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Grade Level and Class: 9-12

Lesson Title: Frame x Frame

Rationale: Students learn best and most when they enjoy what they are doing. Using Animation as a tool to encourage and develop children's learning is not only fun but also, effective! By using animation students will develop skills competencies in:

- Story telling
- Visual communication
- Cognition, emotional, ethic and aesthetic aspects
- Observation and sensory aspects
- Concentration
- Problem-solving and innovative aspects

Major Goals:

- Students will create a collaborative animation
- Basic knowledge of how to produce an stop motion film using different techniques, such as drawing, color, and software
- To learn to work collaboratively in group-based activities and develop personal and professional skills in cooperation.

Aesthetics, Art History, Art Criticism, and Interdisciplinary Connections:

Major Concept: Transformation
Artist/ Arts/ Object / Period / Culture:
Salvador Dali, Surrealism, Dada, 1930's,
Spain
Aesthetic Questions: What is
transformation? Where do we see it?

Social, Political, Multicultural Context:
World War II, Spain
Interdisciplinary Connections:
Vocabulary: Metamorphosis, animation,
inspiration, symbolism, teamwork,
transition, and surrealism

Art Production:

Subject Matter: Animation
Medium: Watercolor, color pencil,
markers, Technology/smartphone
Instructional Strategies: self-guided
computer instruction: FAQ
Elements of Art: Color and space

Principles of Design: Rhythm,
Scale/proportion and
Dominance/emphasis
Additional Vocabulary: Sequence,
Pacing, Transition, Stop-Motion,
collaboration

Content Standard Areas: Content Standard 1 – Artistic Perception

Impact of Media Choice

- 1.5** Analyze the material used by a given Artist and describe how use influences the meaning of the work
- A. Content Standard 4 – Aesthetic Valuing**
- 4.2** Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context
- B. Common Core – Writing Standards for literacy in History/Social Studies, Science, and Technical Subjects 6-12**
- Grades 9-10** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Grades 11-12** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Teacher / Learner Materials:

Storyboard, template, Pencils, eraser, rulers, watercolor, color-pencil, markers, tape, iPads, smartphone, chargers, computers, projector, stop motion app, and YouTube.

Anticipatory Set:

Students will have the opportunity to create a collaborative short animation using their own artwork. (Destino)

Objective/Purpose:

Students will be able to execute an idea and create an animation. By the end of the week you'll work with a group of other students to create a short animation and well watch all the animations in class.

Input:

Students should know how to take a picture, download an app, how to upload to YouTube, being able to work in teams, how to use markers and watercolor properly (not vandalizing).

Model:

In class, we will present teacher examples followed by a demonstration on how to animate and how to use stop motion app on iPad/ smartphones.

Check for Understanding:

A booklet will be given to the students to help understand the assignment. Also the completion of the film and uploading it will give us an idea that they understood all the steps in downloading and creating the movie.

Procedural Outline:

Day 1 – Art History, Salvador Dali presentation/ collecting ideas for possible animation

Day 2 – Storyboard and rendering drawings on template

Day 3 – Student groups and introduces coloring materials. Groups must find solution to weaving all animations together. That may look like drawing more frames, choosing colors or making drawings that allow for a transition from one students work to another.

Day 4- Studio!

Day 5- Document animations

Day 6- Presentation/ Animation Art show

Closure:

Reflection writing in art journal/ sketch book- Recall the process, What was challenging? What's one thing you could do differently? What was your favorite part?

Evaluation: Rubric and Group grade

Developmental Considerations: Students need to understand that they will need patience and teamwork.

Student Special Need Considerations: We will give students extra time to work on project and pair them with a more advanced student. Help student by assisting with color choices and media options.