students for a nature walk and activity at your nearest park (ideally with a natural body of water nearby). Students will need adequate wear for the weather and a notebook with a writing utensil. You can bring a Bluetooth speaker with a device with access to YouTube on your nature walk. Tell the students to write down signs, sounds, textures, smells they hear/see on the walk.

After the walk:

- 1) Have the students sit back at their desks with their memoryKPR open
- 2) Have students close their eyes for a 1-3 minute quiet meditation moment
- 3) Tell the students to open their eyes and ask the students to begin filling their memoryKPR with images, videos, recordings, words based on sights, textures, sounds, smells, and tastes the students experienced on the walk
- 4) Once this is complete, have the students pair up to create a presentation or poem based on the images/words they included in their memoryKPR. You can have the students record the poem to upload to their memoryKPR.



GRADE 7:

OUTCOMES:

Creative/Productive:

CP7.10

Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

CP7.11

Investigate and use various visual art forms, images, and art-making processes to express ideas about place.

CP7.12

Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.

Critical/Responsive:

CR7.2

Investigate and identify ways that the arts can communicate a sense of place.

CR7.3

Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.

Cultural/Historical:

CH7.1

Investigate how artists' relationship to place may be reflected in their work.

ASSIGNMENT:

Visual Journal using memoryKPR: Allows students to explore their lives in their future and their past.

1) Identify – Using mixed media include what represents your identity

- + Who am I?
- + When I was Younger?
- + When I Grow up?
- + My Biggest Fear?
- + My Journey?
- + My Greatest Joy?
- + When I'm Alone?
- + My Biggest Dream?
- + Some Day I will?

2) Imagination – Using mixed media include How Do Other People See you? imagination by choosing two or three prompts:

- + Invent an Object
- + Imagine that you have travelled to a different time period.
- + Be creative with letters or numbers
- + Put yourself in an imagined environment
- + Pretend you've been sucked into your favourite movie or book
- + Listen to your favourite song and imagine what it looks like
- + You have come across a magic mirror. What does it show?

3) Art Skills - use technology to create art and upload it to memoryKPR

- + Create a drawing of you



GRADE 7:

OUTCOMES:

Creative/Productive:

CP7.10

Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

CP7.11

Investigate and use various visual art forms, images, and art-making processes to express ideas about place.

CP7.12

Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.

Critical/Responsive:

CR7.1

Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.

CR7.2

Investigate and identify ways that the arts can communicate a sense of place.

CR7.3

Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.

Cultural/Historical:

CH7.1

Investigate how artists' relationship to place may be reflected in their work.

CH7.2

Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).

CH7.3

Investigate and identify a variety of factors that influence artists, their work, and careers.

ASSIGNMENT:

Choose one of the following 10 types of poetry to create a poem that represents various times and places that reflect diverse experience, values, and beliefs (Metis Art, Indigenous Art, etc.).

- + Acrostic
- + Haiku
- + Ode
- + Sonnet
- + Pantoum
- + Villanelle
- + Ekphratic
- + Ghazal
- + Duplex

Your task is to use memory ~~PRG Golden Shovel~~ to create your poem by both written (Uploading your written poem) and verbal components (recording yourself reading the poem).



GRADE 8:

OUTCOMES:

Creative/Productive:

CP8.9

Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).

CP8.10

Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).

CP8.11

Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.

Critical/Responsive:

CR8.2

Investigate and identify ways that today's arts expressions often reflect concern for social issues.

CR8.3

Investigate and identify how arts expressions can reflect diverse worldviews.

Cultural/Historical:

CH8.2

Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.

ASSIGNMENT:

1. Choose a novel of your choice based on social issues (poverty, racism, homophobia, etc.)
2. Once you have read each chapter of the novel, you must complete each activity from reading, writing, representing, and speaking.
 - + Reading: In two or three paragraphs describe one of the events that take place in the story and the issues around that event. Be specific with the event, the issues, and the people involved.
 - + Writing: Choose and a character in the chapter and describe them in detail. Their feelings, actions, personality, etc.
 - + Representing: Use memoryKPR to upload 3 images (draw on the computer) of your three favourite parts or people in the chapter
 - + Speaking: Record yourself telling me what you enjoyed about the chapter and what you learned about the issue and how you will make change.



GRADE 8:

OUTCOMES:

Creative/Productive:

CP8.11

Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.

CP8.12

Solve visual art problems using a variety of processes and media.

Critical/Responsive:

CR8.3

Investigate and identify how arts expressions can reflect diverse worldviews.

Cultural/Historical:

CH8.1

Research and share insights about arts expressions that incorporate social commentary.

CH8.3

Demonstrate understanding of how contemporary artists use and incorporate new technology into their work.

CH8.4

Examine and respond to the work of artists who incorporate more than one art form in their work (e.g., combining poetry and music).

ASSIGNMENT:

Build your memoryKPR using the following elements of art using mixed media (photos, videos, documents, recordings) to create a short story.

The topic is on the comparison between how new vs. traditional technology has changed in arts. Based on the elements you must choose a form of mixed media that represents how this element relates to new technology and traditional technology

1. Line
2. Shape
3. Colour
4. Value
5. Texture
6. Space
7. Form



GRADE 9:

OUTCOMES:

Creative/Productive:

CP9.2

Investigate and use choreographic processes (e.g., individual and collaborative choreography).

CP9.5

Manipulate drama strategies and theatrical elements (e.g., story, character, design, space) to achieve dramatic purpose.

CP9.7

Use voice, instruments, and technologies to express musical ideas.

CP9.9

Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.

CP9.10

Create visual art works to express perspectives and raise awareness about a topic of concern to youth.

Critical/Responsive:

CR9.1

Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.

Cultural/Historical:

CH9.2

Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.

ASSIGNMENT:

How can Art Change the World – Variety of ways to identify issues of importance, ideas can be expressed symbolically and metaphorically, artists are activists and may make change through forms of protest, raising awareness, or challenging beliefs.

- + Use a graffiti wall on your memoryKPR to document processes to research issues
- + Analyze themes with classmates and evaluate the main points
- + Assign groups of 5 to develop ideas into a storyboard (Assign Stage Manager, Visual, Sound, Dance, Drama)
- + Create images, sounds, creative movements
- + Present the collective creation to an audience – use images, videos, recordings, etc. – Have at least one of each.
- + Record their process and reflections in a learning log



GRADE 10:

ASSIGNMENT:

Create a digital sketchbook based on an Indigenous artist (Must choose one):

- 1) Create a plan to document the process & research artists
- 2) Analyze and document topics presented by this artist in relation to your own understanding, value and experiences
- 3) By using only still-images summarize research findings to identify art work they have created
- 4) By using the recording option on memoryKPR explain the history of Indigenous art
- 5) Document how we could use the arts to help people understand Indigenous Peoples

ASSIGNMENT:

Create a Calendar using memoryKPR:

Topics: Persons, Places, Things, Music, Landscapes, Nature, Social, Cultural, Political, or Environmental

- 1) Decide a topic / theme for your calendar
- 2) Each chapter in memoryKPR will be a new month (12 months = 12 chapter)
- 3) For each chapter you must choose a different theme based on your overall topic chosen (for example, if I choose to make a calendar on Indigenous art, my chapters will include history, forms of art, highlights, etc.).
- 4) Reflect – what was most successful and why? What wasn't successful? What would you change?



GRADE 11:

ASSIGNMENT:

Allows for creativity and gaining knowledge in different industries.

If you could start a business tomorrow what would it be?

- 1) Have students decide what kind of business they want to start
- 2) Have students create 5 different logos and upload them to their memoryKPR
- 3) Next, have students research the industry and upload supporting documents (One of which has to be written themselves that is a summary)
- 4) Have students record themselves giving a 3 minute "Dragons Den" pitch on their business and upload it to their memoryKPR
- 5) Have students present their ideas to the class



GRADE 12:

ASSIGNMENT:

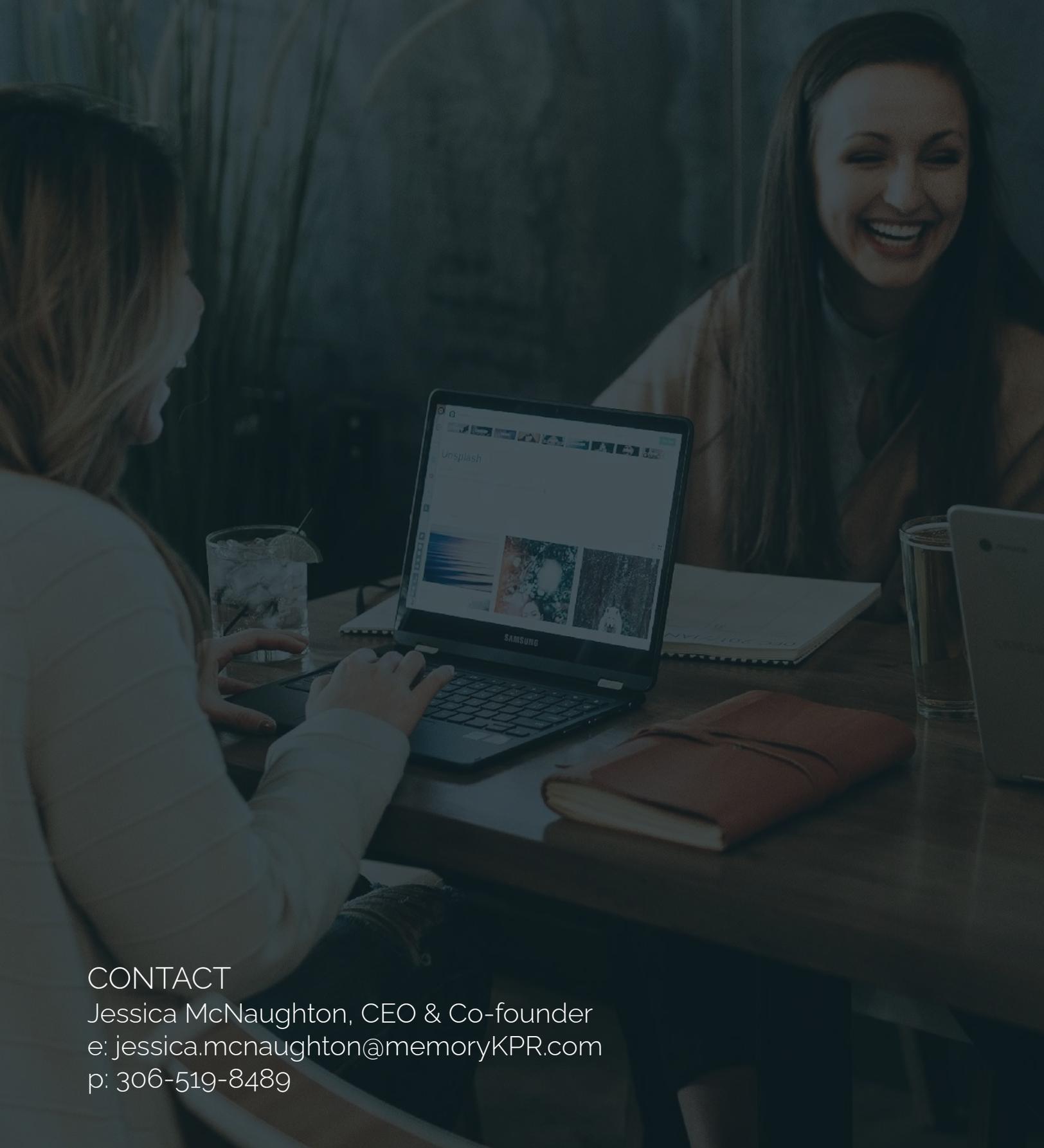
Create a short film with 5 parts on film history as a form of art. These could include Film as History of Religions, Silent movies, Evolution of animation in movie production, Impact of film industry on different generations, etc.

The students will:

Understand film making elements, processes, genres, history; develop ways to convey their ideas through film and video; understand historical developments and creative processes in film.

By using memoryKPR the students will have five parts with five different forms of mixed media.

- 1) The first part they will have to use only videos to describe, show, demonstrate (Using at least five videos, 1 of which has to be themselves presenting)
- 2) The second part they will use only word documents (Two page essay)
- 3) The third part they will use only voice recordings (3 minutes of themselves)
- 4) The fourth part they will use only still images (At least 10 images)



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