

## Lesson Plan - Stop Motion

Name: Melissa Harris

Executive Functioning

Best Practices

Goals:	
<p>Essential Understandings</p> <p><b><i>The understanding that students should have after completing the lesson. There can be more than one essential understanding in a lesson.</i></b></p>	<p><b>ESTABLISHED GOALS:</b></p> <p>Students will complete a 30 - 90 second stop motion animation that shows movement, sequence, and timing using a variety of materials, such as: clay, construction paper, paper cut-outs, digital media, or pencil and paper. The final videos will be differentiated by product and the process will be differentiated by interest. Some students will work in small groups while other students will work independently based on the needs of those students and the pace at which the students work. The overall goal is to have each student master the concept of showing motion and sequence. Students with varying levels of coordination and skill will be able to complete this project because of the variety of choices offered for materials and because the class calendar will allow for a variety of pacing methods. The students will learn how to plan a long term project, how to storyboard, and how to create a complete animation.</p> <p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How do you make a stationary object or drawing look like it is in motion?</li> <li>2. When creating a stop motion animation, why is it so important to keep the camera completely still and steady?</li> </ol> <p><b>UNDERSTANDINGS:</b></p> <p>The students will learn how to express their ideas in this fun, lighthearted, and technically challenging project. Students will learn how to make a drawing, clay character, or paper collage appear to be in motion while following along with a simple plot they create.</p> <p>When making a stop motion animation it is very important to properly set up the camera station and keep the digital camera very still using a tripod.</p>
<p>Skills</p> <p><b><i>What will the students be able to do?</i></b></p>	<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>· Students will be able to create a short video demonstrating their knowledge of character movement, sequence, audio, and iMovie.</li> <li>· Students will be able to identify several different styles of animation and techniques used to create the illusion of movement. Students will understand how to create the illusion of movement because it will be discussed thoroughly with visual examples during class.</li> <li>· Each student will create an I-Movie with about 60 to 500 images that demonstrates their understanding of stop motion animation, the digital camera, iMovie, and a variety of other skills learned throughout Media Arts.</li> <li>· Each student will be able to set up their camera station on their own (after learning</li> </ul>

	<p>about it in a class demonstration) using paper, cardboard boxes, a tripod, a memory card, and the digital camera.</p> <p>Students will be able to take pictures of their stop motion animation, upload, and edit all pictures on their own utilizing knowledge from the previous projects, demonstrations from this current project, and a variety of visual aids (if needed) for Imovie, Iphoto, Garageband, and Adobe Photoshop.</p>
--	---

**Pre-Planning (Optional)**

<p><b>Optional:</b></p> <p>Student Misconceptions/ Misunderstandings</p> <p><i>What do you expect students to misunderstand or struggle with? How do you plan on addressing this?</i></p> <p>Student Accomplishments</p> <p><i>What do I want to make sure gets done? Or questions I need to ask?</i></p>	<p><b>Misunderstandings:</b></p> <p>There are misconceptions about the way that animations are made. Many students do not realize the steps that an animator has to follow through with in order to create a frame-by-frame drawing or recording to create the illusion of motion. Students may not understand the initial reason behind the storyboarding process, but through this pre-planning I am often able to help students realize their final goal. I also address misconceptions by showing students samples of work that were previously created in media arts, and I walk them through the process those students took, step-by-step, in order to create their final animation.</p> <p><b>Motivation:</b></p> <p>Begin lesson by having students view Winsor McCay's Gertie the Dinosaur. "Gertie's enormous bulk and her lovable, innocent nature won audiences' hearts, establishing a beginning for the animated cartoon in 1914. Gertie is a delightful example of McCay's beautiful, elaborately drawn characters and describes the journey into creating drawn animated Gertie the Dinosaur." (Wikipedia.org)</p> <p>After allowing a moment for reflection, lead a classroom discussion.</p> <p>* Describe the scene where we see the stacks of paper that McCay used to draw his animated character. He needed so many drawings because to trick the eye into perceiving smooth movement, he had to draw about 10 different frames per second (FPS), meaning the viewer sees 10 different images every second.</p> <ul style="list-style-type: none"> <li>● Show a variety of stop motion animation videos that demonstrate clay stop motion, paper stop motion, digital stop motion, and pixilation. Have students "think, pair, share".</li> <li>● Have students answer several questions about the sample videos they view in class.</li> <li>● Have students split into groups based on their interests.</li> <li>● Have students brainstorm ideas for their stop motion animation and begin creating a storyboard of their KEY FRAMES.</li> </ul> <p><b>Student Accomplishments:</b></p> <p>By the end of the lesson students should be able to set up a digital camera and memory card properly. Students should be able to work from their storyboard in order to create the frames needed for their stop motion animation. Students should be able to upload and finalize their frames using iMovie. Students should be able to use several different elements of iMovie and Garageband to add text and audio to their final project.</p>
---	---

Lesson

Step-by-step procedure

**Go through the lesson, explain what you and the students will be doing throughout during the class period.**

**MAIN LESSON:**

*7-10 Working Days (35 minutes of class time each day with about 5 minutes to clean up)*

*1: Introduction (Show video samples and discuss one stop motion step by step so students understand the process)*

*2: Begin brainstorming ideas and forming small groups*

*3: Begin working on Storyboard and have students talk with teacher about ideas and materials to be used.*

*4: Begin working on cards, clay, construction paper or digital stop motion with small stop motion group (some students will be working independently)*

*5: Camera Station Demonstration with the whole group*

*6: Continue working with materials and camera stations.*

*7: Take pictures of all stop motion animation materials and begin uploading images.*

*8: I-Movie Demonstration (Arrange Images in I-Movie and begin to add music from Garagaband + Text Slides).*

*\*\* Students who finish early will work on an "ABOUT THE FILMMAKERS" page to add to their final movie.*

*9: Finish I-Movie*

*10: Watch and discuss finished movies with the class. Talk about successes, what was learned, and what they may do differently next time.*

*Closure: (5 minutes)*

The students will be alerted when there is five minutes left of class. The teacher will be sure to

end each period with a summary of different techniques the students learned in the class

period. Students can use this time to ask other students questions or give the class a tip they

discovered. Students will also need this time to clean up their camera stations, put away headphones and handouts, and log out of their computers.

Formative Assessment Evidence:

**How did you evaluate students? What you learned from the formative assessment? How did you use the information learned?**

- Entrance/Exit card prompts (please see work below)
- Survey
- Inventory
- Observation notes
- Conferencing notes

**Formative Assessment: Observation Notes + Storyboarding**

Before this lesson students were asked to view a number of different stop motion animation samples and comment on them in the form of observation notes.

Students were then asked to "think-pair-share" on the techniques that were used to create these stop motion animation samples.

Students were able to work with a group of 2, a partner, or as an individual for this project. Students were able to work with one of 5 materials of their choice (clay, paper cut-outs, paper + pencil, real props, or models). The overall theme of the stop motion was based on choice and student interest. All students were asked to create a storyboard outlining the process it would take to create their stop motion animation.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Journal</li> <li><input type="checkbox"/> Notebook check</li> <li><input type="checkbox"/> Lab</li> <li><input type="checkbox"/> Self-assessment</li> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Diagnostic assessment</li> <li><input type="checkbox"/> Graphic Organizer</li> <li><input type="checkbox"/> Other:</li> </ul>	<p><input type="checkbox"/> <b>Executive Functioning:</b></p> <p>Students are able to demonstrate executive functioning skills through the demonstration of pre-planning, organization, and time management. This is a long term project, so it is important that students understand how to create a stop motion in the time that is allotted during class. Students need to brainstorm an original and appropriate story, students need to fill out a storyboard outlining their ideas and important scenes, students need to take time at the beginning and end of each class period to properly set up and take down their camera station, and students need to leave enough time after shooting to upload, edit, and finalize their movies.</p>
<p>Reflection:</p> <p><b><i>Overall lesson reflection (what you learned- successes and failures?)</i></b></p> <p><b><i>Moving forward - what will you continue, what will you change? (tomorrow, next week, next year)</i></b></p> <p><b><i>In your reflection you should also discuss how you addressed misconceptions or the misconceptions that students had.</i></b></p>	<p><b>The lesson:</b> Every time I teach this lesson it continues to shift and change because I learn something new from my students and from their final stop motion animation videos. I learn new and effective ways to teach, but I also learn from the methods that my students discover through the creative process which help inform future lesson plans and even the way I might demonstrate this particular part of the curriculum to my future students who encounter the same problem. Overall this lesson is very effective and I enjoy teaching it because of the excitement from the students and the ease at which I have been able to differentiate this lesson and truly make it accessible to all of my students who have a wide range of skill and understanding. I know what was learned because I am present in my classroom with my students each and every day they work on this project. I walk around and witness the way students are setting up camera stations, or I oversee how students are preparing materials, and I also talk with each group or individual student about their storyboard before even approving the idea. I often have to tell students to revise, simplify, or re-think materials they may use for the project. I also know what was learned when we share the videos at the end of the rotation and I am able to see the final product.</p> <p><b>Misconceptions/struggles of students:</b> There are many misconceptions about how many photographs will be needed or the time that it will take to complete an animation. Students do a considerable amount of preparation for this project, but once they start working they either struggle with having too many photographs or they struggle with taking their photographs too quickly and missing out on key parts of their storyline. I often have students “guesstimate” how many photographs a scene will take, and sometimes students have to revise their storyboard or re-take their photos to get the correct amount of images for a particular scene.</p> <p><b>Things to change and improve on:</b> This project has been a part of my curriculum because of the success I see in my student’s work, but there are also times I see students struggle and I have to learn new methods that can help students through the project. The first thing I noticed is that even though I demonstrate how to use Photos to upload and edit photos, students often forget. I noticed the same type of situation when I demonstrate Imovie or Garageband. In order to fix this small setback I made several visual aides to hand to students when they forget a step or just as a guide to help walk them through this part of the project while I am helping other students set up camera stations or even when I am working one-on-one with a student who needs more attention. This lets most of</p>

	<p>my students work at their own pace while I am always available for a smaller set back or question. Another part of this lesson I have considered changing is limiting the amount of colors that students use. Sometimes students get carried away with the material prep and they lose sight of the original simplicity of their idea. I have considered narrowing the project down to a black and white stop motion animation.</p>
--	--