

Inclusive Lesson Plan

Submit lesson plans to the supervising practitioner and program supervisor for approval in advance of lesson presentation. Please take all the space you need to complete this form.

Lesson Title: Stop Motion Animation

Teacher Candidate's Name: Eben Taylor

Date: 4/11/2024

Background

Brief description of group to be taught

7-8th Grade enrichment (pass/fail class with a more lenient curriculum), four classes, 12 students in 7th grade and 11 students in 8th grade. 80% achievement level expected to understand animation concept, 100% anticipation of student participation resulting in passing grade. One MLL in 8th grade class and one student with an IEP in each class.

Overall Purpose of this lesson. Include:

Subject area: 3d stop motion animation using clay

- - I can understand animation methods and create a collaborative animation using clay.
 - Connect mathematics and physics to the timing and spacing of animation.
 - Relate experiences making digital animation that they've seen to traditional artforms.
- I would like to learn how to communicate and resolve conflicts among students who do not get along or wouldn't normally pick each other as a partner.
- I would like to learn how to pair students in groups to help students who have trouble focusing in groups that would encourage self accountability. I would also like to learn how to resolve conflicts among students who do not get along or wouldn't normally pick each other as a partner.

Professional Standards for Teaching Met by This Lesson Plan

1. Curriculum Planning and assessment
2. Teaching all students
3. Family and community engagement
4. Professional culture

CAP Elements Met by This Lesson Plan

- A. Basic subject matter knowledge in the curriculum frameworks
- B. Well-structured lessons
- C. Adjustments to practice
- D. Meeting diverse needs
- E. Safe learning environment
- F. High expectations
- G. Reflective practice

Relationship of this lesson to curriculum/theme

Previous knowledge is from a flipbook animation class I taught, where students learned squash and stretch as well as ease-in and ease-out

Lesson

Common Core Standards/Massachusetts Frameworks Strand and Learning Standards

Content:

- To Refine and complete artistic work. Apply strategies to work through creative blocks. (7-8.V.Cr.03)
 - o Develop and refine artistic techniques and work for presentation. Utilize different approaches to share artwork. (7-8.v.P.06)
 - o Perceive and analyze artistic work. Analyze elements of a work that are indicative of the historical or cultural context in which it was created. (7-8.V.R.07)
 - o Synthesize and relate knowledge and personal experiences to make art. Describe and demonstrate influences of personal artistic style and preferences in visual arts. (7-8.V.Co.10)

Massachusetts English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) Standards: Kindergarten-Grade 12

Grades 6-8 STANDARD 4: Language of Science, Language Domain, Listening and Speaking

Behavioral Objectives/Learning Outcomes

Content:

- Content Objectives/Outcomes
 - o I can understand the stop motion art program and the methods of stop motion to make an abstract animation in my group
- Social Emotional Outcomes
 - o Find new ways for students to connect with classmates outside of their cliques.
- Diversity, Equity, Access, Inclusion Outcomes
 - o Allow students with alternative attention spans the ability to focus and complete the task.
- Integrated Arts Objectives/Outcomes
 - o Math connection: Alter the timing and pacing of the animation using frame rates and
- Language: Students will be able to verbally describe the speed and motion that their clay animations take

Students will be able to:

Students will be able to apply their understanding of the artistic principles of animation they learned in their previous lesson by making an abstract clay animation, making a storyboard, making props/scenes, and animating the final sequence.

The student with an IEP will be able to stay focused on the task when given one minute breaks every 5 minutes of animation work.

Adaptations/Modifications for Students

At differing achievement levels, learning preferences, multiple intelligences, language backgrounds of individual students.

Allow students to focus on different aspects of the animation if they have texture issues with the clay. For students with different language backgrounds I will create a vocabulary sheet with words in English and their definition in their preferred language.

Materials (Please attach any handouts to lesson plan)

6 iPads, pencils, eraser, clay, cardboard boxes, glue, tape, colored construction paper, projector, vocabulary sheet in English and Spanish:

<https://docs.google.com/document/d/1d84d6W3oV36zxRKYaPVXxdkbjqbC93qNrwOyZi6CV2A/edit?usp=sharing>

Motivational techniques (activators/grabbers/launch/do now)

What have you built in that is going to grab their interest? What do you know about the students' backgrounds including language(s) and culture(s) and how this relates to motivation?

Show them an example of clay animations morphing into different things.

Procedures

Instructional Practice: Include time budget/pacing; possible questions to ask students; student grouping (cooperative learning) strategies; how you will communicate high standards and expectations when beginning, carrying out, and completing the lesson; how you will make the content comprehensible for ELL students. Bullet steps in enough detail that a substitute could teach the lesson.

Budget: \$30. Use recycled materials to cut costs.

Comment on specially designed instruction required for students with IEPs participating in this lesson. Add the duration and description of your procedures.

- Vocabulary
 - o Tier 1: **Animation, Clay, iPad, Tablet, app, picture, move, speed**
 - o Tier 2: **Frames, Stop motion animation**, Pacing, movement
 - o Tier 3: Onion skinning, **transparent, persistence of vision**, storyboard, ease-in, ease-out, exaggerate.
- MLLS will receive vocab guides with English vocabulary and definitions translated into Spanish.

Example:

Duration	Description
Day 1	
10 min	<ul style="list-style-type: none"> Divide everyone into groups of 2-3 (some groups will be predetermined). On the projector, show students a video of a clay animation with the clay morphing into different objects. Review animation techniques and vocabulary from previous lessons. Bring this knowledge into the new program and show them how it applies to the new medium.
25 min	<ul style="list-style-type: none"> Students will get used to the program by making a clay animation with no end goal in mind. The first frame should be a ball with no detail. Squish the clay and take a picture with each squish. Let the clay guide your hand to wherever it wants to go. Groups of 2 have 1 clay ball, groups of 3 have 2 clay balls. Animators and camerapersons will rotate positions every 5 minutes, with a 1 minute break inbetween to discuss and reorient themselves Animation must be 50 frames long at least
5 minutes	<ul style="list-style-type: none"> Students will be asked to stop what they are doing and name their projects. Then they will clean up. Until the bell rings, students will be asked exit tickets on what they learned and review vocabulary
Days 2-3	
5 min	<ul style="list-style-type: none"> Show students an example of storyboards next to the finished project of a stop motion movie Students will learn about storyboards by seeing examples and showing how different angles and zoom ins can have different effects
35 min	<ul style="list-style-type: none"> Students collaborate with their partner from the last class to plan an animation between 50-200 frames long with props or characters. One storyboard is finished, they will make props for the final animation When they are done making props, at the start of the next class they will film their animation
5 min	Exit tickets, same as before
Day 4	
5 min	<ul style="list-style-type: none"> Tell students that they will be animating today and will finish their projects, regardless of where they are at with their props

35 min	<ul style="list-style-type: none"> All students are animating or taking pictures. Teacher will walk around room and monitor progress, giving help when needed and keeping students on task
5 min	<ul style="list-style-type: none"> Clean up, show students how they can name their files and how they can export the movie

Wrap up (Summarizers)

The exit tickets will be a call and response from the students to define vocabulary and explain techniques, such as warming up clay by squishing it with your fingers.

Procedures to transition students to next lesson

What routines do you have in place to support students as they transition to the next activity?
 Alarm/Jingle will play 5 minutes before it is time to clean up.

Assessment (Evaluation of Behavioral Objectives/Learning Outcomes)

Observation of student participation is how I will grade students, because this class is Pass/Fail and not given a strict number grading system. Students will only receive a passing grade if they participate in the initial animation and if they either help construct pieces for the unique animation and/or animate it. The data used is going to be the finished movies exported with at least 50 frames for each one.

Potential Barriers and Solutions

What could go wrong and how will I handle it?

Problem: Tablet won't connect to the projector

Solution: I will have students gather around my tablet and show them directly.

Problem: Students don't participate or don't complete the animation to the minimum requirements: 50 frames of animation

Solution: If students are having trouble staying on task, have them create a checklist of completing 10 frames of animation every 5 minutes.

Problem: Vocabulary sheet for MLL student doesn't properly convey the concepts to the student.

Solution: Allow for the use of electronic translators to encourage verbal communication and in depth explanation

Problem: Students don't get along with each other when paired into groups.

Solution: Conflicts will be addressed immediately and students will be separated from their project to discuss solutions. Establish ground rules and break their project down into tasks in a list that can be the focus, instead of focusing on each other. Assure the students that they will be able to pick their group members once the initial stop motion crash course is finished.