Animation Station: Art Curriculum

Grade Level: 6th Grade

Subject: Visual Arts

Objective:
Students will learn the basics of animation and storytelling, creating their own flipbook animations to understand how drawings can be made to move.

Materials:
- General Supplies: Crayons, colored pencils, markers, paper, notebooks, scissors, glue, stapler
- Digital Presentation Tools: Computer, projector, screen
- Handouts: Animation basics guide, flipbook templates, reflection journals, self-assessment forms
- Online Resources: Links to animation clips, tutorials

Lesson Duration: Five 60-minute class sessions.

Detailed Weekly Plan:

Day 1: Introduction to Animation

Objective: Introduce students to the basics of animation and how it creates the illusion of movement.

Materials for Day 1:
- Video clips or examples of simple animations
- Crayons, colored pencils, markers, paper, notebooks

- Handouts with animation basics guide and discussion questions

Instructions and Script for Day 1:

Introduction (10 minutes):
- Teacher Script:

  "Good morning, everyone! Today, we're going to learn about animation, a fun way to make drawings look like they are moving. Imagine drawing a stick figure in slightly different poses on many pages of a notebook. If you flip through the pages really fast, the stick figure seems to dance or jump. That's basically how animation works—it tricks your eyes into seeing movement!"

Animation Basics (15 minutes):
- Presentation: Show video clips or examples of simple animations.
- Discussion:
  - "How do these animations create the illusion of movement?"
  - "What do you notice about the differences between each frame?"
  - "How do animators use these moving pictures to tell a story?"

Hands-On Activity: Drawing Simple Animations (30 minutes):
- Instructions: "Let's start by drawing simple animations. Draw a stick figure in slightly different poses on several pages of your notebook. Then, flip through the pages quickly to see your stick figure move."
- Materials: Provide notebooks, crayons, colored pencils, and markers.
- Guidance: Walk around and help students draw their animations and flip through the pages to see the movement.

Wrap-Up (5 minutes):
- Teacher Script: "Great job today! We learned about how animation works by drawing simple animations. Tomorrow, we'll explore how animators use their skills to tell stories with their animations."

Day 2: Storytelling with Animation

Objective: Teach students how animators use animation to tell stories, focusing on character movement and emotions.

Materials for Day 2:
- Video clips of animated stories
- Crayons, colored pencils, markers, paper, notebooks
- Handouts with storytelling tips and discussion questions

Instructions and Script for Day 2:

Introduction (5 minutes):
- Teacher Script:

  "Good morning! Yesterday, we learned about the basics of animation. Today, we'll explore how animators use animation to tell stories. Animators show us what the characters are feeling and what happens to them in the story by making their drawings move."

Storytelling with Animation (15 minutes):
- Presentation: Show video clips of animated stories.
- Discussion:
  - "How do the animators show what the characters are feeling?"
  - "What makes the scenes exciting or dramatic?"
  - "How does the speed of the animation affect the story?"

Hands-On Activity: Creating Storyboards (30 minutes):
- Instructions: "Now, let's create storyboards for our animations. Think about a simple story you want to tell with your animation. Draw a series of pictures that show the main events in your story."
- Materials: Provide paper, crayons, colored pencils, and markers.

- Guidance: Assist students in creating their storyboards, encouraging them to think about character movement and emotions.

Wrap-Up (10 minutes):
- Teacher Script: "Great job today! We started creating storyboards for our animations. Tomorrow, we'll use these storyboards to create flipbook animations."

Day 3: Creating Flipbook Animations

Objective: Guide students in creating their own flipbook animations based on their storyboards.

Materials for Day 3:
- Crayons, colored pencils, markers, paper, notebooks, scissors, glue, stapler
- Handouts with flipbook templates

Instructions and Script for Day 3:

Introduction (5 minutes):
- Teacher Script:
  "Good morning! Yesterday, we created storyboards for our animations. Today, we'll use these storyboards to create flipbook animations. This will help us see how our drawings can come to life."

Hands-On Activity: Creating Flipbook Animations (50 minutes):
- Instructions: "Let's start creating our flipbook animations. Use the flipbook templates to draw each frame of your animation. Then, cut out the frames and staple them together to make a flipbook."
- Materials: Provide flipbook templates, paper, crayons, colored pencils, markers, scissors, glue, and staplers.
- Guidance: Walk around and help students create their flipbooks, offering tips on how to draw each frame and assemble the flipbooks.

Wrap-Up (5 minutes):
- Teacher Script: "Great job today! We made a lot of progress on our flipbook animations. Tomorrow, we'll finish them and get ready to share our animations with the class."

Day 4: Finishing Flipbook Animations

Objective: Help students complete their flipbook animations and prepare for presentation.

Materials for Day 4:
- Crayons, colored pencils, markers, paper, notebooks, scissors, glue, stapler
- Completed flipbook templates

Instructions and Script for Day 4:

Introduction (5 minutes):
- Teacher Script:
  "Good morning! Yesterday, we started creating our flipbook animations. Today, we'll finish them and get ready to share them with the class. Think about any final touches you want to add to your animations."

Hands-On Activity: Completing Flipbook Animations (45 minutes):
- Instructions: "Let's add the finishing touches to our flipbook animations. Make sure each frame is complete and your flipbook is assembled correctly."
- Materials: Provide flipbook templates, paper, crayons, colored pencils, markers, scissors, glue, and staplers.
- Guidance: Assist students in completing their flipbooks and preparing for their presentations.

Wrap-Up (10 minutes):
- Teacher Script: "Great job today! We've finished our flipbook animations. Tomorrow, we'll present them to the class and discuss how our animations tell a story."

Day 5: Presenting Flipbook Animations

Objective: Present flipbook animations to the class and discuss the storytelling and animation process.

Materials for Day 5:
- Completed flipbook animations
- Reflection journals, self-assessment forms

Instructions and Script for Day 5:

Introduction (5 minutes):
- Teacher Script:
  "Good morning! Today is the day we present our flipbook animations to the class. Let's get ready to share our animations and talk about the stories they tell."

Presenting Flipbook Animations (40 minutes):
- Instructions: "Each of you will come up and present your flipbook animation. Explain what your story is about and how you used animation to show movement and emotions."
- Guidance: Encourage each student to present their animation, giving them positive feedback and highlighting the storytelling and animation techniques they used.

Discussion and Reflection (10 minutes):
- Teacher Script: "Let's take a moment to reflect on our projects. What did you enjoy most about creating your flipbook animation? How did you use animation to tell your story?"

Reflection Journals (5 minutes):

- Instructions: "Write in your reflection journals about what you enjoyed, what you learned, and any challenges you faced while creating your flipbook animation."
- Materials: Provide reflection journals and writing tools.

Wrap-Up (5 minutes):

- Teacher Script: "Great job, everyone! You all did amazing work creating your flipbook animations. Keep practicing your animation skills and telling your own stories through art!"

Extensions and Assessments

Extensions:

- Early Finishers: Students who finish early can write a short story in their reflection journals about their animation, describing the process and the story behind their flipbook.
- Additional Research: Students can research another animator or animation technique and prepare a short presentation for the class.
  - Recommended Resources:
    - The Animation Guild
    - Pixar Animation Studios
    - Walt Disney Animation Studios
- Virtual Tours: Use online resources to take virtual tours of animation studios or watch behind-the-scenes videos of animated films. Links can be provided to studio websites with virtual tour options.

Assessments:

- Formative Assessment: Monitor students' progress during hands-on activities and provide ongoing feedback.

- Summative Assessment: Use a rubric to evaluate each student's flipbook animation based on creativity, adherence to the animation concept, effort, and understanding of how animation is used to tell a story.
- Self-Assessment: Have students complete a self-assessment form reflecting on their project and learning experience.
- Peer Assessment: Encourage peer feedback during the final critique session to promote collaborative learning.

Teacher Notes:

- Provide clear criteria for assessments and explain them to students at the beginning of the project.
- Use the rubric consistently to ensure fair and objective grading.
- Model positive and constructive feedback during critiques and encourage students to practice these skills.