**Art Lesson Plan**

**Group members: ​Aaron, Jessica, Jossimar, Alé**

**Grade Level:​ High School**

**Lesson Title: Stop Motion Identity**

**Rationale: discovering identity through technology**

**Major Goals:**

* Students will create a stop-motion video using a phone app.
* The video will be an symbolic self-portrait reflecting their own personal identity
* Familiarize students with online media
* Create a sense of community in the classroom

**Aesthetics, Art History, Art Criticism, and Interdisciplinary Connections:**

Major Concept: Self-Identity

Artist/ Arts/ Object / Period / Culture: An introduction to stop-motion in art and media. Pioneer stop motion film makers William T. Rock, Albert E. Smith, and James Stuart Blackton.

**Aesthetic Questions:**

* Does the animation provoke an emotional response?
* How do the formal qualities affect the overall flow?

**Social, Political, Multicultural Context:**

* Students will explore their identity and their role in society in order to express themselves artistically through stop motion films.
* The Animation will focus on the student and their unique cultural/social experience

**Instructional Strategies:**

* PowerPoint/ Keynote/ Prezi

**Interdisciplinary Connections:**

* Incorporates the students knowledge of photography, film, and composition of shapes and forms in order to bring to life a original animation.

**Vocabulary:**

* Stop motion: a cinematographic technique whereby the camera is repeatedly stopped and started creating the illusion of motion.
* Animation: the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the movie is shown as a sequence.
* Scene: a sequence of continuous action in a play, movie, opera, or book.
* Photography: the art or practice of taking and processing photographs.
* Identity: the fact of being who or what a person or thing is.

**Art Production:**

1. Download Stop Motion Studio for Apple iphone or download PicPac for Android phone
2. Arrange objects to create desired scene
3. Capture scene using Stop Motion Studio or PicPac
4. Continue to rearrange scenes and capture the scenes using your app till you have the needed amount of images
5. Watch the video to make sure it runs smoothly
6. To edit video tap the image once and you will have the option to delete, move, or copy it
7. Once you are done editing the video upload it by going to My Stop Motion Movie and click the middle button
8. Upload your video to Youtube and paste the link to the class webpage to turn it in

**Subject Matter:**

* Self/Identity/Culture

**Medium:**

* Photography
* Whatever the students chose to use as the focus of their photos: drawing, painting, sculpting,

**Process**:

* The use of stop-motion photography to create an animated scene.
* Make comments on classmates posted Youtube videos
* Students will engage in a class critique where they have a feedback session

**Instructional Strategies:**

* Self-guided computer instruction

**Elements of Art:**

* Space: Attention to the fore/middle/background in relation to the displayed area
* Form/Shape: Found objects or drawings that will compose the majority of video
* Value: Attention to the lighting used while photographing
* Color: Will be utilized to create the overall mood

**Principles of Design:**

* Repetition:Through repetition of images students will create the illusion of motion
* Harmony:How well the different elements are blended together
* Contrast: Awareness of the contrast between the foreground and background

A. Content Standard 1

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

B. Content Standard 2

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

C. Content Standard 3

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

D. Content Standard 4

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

E. Content Standard 5

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

F. Common Core – (file for copy/paste on ART 305 website/Photoshop)

Grade 11-12 Writing Standard- Use technology, including the Internet, to produce,

publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Teacher / Learner Materials:**

* Stop-Motion Application: Stop Motion Studio for Iphone/Pic Pac for Android
* Youtube/Facebook/Vine

**Anticipatory Set:**

* Students will be shown shown popular stop motion animations (links)

**Objective/Purpose:**

* Students will become familiarized with the stop-motion process
* Students can apply this knowledge to later projects both in and outside of class
* By learning this simple and easy to use technique the students will be capable of expressing themselves artistically and uniquely in new ways.

**Input:**

* How to navigate and operate Stop Motion Studio/Pic Pac
* How to post videos on Youtube
* These skills will be introduced and covered on the first day of lesson

**Model:**

* This skill will be demonstrated through teacher examples and a step-by-step

**Check for Understanding:**

* Go over worksheets with students: brainstorm worksheet with interest inventory bubble map

**Guided Practice:**

* Students will brainstorm their ideas with an in-class worksheet on the first day which will be applied to their videos next class.

**Closure:**

* On the final day the students will present their videos to the class and lead the discussion.

**Independent Practice:**

* Students will be asked to reflect on what defines them socially/culturally and come to class with an idea of how to translate that into photography.

**Procedural Outline: (describe what each day’s schedule will look like, with goals so that students know they are progressing on target)**

Day 1 – Introduction & Brainstorming: Students will be introduce to the process of making a stop motion video. The process of downloading the application will be shown this day. Finally students will begin their project by brainstorming their ideas on a worksheet. For homework students will be asked to gather materials that will be used for the following class day to begin their videos. Have students turn in a check list of objects they want to use for project before leaving class.

Day 2 - Prep/Practice Day: Students will create a storyboard in order to apply their self reflection towards their animation. Students will use class time to create this storyboard and practice with the application.

Day 3 - Work Day: Students will begin their final stop motion videos using their electronic devices. For homework students will type a reflection describing their creative processes applied in their animation.

Day 3 - Presentations: Students will present their videos in front of the class after posting their videos on the class chanel. During the presentations students will reflect on their own creative process as well as receive feedback and answer questions from their peers.

**Evaluation: (Criteria, rubric, checklist, etc)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| CATEGORY | 4-Exellent | 3-Good | 2-Acceptable | 1-Inclomplete |
| Technical Execution | Animation is fluid without skips or jumps in video. Lighting is Consistent and adds to overall experience. | Fluid animation with only minor jumps in video. Lighting adds to overall appearance but is inconsistent. | Animation is complete but with little or no attention to lighting or pacing. Video skips around often. | Animation is incomplete with little or no attention paid to pacing or flow. |
| Formal Qualities | composition and sense of space are addressed and executed expertly. Forms/shapes are interesting and appropriate. | Composition is addressed and is beneficial to the work but lacks a variety of forms/shapes. | Composition is not addressed. Forms/shapes are random and do not add to the overall theme. | Little effort put into creating an interesting space. Objects are carelessly sprawled across scene. |
| Concept/Originality | Concept is successfully executed and reflects concepts & ideas uniquely theirs. | Animation is expressive and visually unique but does not reflect the original concept. | Lacks any sort of defining characteristics. Concept is vague and not represented. | Student demonstrated a serious lack of interest in the project and is reflected in their work. |
| Participation | Student used class-time efficiently and turned in work on time. Participation in class critique was prepared and informative. | Student used class-time efficiently and turned in work on time. Failed to coherently describe their creative process during critique. | Student was in class but did not use time constructively. Was absent or a non-participant in group critique. | Frequently Late/absent. Missed or did not participate in critique. |

**Developmental Considerations: (what do students this age need?)**

* High school students require space in order to fully express themselves but at the same time require constant supervision to keep them on task.
* Work in pairs if do not have a cell phone

**Student Special Need Considerations:**

* Clarify they understand the steps of the project
* Periodically check in on their progress
* Provide them with the tools to create animation
* Work with partner for extra assistance