Lesson Plan Title:\_\_Stop-motion Animation\_\_\_\_\_ Length: \_\_3 days\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| ~~Can students discuss the process and storytelling aspects of animation?~~  How do animators plan the stories they tell?  ~~Can students plan a story which to clearly represents their original video game design.~~  What is storyboarding? ~~Has anyone ever made a storyboard before? Has anyone ever told a story using only pictures?~~  ~~Can students manipulate their character and environment in order to purposefully frame a photograph?~~  ~~Take three photographs of your finished character and setting that tell a mini story.~~  What does it mean to “frame a photograph? |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| **RAFT project description:**  You are designers brainstorming ideas for a new videogame geared toward kids ages 8 - 12. You have already created a character and game level. Now, your team manager has asked you to make a trailer for the game. They want you to plan, film, and edit a short clip using cameras provided and **WeVideo** depicting your character and any special features they might possess in your game level. You will present your trailer to your class. |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Planning  Storytelling  Artistic Expression  Insight/Reflection |

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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| 1. Artistic expression and intent influence materials, techniques, and form in art.    1. Artists choose materials to make into art    2. Artists use techniques to create art.    3. I can choose what I make and how I make it in order to express my ideas. 2. Planning, reflection, and refinement are essential components in the creation of all forms of art.    1. Artists plan and reflect when they make work.    2. I can plan my art before I make it and decide how to improve it while it’s being made. 3. Engagement with art can lead to understanding and insight about self, others, the natural world, and constructed environments.    1. Art teaches us about the world.    2. I can describe what art teaches me about myself, other people, nature, and buildings. |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| **Shown artwork** by contemporary animators, students will be able to discuss the process and storytelling aspects of animation. (Analysing/ Transfer/ GLE 1/ History)  **Using the storyboard sheet**, students will *be able to plan* a story which clearly represents their original video game design. (Creating/ Reflect/ GLE 3/ ideation/ Literacy)  **Given cameras,** students will *be able to manipulate* their character and environment in order to purposefully frame a photograph. (Applying/Create/GLE 1/Materials and techniques/ Technology)  **Using WeVideo,** students will *be able to create* an animation, which effectively communicates their story (Applying/Create/GLE 2/Materials and techniques/Literacy and Technology)  **During Pitch Presentations**, students will *be able to evaluate* their artistic intent, process, and final products from the project. (Evaluating/Reflect/GLE 3/Critical reflection/Literacy) |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Instruction will be modeled, spoken, and presented visually meeting the needs of kinesthetic, auditory, and visual learners. Resources and materials will look different for each student as they develop ideas for their constructions. | Option for written or visual expression for ideation and  planning. Product outcomes will be in video form and students will be given the opportunity to choose the role within this process to which they are best suited. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| All students have the same school-issued laptop computer and have access to WeVideo, a free online resource for video editing. Resources and processes can be developed and made more complex for each student as they develop ideas for their videos.  Talk to students individually to gauge when they need to be challenged. | Students will be challenged to add effects to make their animation more detailed and complex as need is determined by instructors. |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| Students will:   * write and draw when planning in their sketchbooks * discuss ideas for projects in pairs * write reflections/artist statements * discuss each other’s work during critiques.   Vocabulary:  Animation, Storyboard, |

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| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| Day 1:  Modeling clay  Hot glue guns  Tissue paper  Paint  Paintbrushes  Paper plates  Cups  Day 2:  NO PAINTING SUPPLIES!  Fishing line  Tissue paper  Students’ laptops  Class iPads  Cameras  Tripods  DIY tripods  Duct tape  Black sheets |

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| **Resources:****List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.** |
| * Ideation worksheet (link in daily plan) * Example stop-motion videos (links in daily plan) |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Create powerpoint with ideation prompts, class schedule, and objectives * Bring sample projects created by the teachers * Set up supplies |

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| **Safety:** Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.** |
| * Class procedures for work time and clean-up apply |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| Technology integration with Art. Let’s Animate!  Hook: Beth’s claymation video  Is storytelling a form of art? Why is it important? → “Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination. An essential and ancient art form that enhances human expression.” - National Storytelling Network  How might visual art aid or enhance the art of storytelling? → leads to discussion on pictures and animation  What makes a *good* story? → Planning,  How do animators come up with the stories they tell? |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| **RAFT project description:** You are designers brainstorming ideas for a new videogame geared toward kids ages 8 - 12. You have already created a character and game level. Now, your team manager has asked you to make a trailer for the game. They want you to plan and film a short clip depicting your character and any special features they might possess in your game level. You will present your trailer to your class.  Ideation Prompts:   1. PES Video 2. Relate project to real situations: stop motion animation, sculpture, photography, video game design 3. Link to Miniatures Ppt: <https://docs.google.com/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit?ts=57d9748e#slide=id.p> |

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| **Instruction:**  Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**  Teachers will set up supplies at tables before class starts.    Morning circle: Energy, enthusiasm and what is your favorite type of movie?  Transition, Introduce Stop-motion project:   * Show Beth’s video from Peer Teaching: <http://claymationcreation.weebly.com/student-work.html> * Ask: What do you notice about this video?   How do you think it was made?  What story is being told in the video?   * Say: after you finish painting your characters and settings, you will be creating a video of your own.   Pre Assessment! - When students finish character and setting, they will be instructed to take 3 photos of their work, using the camera on my phone or school Ipads, that tell a mini story.    **RAFT Project Description:** You are designers brainstorming ideas for a new videogame geared toward kids ages 8 - 12. You have already created a character and game level. Now, your team manager has asked you to make a trailer for the game. They want you to plan and film a short clip depicting your character and any special features they might possess in your game level. You will present your trailer to your class.   * Put Ideation Worksheets out for students to use when ready: [Animation Storyboard Worksheet](https://docs.google.com/document/d/1cSGOYVNLpG-GXaE409ujDMQFNQQaqj8jEQ4ag41gGrQ/edit)   Explain: when you are ready, you will plan your trailer. You can:   1. Draw 6 thumbnails that show what will happen in your trailer AND write a description of what will happen in your trailer. 2. Take 6 photos of your clay character moving through the scene AND write a description of what will happen in your trailer.   Work Time.  Students will finish painting their characters and settings before moving on to storyboard ideation.  Students will either form groups or choose to work alone for the stop motion project. Kiley will compile a list of groups as they are formed and add them to the class WeVideo site so that they can begin editing during the next few classes.  Brain Break Videos -  [Western Spaghetti (PES)](https://youtu.be/qBjLW5_dGAM)  [Game Over (PES)](https://youtu.be/B-jHJdJ1hg4?list=PL4CF1524B28F8F557)  [The Deep (PES)](https://youtu.be/AK18bdUEWSs?list=PL4CF1524B28F8F557)  Clean-up:   * Give students a five-minute warning to wrap-up their work * Ask one student at each table gather all supplies and return to the supply bin. * Tell students to leave sketchbooks and a pencil out on the tables and sit down when finished cleaning up.   Reflection on class today  Ask students to bring their worksheets and sit down in a circle. Each student will have 20 seconds to share:   * What did you draw? * How will your video tell a story or pitch your video game?   Release class for recess  Pack up supplies and wrap up with Tom | **Learning** - Students will... i.e.: explore ideation by making connections,   * Evaluating: what types of movies/stories do I prefer? Developing an opinion and considering others’ perspectives * Analyzing: how the video was made and what story is told, connecting process and product * Create: Painting, using color to accentuate form or change form * Planning: synthesizing character, settings and prior knowledge of trailers to create a storyboard plan. * Evaluating progress toward the project goal, listening to other students’ ideas. | **Time**  8:00-8:15  8:15-8:25  8:25-8:35  8:35-9:30  9:30-9:40  9:40-9:45  9:45-10:00 |
| Day 2 | Teachers will set up supplies at tables before class starts.    Morning circle: Energy, enthusiasm and ?  Refresher on Stop-motion project:   * Video: * Draw attention to the way shots are framed and the elements of the story being told   Ask:  What what are some ways you could give your viewers information about your characters? What if your character doesn’t talk?  What are way’s to frame a shot with your camera?    **RAFT Project Description:** You are designers brainstorming ideas for a new videogame geared toward kids ages 8 - 12. You have already created a character and game level. Now, your team manager has asked you to make a trailer for the game. They want you to plan and film a short clip depicting your character and any special features they might possess in your game level. You will present your trailer to your class.   * Put Ideation Worksheets out for students to use when ready: [Animation Storyboard Worksheet](https://docs.google.com/document/d/1cSGOYVNLpG-GXaE409ujDMQFNQQaqj8jEQ4ag41gGrQ/edit)   Explain: when you are ready, you will plan your trailer. You can:   1. Draw 6 thumbnails that show what will happen in your trailer AND write a description of what will happen in your trailer. 2. Take 6 photos of your clay character moving through the scene AND write a description of what will happen in your trailer.   Work Time.  Tell students: **We want you to finish storyboarding and take all of your pictures today.**    Brain Break Videos -  [Western Spaghetti (PES)](https://youtu.be/qBjLW5_dGAM)  [Game Over (PES)](https://youtu.be/B-jHJdJ1hg4?list=PL4CF1524B28F8F557)  [The Deep (PES)](https://youtu.be/AK18bdUEWSs?list=PL4CF1524B28F8F557)  Clean-up:   * Give students a five-minute warning to wrap-up their work * Ask one student at each table gather all supplies and return to the supply bin. * Tell students to leave sketchbooks and a pencil out on the tables and sit down when finished cleaning up.   Reflection on class today  Ask students to bring their worksheets and sit down in a circle. Each student will have 20 seconds to share:   * What did you draw? * How will your video tell a story or pitch your video game?   Release class for recess  Pack up supplies and wrap up with Tom | * Evaluating: Developing an opinion and considering others’ perspectives * Analyzing: how the video was made and what story is told, connecting process and product * Planning: synthesizing character, settings and prior knowledge of trailers to create a storyboard plan. * Create: Photographing, using characters and settings to tell a story * Evaluating progress toward the project goal, listening to other students’ ideas. | 8:00-8:15  8:15-8:25  8:25-8:35  8:35-9:30  9:30-9:40  9:40-9:45  9:45-10:00 |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| “Pitch Presentation Day”  Students will “pitch” their video game design ideas to their “boss” (the teachers) and a team of designers (the class). Their pitch will need to address three areas: 1.) Artistic Intent, 2.) Process, and 3.) Final Product. Students will fill out a critique form (handout) and then present their video to the class describing their initial ideas behind the work, the process itself (what went well, what didn’t, discoveries along the way), and finally, the final product, its artistic qualities, and level of success => Does the video look the way you planned? Did your plan change along the way? Are you happy with the final product? |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| Did students discuss the process and storytelling aspects of animation?  Did students  *plan* a story which clearly represents their original video game design?  Did students *manipulate* their character and environment in order to purposefully frame a photograph?  Did students *create* an animation which effectively communicates their story?  Did students will *evaluate* their artistic intent, process, and final products from the project? | [Rubric](https://docs.google.com/document/d/1UIhZjJNmc9do22UYXz5-0UhvFzfw5uH7edceiyV_esU/edit?usp=sharing) |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey