Animation

Visual Art

Grades 6 - 8 / Level

Elective Overview

Created: August 2019

Approved by the Montclair Board of Education: August 2019

Instructional Plan

Course: Animation

Marking Period or Trimester: Marking Periods 1, 2, 3, and 4

Pacing: 10 weeks

Description: This course is a basic introduction to traditional animation. It will include the fundamentals to designing storyboards and cel creation, stop-motion filming and character animation. Additionally, students will leave with a working knowledge of techniques that can be used to film their own animation sequences and even clay animation. Multiple projects will be created, with final projects shown at the Glenfield Film Festival.

NJSLS

Anchor Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand 1: 1.1.8.D.1: Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.

Strand 2: 1.1.8.D.2: The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

Framing the Learning			
Timeframe	**Big Ideas**	**Essential Questions**	**Enduring Understandings**
Minimum of 5 projects over the	All students will demonstrate an understanding of the elements and principles that govern the creation of	• Is animation art? • Are movies a form of art? • How do movies and videos emote?	• Underlying structures in art can be found via analysis and inference.

course of the marking period.	works of art in visual art.	• How do the principles of design and elements of art play a part in animation? • Does animation relay a story when there are no words?	• Intentional use of elements and principles support creation of art compositions. • Breaking accepted norms often gives rise to new forms of artistic expression.

Evidence of Learning

1. Journal - Students will complete journal work that shows the journey they have traveled throughout their painting course. Journal work will include multiple things: definitions, do now questions from the teacher requiring answers, self-reflection, and self-grading.
2. Rubrics – All projects will have a rubric evaluation that the teacher will grade them with.
3. Self-Evaluation – Oftentimes the self-evaluation will be completed in their journal, but sometimes students may complete a written self-assessment.
4. Quizzes & Tests – Quizzes and/or tests may be completed throughout the semester to determine whether students are on track for the course's stated goals and objectives.

Activities

Students will complete multiple animation projects throughout the course of the semester. Projects may include, but are not limited to:
1. History of animation will be taught and examples of multiple types of animation shown to students. Students will learn that the planning is one of the most important parts of an animation project. The first project will be students creating flip books that tell a story. Books will have a minimum of 50 pages showing some sort of motion.
2. Students will learn what cels are and what storyboards are. An in depth look at Walt Disney and how he created his empire on one major character will be discussed. Students will create a character of their own, including a character analysis and map.
3. Students will plan their first major project utilizing storyboards. Storyboards will then be used as the foundation to create a short, animated clip that includes their main character that they previously created.
4. Clay animated movies will be shown to the students and the process for making clay animation will be discussed. Students will plan a clay animation on storyboards and then use plasticine clay to create their characters and film their animation.

5. Utilizing all their knowledge of animation, students will choose a major final project of their choice to complete. Their final project should be as close to three minutes as possible. Final projects will be shown at the Glenfield Film Festival during the Annual Talent Show or during the Annual Art Festival.

DIFFERENTIATION			
Special Education	**ELL**	**Intervention**	**Acceleration**
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading and tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Prioritize and chunk lengthy assignments - Utilize assistive technology, when appropriate - Provide ongoing, effective, specific feedback - Model/Utilize graphic organizers - Provide leveled reading materials - Utilize visual aids and props (flashcards, pictures, symbols) when possible - Utilize a multi-sensory approach to new topics	- Get to know student - Set high expectations - Learn/Utilize/Display some words in student's heritage language - Allow electronic translator - Reword, repeat, and clarify directions - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ - NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA On-Line - enVision intervention supports NJDOE resources	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: abstraction, complexity, variety, organization - Products should be modified: real world problems, audiences, deadlines, evaluation, transformations - Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied