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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Information Technology | |
| **Course Name** | Digital Media | |
| **Lesson/Unit Title** | Basic Animation | |
| **TEKS Student Expectations** | **130.307. (c) Knowledge and skills**  (7) The student demonstrates appropriate use of digital photography equipment and techniques. The student is expected to:  (A) demonstrate proper use of safety procedures while using digital photography equipment  (B) capture still shot images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds, and level of horizon  (C) transfer still shot images from equipment to the computer  (9) The student demonstrates appropriate use of audio equipment and techniques. The student is expected to:  (A) demonstrate proper use of safety procedures while using digital audio equipment  (B) demonstrate proper use of terminology and concepts in relation to audio technology  (C) demonstrate proper use of digital audio equipment to capture audio files  (D) transfer audio files from equipment to the computer  (E) demonstrate proper use of audio editing software such as adding effects, fading, volume control, and manipulation of waveforms using appropriate digital manipulation software  (10) The student demonstrates appropriate use of animation. The student is expected to:  (A) plan and create a linear and non-linear animation using accepted standards such as design principles, frames and key frames, integration of audio into an animation, and user interactive controls  (B) deploy animation to be used in various digital formats and on various video animation players  (11) The student demonstrates appropriate project management in the creation of digital media projects. The student is expected to:  (B) develop a plan for a media project such as a storyboard and stage development and identify equipment and resources  (C) execute and monitor and control a project along its timeline and make suggested revisions until completion of the project | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The students will be able to:   * Identify various types of animation * Construct a written planner for a basic flip-book animation * Sketch and assemble a flip-book animation * Construct a diagram/planner for a stop-motion animation * Capture still-shot images to be used in a stop-motion animation * Create a computer-generated stop-motion sequence using still-shot images, audio sound effects, and voiceovers | |
| **Rationale** | Upon completion of this assignment, the student will be able to plan and create a basic flip-book and stop-motion animation. | |
| **Duration of Lesson** | This lesson should take 10 hours. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None | |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Animation Presentation * Animation Notes Organizer * Activity #1 Flip Book Instructions/Planner * Activity #1 Flip Book Scoring Rubric * Activity #2 Stop-Motion Animation Instructions/Planner * Activity #2 Stop-Motion Animation Scoring Rubric * Animation Exam * Animation Exam KEY   **Materials Needed:**   * Note cards, sticky note pads, etc. for flip-book * Materials for scene creation of stop motion such as toy logs, clay, building blocks, etc.   **Equipment Needed:**   * Computer and Projector for Presentation * Digital Cameras for student use * Computers for individual student use with presentation software | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Prior to this lesson, have students browse the internet to find various types of animations. Have them locate two animations that seem very different from each other, record the address of the website where it is posted, and write at least three things that make them different and three things that make them the same. * SAY, “Have you ever watched an animated cartoon and wondered ‘how did they do that?’” * Ask a few of the students to stand up and share some of the things they discovered about animation commonalities and differences. * Optional: Have a student make a list on the board of the things the students say as being common and as being different. | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Students define and identify characteristics of various types of animations  II. Construct a written planner for a basic flip- book animation  III. Students sketch and assemble a flip-book animation using the written planner as a content guide  IV. Students construct a diagram/planner for a stop motion animation.  V. Students capture still-shot images to be used in a stop motion animation  VI. Students create a computer-generated stop- motion sequence using still-shot images, audio sound effects and voiceovers. | * Introduce various types of animations using the Animation Presentation. * Hand out the Animation Notes Organizer (1) per student to aid him/her in note taking during your presentation. * Encourage the students to comment and discuss the issues on each slide. * Hand out the Activity #1 Instruction Sheet (1) per student. * Review the activity instructions with students. * Have the students brainstorm ideas for their flip-book animation and create a sketch on the handout sheet. * Review the completed sketch/planner with students and offer feedback before allowing them to start their flip- book assignment. * The instructor should demonstrate how to create a flip-book or use videos/Internet of how to create a flip-book. * Review the activity instructions with students. Be sure they have their completed flip-book planner with them. * Hand out the Flip-book scoring rubric (1) per student and review the criteria with students. * Provide materials for flip-book activity. * The instructor should demonstrate how to create a Stop-Motion Animation or use videos on the Internet to show how to create a Stop-Motion Animation. There are many videos available on this subject. * The instructor should demonstrate how to upload still- shot images and import them into a software program. Also, demonstrate how to perform a quick test for fluidity/smoothness of motion to see if other in-between frame images need to be added. * Hand out the Activity #2 Instruction Sheet (1) per student * Review the activity instructions with students, * Have the students brainstorm ideas for their flip-book animation and create a sketch on the handout sheet. * NOTE: You will need to make sure that students understand availability of materials during the planning stage. * NOTE: Optional activity see guided practice activity #3 below * The instructor should demonstrate how to upload still- shot images and import them into a software program. Also, demonstrate how to perform a quick test for fluidity/smoothness of motion to see if other in-between frame images need to be added. * Make sure that students have still-shot camera, tripod, light source, and proper materials such as clay, sticky notes, toy logs, building blocks, etc. * Review the Activity #2 instructions with students. Be sure they have their completed stop-motion planner with them. * Instructor should demonstrate how to add titles, end credits, audio music and voiceovers to the stop- motion animation. * Hand out the Stop-Motion scoring rubric (1) per student and review the criteria with students. |
| **Guided Practice \*** | * The teacher demonstrates each activity. * The teacher actively monitors each activity and offers continual feedback for each step of the animation process. * The teacher could provide the students with a set of pictures for a stop-motion animation and monitor students as they create and set up the sequence using titles and voiceover files provided. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Each student is responsible for an individual flip-book and computer-generated animation (even working in groups, each member of the group can manipulate his/her own copy of the still-shot images, sound clips, and voiceovers) | |
| **Lesson Closure** | * Have students view completed assignments of other students in their class and write their opinions of the final products of their peers. * Have an electronic or printed copy of the Animation Presentation for students to review terminology and proper procedures concerning animation. | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   * As students are working on activities, the instructor offers feedback as to proper/improper technique. * Optional: Perform timeline checks. * Have students view completed assignments of other students in their class, write their opinions of the quality of the final products of their peers, and then share their feedback with the class.   **Formal Assessment**   * Grading Rubrics for activities * EXAM: Questions over types of and procedures to create animations | |
| **References/Resources/**  **Teacher Preparation** | None | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | * Students can use a video camera to film a close up of someone flipping through his/her flip-book animation, and capture the video to the computer. They could add any combination of the following to the captured video: music, voiceovers, titles, and/or end credits. * Have students work in pairs or groups. Also, have students create a timeline for their project, deciding on how many days it will take to create their scene and object, take the pictures, and create the movie maker sequence. Throughout the assignment, have them do a timeline check to see if they are making significant progress. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA  Technology Student Association | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)