



Smithsonian *Smithsonian American Art Museum* Student Podcast Series

How to Podcast with your Students

Consider using podcasting in your classroom to engage your students and improve their writing skills. We welcome students in all grades to listen to and record essays, poems, or other reactions to one or more artworks in the Smithsonian American Art Museum's collections.

Before you begin, please review these important criteria for publication on the American Art Museum's website:

Audio

- Ideally audio should be recorded in mp3 format.
- The audio must be intelligible; that is, listeners can understand what is being said.
- No use of profanity or inflammatory language.
- Subject of the audio must include an artwork from collection of the Smithsonian American Art Museum.

Liability

- No violation of Children's Online Privacy Protection Act (COPPA). In particular, no use of a student's last name.
- No use of copyright protected material, such as music or video.
- No reference to commercial or trademark-protected products.

Video

- If the audio accompanies a video, the images used must be discernable and relate to the audio.

Why Podcast?

There are many reasons to consider assigning a podcasting project to your students.

Podcasting:

- Encourages students to make connections between American art and their humanities curricula.
- Fosters:
 - Conventional literacies, such as reading, writing, and speaking
 - Visual literacy
 - New literacies including media literacy
- Strengthens students' research, writing, and revision skills.
- Taps into higher order thinking skills including evaluation, analysis, and creation.
- Engages students in the process of developing and refining their voice.
- Supports the goals of students' developing original and creative content, publishing their work, and contributing to the larger conversation about artwork.

Designing Your Project

Whether you are teaching art, social studies, writing, or another subject, here are some recommended steps:

- 1) Choose a topic you would like your students to explore with an artwork. Students can select works from the American Art Museum through our Search Collections website [\[http://www.americanart.si.edu/collections/search/\]](http://www.americanart.si.edu/collections/search/).

- 2) Create a rubric to measure students' success. For tips on writing and recording a successful podcast, we recommend the activity below. You can also search our entire collection of student podcasts: <http://americanart.si.edu/education/activities/podcasts/> to find a model that works for you.
- 3) Instruct students to record their podcasts using a tool you have selected, or invite them to choose from a range of tools. You can use a variety of recording devices and audio software, from the internal microphone and sound recorder that comes with a computer, to a more advanced recording and editing program. Examples of the latter include GarageBand (available on most Macs), Audacity (a free download) and VoiceThread.com (free, but with a cost to export podcasts so double-check whether or not your school has a subscription).
- 4) Identify podcasts that meet your criteria and our guidelines. Email them to American Art (AmericanArtEducation@si.edu) to be polished and posted on the website. If you send audio files, we will add the artwork. Please include the following information:
 - School Name
 - City & State
 - Student(s) Name (first name, last initial)
 - Grade Level
 - Subject Area (e.g. language arts)
 - Artwork TitleArtist

Suggested Pre-Lesson

If your students are new to podcasting, we suggest using this activity to prepare them for your project:

1. Give each student a copy of our Ten Podcast Ingredients handout [\[link to pdf\]](#) and review the list as a group.
2. Play an example of a student podcast for the class. You can select an example from the recommendations below or from the Student Podcasting website [\[http://americanart.si.edu/education/activities/podcasts/\]](http://americanart.si.edu/education/activities/podcasts/).
3. Play the same example a second time and ask students to listen for the Ten Podcast Ingredients. Which ingredients can be identified? What did the student do well? Select additional examples to analyze for variety, so students can hear how each student's personal "voice" helps to create diverse podcasting projects.

Recommended examples:

1. Elementary School Language Arts; *Fired On* by Frederick Remington; Podcast by: Joseph G
[\[http://americanart.si.edu/education/activities/podcasts/drew/drew_2011/joseph_g_drew_2011.m4v\]](http://americanart.si.edu/education/activities/podcasts/drew/drew_2011/joseph_g_drew_2011.m4v)
2. Middle School Social Studies; *Washington Resigning His Commission* by Ferdinand Pettrich; Podcast by: Charlie W
[\[http://americanart.si.edu/education/activities/podcasts/williamsburg/williamsburg_2008/charlie_w_williamsburg_2008.m4v\]](http://americanart.si.edu/education/activities/podcasts/williamsburg/williamsburg_2008/charlie_w_williamsburg_2008.m4v)
3. Middle School Language Arts; *Buffalo Hunt on the Southwestern Prairies* by John Mix Stanley; Podcast by: Mackenzie F
[\[http://americanart.si.edu/education/activities/podcasts/williamsburg/williamsburg_2010/mackenzie_f_williamsburg_2010.m4v\]](http://americanart.si.edu/education/activities/podcasts/williamsburg/williamsburg_2010/mackenzie_f_williamsburg_2010.m4v)
4. High School Art History; *Interception* by Mark Tansey; Podcast by: Cassie M
[\[http://americanart.si.edu/education/activities/podcasts/holton/holton_2008/cassie_m_holton_2008.m4v\]](http://americanart.si.edu/education/activities/podcasts/holton/holton_2008/cassie_m_holton_2008.m4v)

Want to learn more about podcasting with your students?

Hands-on podcasting experiences are offered during the Clarice Smith National Teacher Institutes at American Art.

<http://americanart.si.edu/education/dev/cs/index.cfm>

Attend a week-long institute in the nation's capital and Join colleagues from across the country for an exciting exploration of the connections among art, technology, and your curricula.



Ten Podcast Ingredients

1. Choose an artwork from the collection of the Smithsonian American Art Museum
2. Dedicate time to observing and researching the artwork
3. Develop your personal “voice” and use it to write and edit a script before recording
4. Generate an introductory “hook” to spark interest in your listeners
5. Pose observations and questions inviting listeners to look
6. Provide nugget(s) of pertinent information about the artwork
7. Consider mentioning a connection to a subject (e.g., historical or literary reference)
8. End with an interesting closing, leaving your listeners wanting more
9. Speak clearly when recording and be mindful of ambient noise
10. Aim for approximately two minutes of recording (about 250 – 300 words, depending on the inclusion of other audio)