

## **Lesson Plan: Create Your Own Animation!**

**Grade level: 5-12**



**Duration: 5-7 class periods or longer**

**Media Type: Media Arts**

**Subject Integration or Collaboration: Many cross curricular opportunities!**

**Objective:** To create a 90-second animated short film

**Assessment:**

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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**Vocabulary:**

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

**Materials and Procedure:**

Device in which to create a stop motion animation (phone, tablet, laptop)

Common objects in which to animate

**Day 1:**

Start a conversation with students about creating short movies or animations.

**Discussion Questions:** Has anyone here created their own short films or animations?

What can you tell me about making a short film or animation? Share *Making It Up North* videos about making movies:

Meet the Animators at WOMO Studios: <https://youtu.be/c2vWAEJwAhl> (5:51)

[Ironbound Studios: Making Movies in Chisholm](#) (4:46)

Filming vocabulary: What is a set? What is a soundstage? What does “production” mean in this context? What is a vendor? What is the role of a vendor? What does the word ‘manufacturing’ mean? What role does a community have when people create movies? What does it mean to ‘repurpose’ something?

Show samples of famous stop motion animations: [Fantastic Mr. Fox](#) (2:31), [The Nightmare Before Christmas](#)(1:25), [Wallace and Gromit](#) (2:08), to name a few.

Students will have many title ideas to offer, as well. Films and animations can be

different from one another, but can also have similar elements. The American rock band Okay Go, is famous for their stop motion animation videos. Here is one of their more famous videos, [Three Primary Colors](#)(1:30), entertaining for all ages. After sharing all of this new information, and telling students that they will be creating their own 90 second animations in groups of 2-4, have students begin to brainstorm possible ideas.

### **Further Understanding:**

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

**Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artistic works, for preservation and presentation.**

### **Day 2-3:**

Students begin to sketch out their ideas after brainstorming with peers in groups of 2-4 students. Students can take their ideas from famous novels, books, stories, poems, etc. they have read either in or out of school.

### **Day 4-10:**

Students start to create and record their animated stories. This may take a few days, or several. It really depends on how much time there is to spend on this lesson, and the criteria chosen for final group films. If students create, say, a 90 second film, this will take many class periods to complete. Students thoroughly enjoy creating animated short films, the time spent is well worth it!

### **Extensions:**

Have a student lead film festival when all films are complete. Invite another classroom of students to come in and view the films. Students love to showcase their work, as well as, receive positive feedback about their hard work and accomplishments.

### **Resource links:**

[90 Second Newbery](#)

[Flip Book Animation for Kids](#)

[Pencil Animation for Kids](#)

[Stop Motion Studio](#) (App for kids-fun for adults, too!)

[Toontastic Animation app for kids](#)

[Kpedia Animation Facts for Kids](#)

[Behind the Scenes of Fantastic Mr. Fox](#)

[National Standards for Visual Arts](#) link

Sample Standards:

VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.

VA:Cr1.1.7a: Apply methods to overcome creative blocks.

VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.

[Media Arts](#) (link)

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.