

Department of Arts Administration, Education and Policy

UNIT PLAN OVERVIEW
(Revised 2023)

Teacher Candidate	Holly Romano
School	Hastings Middle School

UNIT TITLE	What is friendship?
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	6th
Beginning Date for this <i>Unit</i>	April 1
Ending Date for this <i>Unit</i>	April 12

ENDURING UNDERSTANDINGS (FROM ODE 2022 STANDARDS)

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

- **6.2 CR** Brainstorm and experiment independently with ideas.

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

- **6.2 PE** Identify technical skills that impact artmaking.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

- **6.1 RE** Select relevant vocabulary to define and describe works of art.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

- **6.3 CO** Link observations, life experiences, and imagination for personal and creative expression.

CRITICAL ISSUE / BIG IDEA

A). Anticipatory Set (what do the students already know and how will you capture the students' interest in the concepts you are presenting)

B). Rationale (why is this unit of study relevant?) All portions of the unit should demonstrate research-based practices to support art teaching & learning.

- A) The 6th grade students are very familiar with animation (Disney, Pixar, Illumination Studios) and stop-motion (YouTube), but they may not realize that animation is also an artistic medium.

Adolescents also love technology and are given school provided iPads to use in the classroom. Since they enjoy technology, I wanted to bring it into the art classroom in a format they are familiar with.

B) The 6th grade students are in the early stages of middle school where their identities and friendships are shifting. It is a big time of growth as “students are undergoing vast changes in their physical, cognitive, and emotional development” (Sickler-Voigt, 2020). Having a reflection about this phase of their life in a supportive group setting will help create a deeper sense of community in the classroom.

“The middle school art curriculum should balance contemporary issues with fantasy and jovial topics to encourage students to express their individual personalities and sense of humor” (Sickler-Voigt, 2020). This unit does just that by using the fun and creative medium of stop-motion animation with the big topic of friendship in middle school.

Central Focus (creating, presenting, interpreting, responding, and/or relating art to context)

- Students will create stop-motion animations by interpreting how they feel about friendship in small groups. Then the students will respond to peer group’s animations and self-reflet the art to their own experiences.

Essential Questions (provocative, engaging, critical)

- What is friendship?
- What makes a good friend? What makes a bad friend?
- What is stop-motion animation?

Possible Integration

This unit can be combined with an Social Emotional Learning initiative about friendship.

DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT

Lesson One	
Title	What is friendship?
Lesson Description	Using Mentimeter and short animation videos, the teacher will guide students in a class discussion about the meaning of friendship and what it means to be a

	friend. Then students will fill out a reflection worksheet about friendship and we will review as a class.
Approximately how long will this lesson take?	1/2 class
Lesson Two	
Title	Stop-motion animation
Lesson Description	<p>The teacher will introduce animation to the class, then specifically talk about stop-motion and it's many varieties through video examples.</p> <p>The teacher will present the students with the creative assignment — students will pair up with a classmate to create a stop motion animation about friendship. Students will be able to choose their partner with whom they will brainstorm their story line, create their storyboard, create backdrops/props/characters, and produce a stop-motion video.</p>
Approximately how long will this lesson take?	8.5 classes
Lesson Three	
Title	Hastings Film Festival
Lesson Description	<p>With a red carpet, movie premier night theme, the class will watch the animations made by their classmates.</p> <p>Students will then fill out a "Film Critic" worksheet, sharing their top 3 selections, and why they enjoyed them. Then they will fill out a self-reflection sheet on their experience working on their stop-motion animations.</p>
Approximately how long will this lesson take?	1 class

Explain how technology has been used in this unit

- Animation videos from YouTube
- Stop Motion Studio App on iPads

LESSON PLAN 1

Teacher Candidate	Holly Romano
School	Hastings Middle School

LESSON NUMBER	1
Lesson Title	What is friendship?
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course title	6th
Beginning Date for this Lesson	April 1
Ending Date for this Lesson	April 1

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

- **6.3 CO** Link observations, life experiences, and imagination for personal and creative expression.

Performance-based Assessment Objectives

- Students will reflect and discuss their personal perspectives on friendship.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Using a Mentimeter survey, class discussion, and a reflection worksheet, students will reflect and discuss their personal perspectives and ideas about friendship.

Academic Language

Vocabulary (define each)

Additional Language Demands (*specific* communication task)

- Students will listen to the teacher talking
- Students can read the slides on the smart board
- Students can read the worksheet
- Students will type in answers in Mentimeter

Accommodations for Special Populations

- Students are not required to share their thoughts out loud.
- Large fonts used on slides
- Teacher will use a visual timer for timed activities

Art/Visual Culture Examples (list all artists, artwork or media used)

- [A Joy Story: Joy and Lucky Carp](#)
- [Friendship](#)

Preparations

Materials/Resources for Teacher

- [Google Slides](#)

Materials for Students

- [Friendship worksheet](#)

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Google slides ready on smart board
- Worksheets printed and ready to pass out

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

Day 1

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: "Good morning/afternoon sixth graders! I know that middle school is a time of transition from childhood to your teenage years. During that transition, friendships can shift and change, sometimes to expand, and sometimes not. It is natural during this time of your life to re-evaluate friendships and what it means to be a friend. So in this unit, we are going to talk about friendship, and then we are going to talk about animation, and then we are going put those two things together and make stop-motion animations."

Friendship discussion: 15 minutes

Teacher: "Let's start with this animation, and then we will get started in our discussion." Teacher shows "Joy and Lucky Carp" video on slide 2.

Teacher: "I have a question for you up here on the board — What does it mean to be a friend? Pull out your iPads and scan the QR code with your camera app. Click the link to Mentimeter and answer the question and we will see on the board what your answers are and start our discussion."

Students scan code and type answers that show up on an anonymous "message board" style panel on the screen. Teacher reads aloud the responses students wrote. Then teacher plays "Friendship" video on slide 4.

Teacher: "To help further your reflection on friendship, I have a worksheet for you to put down your thoughts. We will take 5 minutes to work on this and then we can talk about it."

Students reflect and write for 5 minutes.

Teacher: “Did any new thoughts or ideas come up for anyone while you were filling this worksheet out?” Teacher supports discussion based on worksheet.

Clean-up Procedures (Room, Materials & Work Storage)

Move on to Lesson 2

Closure, Review & Anticipation (what’s next?)

Teacher: “Now that we have taken the time to reflect on our thoughts on friendship, let’s talk about animation.”

Supplemental Activity

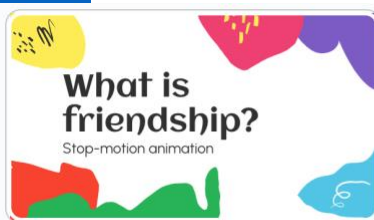
Teacher reflection focused on the lesson *after* it has been taught

- Were the students comfortable in sharing during the friendship discussion?
- Did any students feel sad during this discussion?

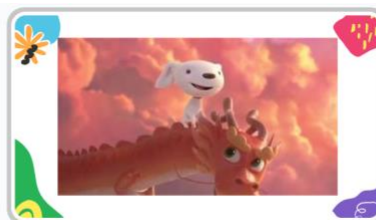
Lesson 1 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

Slides:



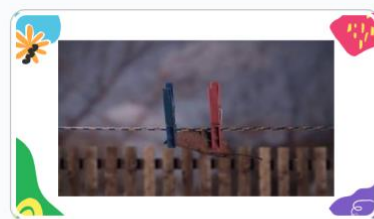
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Worksheet:

Friendship: Reflection

Name: _____

1. What does friendship mean to you?

2. How can someone be a good friend?

3. What things can hurt a friendship?

4. How can you form a new friendship?

LESSON PLAN 2

Teacher Candidate	Holly Romano
School	Hastings Middle School

LESSON NUMBER	2
Lesson Title	Stop-motion Animation
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	6th
Beginning Date for this Lesson	April 1
Ending Date for this Lesson	April 11

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

- **6.2 CR** Brainstorm and experiment independently with ideas.

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

- **6.2 PE** Identify technical skills that impact artmaking.

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

- **6.3 CO** Link observations, life experiences, and imagination for personal and creative expression.

Performance-based Assessment Objectives

- Students will develop and utilize stop-motion skills to create an animation.
- Students will use life experiences and imagination to create a storyline for their stop-motion animation.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Guided by the teacher, students will learn how to use Stop Motion Studio app and create a stop-motion animation.
- In pairs, students will create a storyline for their animation using the theme of friendship. They will be supported by using worksheets and through class discussion.

Academic Language

Vocabulary

- **Animation**
 - **Traditional** – type of animation that is hand drawn (pre-computer) 2D animation
 - **2D** – type of modern animation done on the computer
 - **3D** – type of modern animation done on the computer that uses form and value to give dimension.
 - **Motion-capture** – type of animation where actors wear sensors to bring an animated character to life.
 - **Stop-motion** – type of animation in which multiple images are put together to give a sense of motion
 - **Object motion** – type of stop motion where everyday objects seem to come alive
 - **Claymation** – type of stop motion where clay is used and morphed
 - **Pixilation** – type of stop motion where people are the main characters
 - **Cutout-motion** – type of stop motion that uses cutout papers and drawings
 - **Puppet** – type of stop motion that uses puppet like characters that can be adjusted and switched out
 - **Silhouette** – type of stop motion that uses only high contrast b/w with limited detail
- **Storyboard** – a series of drawings (based on the script) used to support animation planning
- **Storyline** – the plot of an animation or film
- **Onion Skin** – an animation tool that shows a ghost-like image of the previous picture to help guide the next one
- **Frames per second (FPS)** – a setting that sets the speed of an animation.

Additional Language Demands (*specific communication task*)

- Writing on the plot planning worksheet
- Sketching and writing on the storyboard worksheet
- Class discussion
- Peer discussion

Accommodations for Special Populations

- Teacher has talked to paraprofessional for four students on the autism spectrum and has planned to help them be successful by pairing them up with students they are comfortable working with.
- Teacher has spoken with cooperating teacher about a student with a learning disability and planned to pair him with two peers at his table that are supportive.
- Teacher has spoken with cooperating teacher about monitoring select students who struggle keeping focused.
- Large fonts used on slides
- Teacher will use a visual timer for timed activities

Art/Visual Culture Examples

- [“Candy”](#)
- [“Lego Churros”](#)
- [“The Chickens from Chicken Run”](#)
- [“Human Skateboard”](#)
- [“Usual Hero”](#)
- [“Honda: Paper engines”](#)
- [“The Nightmare Before Christmas”](#)
- [“Journey of Nature”](#)
- [“How it’s Made: Stop Motion Animation”](#)

Preparations

Materials/Resources for Teacher

- [Google slides](#)

Materials for Students

- [Stop-motion checklist](#)
- [Storyline worksheet](#)

- [Storyboard worksheet](#)
- [Stop Motion Studio](#) app
- iPads

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

Teacher will also discuss with the students about working in a group — working as a team, with equal contributions and respect for each other's ideas.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Have Playdoh can for each animation group
- Have support items like Legos, toys, and reclaimed materials for animation and set-up
- Have artmaking materials like papers, markers, scissors, glue, tape, etc for students to use to make their backdrops, props, and/or characters
- iPad stands for each group
- [Storyboard worksheets](#) printed
- [Story planning worksheets](#) printed

Procedures for the Teaching/Learning Structure (*indicate approximate time for each step*)

Day 1 (1/2 day)

Animation introduction: 15 minutes

Teacher talks through slides 6-16.

Slide 17 is for the next day where student teacher will be out for Teach Ohio

Day 2

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: “Good morning/afternoon sixth graders! Now that you understand what stop-motion animation is, let’s talk about the software you will be using. We will be using Stop Motion Studio app on your iPads. First we will watch this [introduction video](#) to the software, then we will start using it ourselves.”

Project intro: 5 min

Class watches video.

Teacher: “Let’s talk about some key terms that she mentioned in the video” Teacher talks through slide 20.

Teacher: “As I mentioned before, your stop-motion videos will be about friendship, which is why we took some time to really reflect about it earlier this week. Open your colored table folders and find a checklist inside. Let’s go over this together.” Teacher talks through worksheet and slide 21.

Teacher: “As I mentioned, you will be pairing up for this project. I want you to pick someone whom you will work well with. There will be a few groups of 3 that I will assign.” Teacher has discussed with support staff to have a couple groups of 3 to support students.

“Okay, now that you know your groups, I want to show you my friendship video. I paired up with my daughter. She thought of the storyline for our video and I planned the storyboard. Then we worked on building the set and the characters together. I did most of the production, then she helped record the audio. This is how you will be working in your groups as well. I expect there to be equal work done by all members. This means you will also need to be respectful of each other’s ideas, and be able to compromise to come to agreements. I should not see one person doing all the work. I should also not see one person not allowing the other person/people to help. Part of your grade is how well you worked as a team.

Here is my video.” Teacher shows video on slide 22. “What type of stop-motion animation did we use? What was the story in this video? What was the conflict?” Class discussion.

App installation: 5 min

Teacher: “Okay, let’s get the app. If you don’t have it already, it can be found in the Hastings app store. Do a search for Stop Motion Studio, and then download it to your iPad. Raise your hand if you need assistance.” Teacher walks around room assisting students as needed.

App overview: 15 min

Teacher connects their iPad into smart screen to show students basics of app (slides 23-28).

Teacher: "Like artists do when they start a new medium, we are going to experiment with the app now. I am going to give each group a container of Playdoh. I want you all to try to make a stop-motion using this Playdoh. What type of animation will it be?" Teacher supports to answer of Claymation.

Teacher passes out Playdoh and students work in groups of experimenting with the app.

Closure: 2 minutes

Teacher: "Okay, it's time to wrap up today. Go ahead and put your Playdoh away and be sure to seal the container tight so it doesn't dry out. Tomorrow we are going to start planning your storyline and sketches. Remember, the theme is friendship, so think of some ideas until then."

Day 3

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: "Good morning/afternoon sixth graders! Yesterday we experimented with the Stop Motion Studio app. That helped us to understand the medium better so we can make a good plan today. Get into your groups, and I am going to pass out the story planning worksheets."

Story Planning: 15 minutes

Students shift and teacher passes out worksheets. She reviews the worksheets with the class and they work on it for 10 minutes. Teacher walks around during this time, asking open ended questions and supporting where needed.

Storyboard sketches: 20 minutes

Teacher: "Okay now you are going to take your idea for your story and plan it out on this storyboard worksheet. Each of these squares should represent a camera angle or a scene. Here is my example for the animation I made with my daughter." Teacher shows example.

"Take the rest of class to think through your scenes for your animation. This will help moving forward so you know what backdrops, props, and characters you need to create." Teacher passes out worksheets and students work. Teacher walks around during this time, asking open ended questions and supporting where needed.

Closure: 2 minutes

Teacher: "Okay, it's time to wrap up today. Put your story planning and storyboard sheets in your table folders. We are going to use these tomorrow as you plan out your animation and begin making things that you will need for it. I will have papers, out with drawing, coloring and adhesive tools."

Day 4

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: "Good morning/afternoon sixth graders! Yesterday you worked in your groups to plan your animations.

Intro: 2 min

Today you are going to take those plans and start making your materials for your animation. You will need backdrops, props, and characters. I have various toys, reclaimed materials, and drawing/coloring supplies on the table. As a team you should make a plan about what each person will work on so you can both contribute equally. Play to your strengths and interests. If one of you prefers 2D, then that person can work on the backdrops. If one of you prefers 3D or character creation, then that is what you can do. Figure that out together."

Worktime: 30 minutes

Students will work on materials for animation. Teacher will walk around the room and support.

Closure: 3 minutes

Teacher: "Okay, it's time to wrap up today. Clean up the supplies you are using. Go ahead and store your materials on the windowsill shelf. Make sure to label it by putting a paper with your names on it. Tomorrow we will continue to work on these."

Day 5

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: "Good morning/afternoon sixth graders! Yesterday you started working on your materials for your animations. Today we are going to continue our worktime."

Worktime: 35 minutes

Students will work on materials for animation. Teacher will walk around the room and support.

Closure: 3 minutes

Teacher: "Okay, it's time to wrap up today. Clean up the supplies you are using. Go ahead and store your materials on the windowsill shelf. Make sure to label it by putting a paper with your names on it. Tomorrow we will continue to work on these."

Day 6

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: "Good morning/afternoon sixth graders! Last week you began working on your materials for your animations. Today we are going to continue our worktime.

Additional app teaching: 8 min

But first, I want to show you a few more things in the Stop Motion Studio app that you might want to use in your videos." Teacher talks through slides 33-38.

Worktime: 25 minutes

Students will work on materials for animation. Some might begin animating today. Teacher will walk around the room and support.

Closure: 3 minutes

Teacher: "Okay, it's time to wrap up today. Clean up the supplies you are using. Go ahead and store your materials on the windowsill shelf. Tomorrow you should all be starting your animation if you haven't already."

Day 7

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: "Good morning/afternoon sixth graders! Today we are going to continue working on animations.

Worktime: 35 minutes

Students will work on materials for animation. Some might begin animating today. Teacher will walk around the room and support.

Closure: 3 minutes

Teacher: "Okay, it's time to wrap up today. Clean up the supplies you are using. Go ahead and store your materials on the windowsill shelf. We will continue working on these for 2 more days.

Day 8

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: "Good morning/afternoon sixth graders! Today we are going to continue working on animations.

Worktime: 35 minutes

Students will work on materials for animation. Some might begin animating today. Teacher will walk around the room and support.

Closure: 3 minutes

Teacher: "Okay, it's time to wrap up today. Clean up the supplies you are using. Go ahead and store your materials on the windowsill shelf. We will continue working on these for 1 more day.

Day 8

Introduction: 5 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: "Good morning/afternoon sixth graders! Today you should be finishing up your animations. I want to walk you through the process of downloading and submitting your films to Canvas." Teacher talks through slide 39.

Worktime: 30 minutes

Students will work on materials for animation. Some might begin animating today. Teacher will walk around the room and support.

Clean-up Procedures (Room, Materials & Work Storage)

Closure: 5 minutes

Teacher: "Okay, it's time to wrap up today. You should all have submitted your videos to Canvas."

Closure, Review & Anticipation (what's next?)

Teacher: "Tomorrow, we will have a special movie premiere for your animated films! We will be watching the animations in class during the Hastings Film Festival!"

Supplemental Activity

Students can look on YouTube and find a favorite animation and send the link to the teacher.

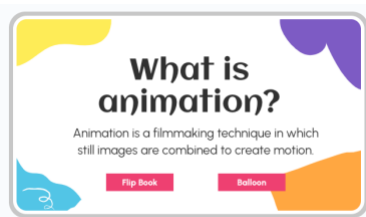
Teacher reflection focused on the lesson *after* it has been taught

- Did the students work well together in their groups? Were there any conflicts? Did they all give equal effort?
- How well did the students understand how to use the app? Was there enough scaffolding and support to help them be successful?

Lesson 2 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

Slides:



6

Animation

Traditional 2D 3D

Stop-motion Motion capture

7

Stop-motion Animation

Object motion Claymation Pixillation

Cutout-motion Puppet Silhouette

8

Stop-motion Animation

Object-motion

9

Stop-motion Animation

Object-motion

10

Stop-motion Animation

Claymation

11

Stop-motion Animation

Pixillation

12

Stop-motion Animation

Cutout-motion with colored paper

13

Stop-motion Animation

Cutout-motion with drawings

14

Stop-motion Animation

Puppet

15

Stop-motion Animation

Silhouette

16

How It's Made

17

Stop Motion Studio
Let's Make a Movie.

18

Key Terms

Frame:
An individual picture for an animation

Frames per second (FPS):
Number of frames that play per second. Recommend 24.
Less = slower video. More = faster video

Onion Skin
Tool that creates a "ghost-like" layer to see previous image

19

Stop-motion Animation

20

Friendship stop-motion animation

1. Pair up with a partner
2. Brainstorm story planning
3. Storyboard sketches
4. Create backdrop, props, characters
5. Produce animation

21

App tutorials

22

Tool tutorials

23

Starting a new file

24



25



26



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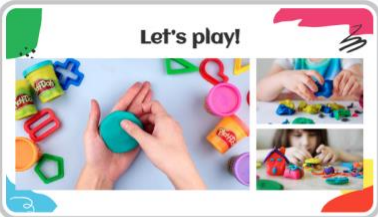
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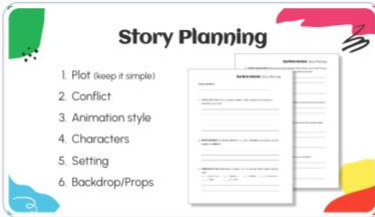
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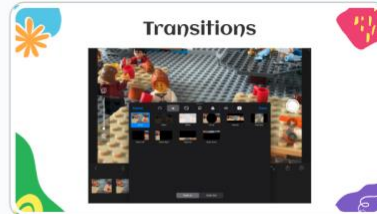
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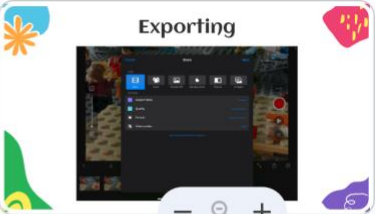
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38

Worksheets:

Stop-motion Animation : Checklist

Name: _____

- Group members**

- Storyline worksheet**
- Storyboard worksheet**
- Concept reviewed with Mrs. Romano**
- Backdrop, props, and characters created**
- Animation production**
 - Title page
 - Story
 - Sound included
 - Credit page (mention who worked on the animation and give credit to any media you used made by someone else -- ex. songs)

Stop Motion Animation : Story Planning

Group members:





1. **STORY PLOT:** What is the plot of your animation? What do you want to say about friendship in your story?

2. **STORY CONFLICT:** What is the conflict in the story that will add interest to your story and engage the audience?

3. **ANIMATION STYLE:** Which type of animation style will you use? What materials will you need?
____ Object motion ____ Claymation ____ Pixilation ____ Cutout motion
____ Puppet ____ Silhouette

Stop-motion Storyboard

Group: _____

	
_____ _____	_____ _____
	
_____ _____	_____ _____

Teacher example:

LESSON PLAN 3

Teacher Candidate	Holly Romano
School	Hastings Elementary School

LESSON NUMBER	3
Lesson Title	Hastings Film Festival
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	6th
Beginning Date for this Lesson	April 12
Ending Date for this Lesson	April 12

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

- **6.1 RE** Select relevant vocabulary to define and describe works of art.

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Performance-based Assessment Objectives

- Students will use animation vocabulary to describe and review stop-motion animations.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will critique the stop-motion animations of their peers, as well as self reflect on their own animation process using vocabulary familiar to the medium.

Academic Language Vocabulary

Additional Language Demands (*specific communication task*)

- Students will write a review of two animations
- Students will write a self-reflection on their own experience in the lesson

Accommodations for Special Populations

- Students will only be sharing their reviews with the teacher — they can give an oral review if necessary.
- Although there are no known allergies or dietary issues in the classroom, the teacher will be sending an email to parents to notify of plans to provide Skinny Pop popcorn (known to be completely nut free) during the movie premier experience, allowing to be notified if there are any dietary concerns.

Art/Visual Culture Examples

- Students will be viewing animations made by all of the 6th grade groups

Preparations

Materials/Resources for Teacher

- [Google slides](#)

Materials for Students

- [Self reflection](#) worksheet (page 2)
- [Movie critic worksheet](#)
- Single serve popcorn

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Single-serve popcorn bags ready to pass out
- Self-reflection and movie critic worksheets printed and ready
- Teacher has laid out a red carpet/fabric for the “Hastings Film Festival”

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

Introduction: 3 minutes

When students enter room, they grab their sketchbooks from the cabinet and draw the daily prompt while the teacher finishes getting ready and takes attendance.

Teacher: “Good morning/afternoon sixth graders! Welcome to the Hastings Film Festival! Today is the premier of our collection of animated films that share a theme of friendship! We will be watching all the animations today, including the ones from the other sixth grade class.

Then, you will be film critics for Rotten Tomatoes and will review two of the film animations. All of the videos are uploaded on Canvas, so you can pick any two that you would like to review. You just can’t review your own.

Animation viewing: 25 minutes

“Let’s get this show going!” Teacher passes out the single serve popcorn bags, dims the lights, and plays the animations.

Film critiques and self-reflection: 12 minutes

Teacher: “Okay, now you can open your iPads and go to Mrs. Tobin’s Art Room on Canvas. Click on the Modules and find the folder with all the videos in week (number). Pick any two films to review, just don’t pick your own. I will pass out the worksheets.

I will also pass out the self-reflection worksheets. When you are done with your film critiques, fill out the self-reflection sheet about your own experience with this creative project.” Teacher passes out worksheets and students fill them out.

Cleanup: 5 minutes

Teacher: “When you are finished with your worksheets, put them in your colored table folders. Make sure your name is on them to make sure you get credit.”

Clean-up Procedures (Room, Materials & Work Storage)

Teacher collects the table folders.

Closure, Review & Anticipation (what's next?)

Teacher: "Thank you for coming to our film festival! Now you can all call yourselves filmmakers and experts in animation!"

Supplemental Activity

Independent animation

Students can create an animation film independently with any theme of their choosing.

Teacher reflection focused on the lesson *after* it has been taught

- Did the students enjoy watching the films?
- Was there enough time for thoughtful reflection and critique?
- Did the students enjoy working on this lesson?

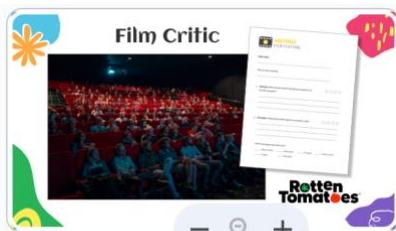
Lesson 3 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

Google slides:



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Worksheet:

Stop-motion Animation : Checklist


My contribution to the project was:

My favorite part of the animation process was:

The most challenging part of the animation process was:

How would you rate your effort towards the project? (circle one)

1	2	3	4	5
Didn't give much effort.	Gave less than half my effort.	Gave about half effort.	Gave mostly my best effort.	Gave my best effort.



Film Critic:

Film you are reviewing:

1. **Storyline:** What did you think of the plot and characters of this film animation? ☆☆☆☆☆

2. **Animation:** What did you think about the animation style? ☆☆☆☆☆

Which animation style was used?

___ Object motion ___ Claymation ___ Pixilation ___ Cutout motion

___ Puppet ___ Silhouette

Bibliography:

Sickler-Voigt, D. C. (2020). Artistic Development: Early Childhood Through Adolescence. In *Teaching and learning in art education: Cultivating students' potential from Pre-K through high school* (pp. 83–101). essay, Routledge.