NCAD DUBLIN

National College of Art and Design
A Recognised College of University College Dublin

School of Education
Scheme/Unit of Learning

Student Name: Dan Shanahan

Year: BA21

Class Name: REMOTE TEACHING - BA21

Class Profile:

Theme/Scenario:

"The Tuft of Flowers" - Animation Studies

Key Skills/ Statements of Learning

- **Managing Myself** - Being able to reflect on my own learning / Using digital technology to manage myself and my learning

- **Being Creative** - Exploring options and alternatives / Implementing ideas and taking action

- **Communicating -** Listening and expressing myself / Using language / Discussing and debating

- **Working With Others -** Co-operating / Learning with others

- **Managing Information and Thinking -** Being curious / Gathering, recording, organising, and evaluating information and data / Thinking creatively and critically / Reflecting on and evaluating my learning

SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.

SOL 15: recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning

SOL 16: Describes, illustrates, interprets, predicts and explains patterns and relationships

SOL 20: Uses appropriate technologies in meeting a design challenge.

Aim of Unit of Learning:

Students will **explore** the medium of **animation** through **historical and contemporary studies**, **observational tasks** and **learning activities** during **remote classes** and **independent practice**. Students will **plan** and **create** a **stop-motion animation** based on the poem **"The Tuft of Flowers"** by Robert Frost, **experimenting** with **mixed media** and **natural or man-made objects**. Each animation should be **30 - 50 frames** and **30 - 60 seconds** long with an emphasis on **colour, space, pattern and shape.**

Direct instruction, unguided inquiry, concept formation, collaborative learning

- **Processes**
- **Techniques/Materials**
- **Theme**
- **AEDP**
- **Outcome/Product**

Layers of learning:	Learning Outcomes
Numeracy: organisational skills, calculating frame-rates	**At the end of this Unit of Learning Students should be able to...**
	Critical and Visual Language
Literacy: annotated drawings, information gathering, recording construction process, ideation, typography.	1.2 respond to an artwork using critical and visual language (affective)
	Drawing
Oracy: Students will listen and respond to questions from peers about animation terms. They will share their ideas orally and explain their understanding to their peers.	2.6 investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making (cognitive, psychomotor)
Cross curricular links:	**Visual culture and appreciation**
History - societal impact on artists ideas	
Mathematics - frame sizes and frame rates in conjunction with time and speed	1.7 examine the method of a number of artists and the artwork they created (cognitive)
English - using poetry for inspiration Relates to film studies	**Art Elements and Design Principles**
	3.10 explain the use of art elements and design principles in examples of design work (cognitive)
	Media
	1.15 critique the choice of media in their own or others' artwork (cognitive, affective)
	Exam
	● Select, interpret and answer a LC exam question applying essay writing skills from class.

	Key Skills
	● Work independently to explore and evaluate a variety of research and investigation sources
	● Gather, record and present their research and information in a Google Drive folder.
	● Collaboration, Communication, Critical Thinking, Creativity

SEN/AEN Inclusion	**Managing Behaviours:** Issues/Strategies
Read IEPs and get advice from SNA's and host teacher	
	Talkative: keep rules the same as they would be in class in regards to talking. All mics are turned off while the teacher is speaking. Any questions are to be written on the messages board and will be addressed by the teacher.
Differentiated posts and adjusted tasks.	
Considerations: Linguistic Background, Special Needs, Academic Language, Prior Knowledge, Gifted, Interests and Aspirations	
	Behaviour Issues: Takes notes on any behavioral issues regarding online classes (online comments, language used)
Technology based instruction will require a robust access to wifi and the ability to navigate between a web page and Youtube. Students may need assistance with navigation and technology skills. The reading content may pose a challenge to students with limited reading fluency. Reading comprehension should be aided by the visual nature of animation and the embedded videos. Some students who are not familiar with the academic vocabulary may need to be supported.	**Attendance:** Take roll for every class, write down any issues with attendance or non-participation of work that has been issued. All cameras must be turned on so the teacher can see that the pupils are at their screens and engaging in the lesson. Students with any issues regarding cameras being on can ask permission from the teacher to have it off.

Lesson No: 1/4 **Date: 22nd Apr** **Time: 9.30** **Duration: 45 mins** **Stage:** Introduction to Animation	**Teaching & Learning Content**	**Learning Intentions**
	AEDP: colour, shape, pattern **Theme:** Introduction of theme/ analyse brief (step by step)/ history of animation PP **Process:** Intro to animation/Discussion / explanation of online organisation for classroom/ **Homework:**	**AT THE END OF THIS CLASS STUDENTS SHOULD...** 1: **KNOW...** key vocabulary associated with animation (first a preassessment of how much students actually know about animation and its terms and concepts, otherwise they will have to be explained) (cognitive) 2:**UNDERSTAND...**the fundamental elements that make an animation (for students to make an animation, they will need to know how animators work so that they can

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1. Watch an animated movie of their choice and write a minimum of 500 words with reference to the arts word bank
2. Create an online mind map for the theme using https://www.mindmup.com/

Support study: Early - Mid 20th Century Artists - Norman Mc Laren https://www.youtube.com/watch?v=E3-vsKwQ0Cg, Contemporary Artists - Hayao Miyazaki, Studio Ghibli https://www.youtube.com/watch?v=ByXuk9QqQkk

VA: Powerpoint, Video, gif, mind map creator

H&S: Students being aware of ergonomics when working at their computer or on a tablet, taking regular breaks and being aware of eye strain.

RESOURCES: pens, paper, laptop or tablet, camera, microphone, google classroom, google meet, google docs, wifi

Keywords: animation, storyboard, frame, stop motion, momentum, speed, motion, sequence, order, illusion, movement, three dimensional

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independently analyse and investigate an animation of their choosing and adapt the tools and ideas for their own work. (cognitive, affective)

3: **TO BE ABLE TO...** analyse an animation using an art word bank (word bank provided as a downloadable file, will aid in the written exercise and give them the ability to translate visual art with adjectives.) (psycho-motor)

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Teaching methods and student learning activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

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Set-up: Google Classroom set with resources for the class ahead including an attendance list. Send out a class invite for Google Meet for 9.30am. Have notes to hand, PP file open and ready for presentation. **Let students know what to have ready for the class: pen, paper**

Entry System: Welcome students to the class. Wait for five minutes for students to log on. Take a note of attendance and check if anyone is having trouble seeing or hearing the live feed. (5 mins)

Introduction:
TA: show opening video - montage of different types of animation (5 mins)

TA: Introduce the theme "The Tuft of Flowers", as one of the poems for English on the 2020 LC which will be a basis for a stop-motion animation. Choose students to read a few lines of the poem each.

SA: One student reads 5 lines, another reads 5 lines etc. (5 mins)

Body of the Lesson:
TA: PP Introduction to Animation + Support study artists Norman McLaren and Hayao Miyazaki (25mins)

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	Begin the lesson with a quick formative assessment that will help know how familiar the students are with animation terms and the vocabulary words.
	"How many of the animation words do you already know? What do they mean?" animation**,** storyboard, frame, stop motion, momentum, speed, motion, sequence, order, illusion, movement, three dimensional
	Many of the animation words are multiple-meaning words in academic vocabulary and used across curricular areas.
	Students must become familiar with both the vocabulary and language used in animation and the skills required to create an animation. In this lesson, they will **explore vocabulary terms** and **engage in collaborative conversations** by **asking and responding to questions** about SS animation. These skills are critical to skill development and comprehension.
	Conclusion: TA: Explain the homework task to the students and where to submit their written essay for assessment also show the mind map website https://www.mindmup.com/ (mind map can be digital or analogue depending on whats easier for student) (5 mins)
	Exit: Thank students for their work and will see them next week.
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	**AEDP** - Can students successfully identify the use of colour in both videos? Can they describe the shapes associated with Japanese animation in contrast to Western animation? How are dots used to create visual patterns in the first video?
	Process - Have the students explained the meaning of keywords? What is their base understanding of animation?
	Theme - Are students confident with the project brief and do they understand what is being asked of them?
	SS - Have they asked enough questions about the artists? What is their reaction to the animations? Have they made any suggestions of their own?
	Question students through the lesson with pose, pause, pick strategy. **Ask students to discuss their ideas, evaluate student participation and input.**
	● *What is the function of using just dots in Mclaren's work?*
	● *Why do you think the relation between animation and music is so important?*

Personal Reflection	What went Well and Why? (WWW&W)
	Even better if ? (EBI)

Lesson No: 2/4 Date: 29/04 Time: 9.30am Duration: 45mins Stage: Guided Practice	Teaching & Learning Content	Learning Intentions
	AEDP: colour, shape, texture, pattern **Process:** discussion, analysing, questioning, ideation, **Theme:** Discuss theme / idea generation / step by step process for stop motion **Support study:** Jeff Scher https://vimeo.com/121473419 / William Kentridge https://youtu.be/FZcQbOPUw9Y **Homework:** Create a 5 frame animation of random images in the style of either Kentridge (charcoal, monochrome) or Jeff Scher (paint, colour) **VA:** Powerpoint, Video **H&S:** Students being aware of ergonomics when working at their computer or on a tablet, taking regular breaks and being aware of eye strain. **RESOURCES:** pens, paper, laptop or tablet, camera, microphone, google classroom, google meet, google docs, wifi **Keywords:** palimpsest, rotoscoping, high-contrast	**At the end of this lesson learners should** **Know...** the different animation styles of Jeff Scher and William Kentridge (through annotated drawings and documentation) *students will take notes on two short clips and discuss after* **Understand...** analyse and discuss two animations and how they might relate to each other : *themes, colour schemes, animation techniques, movement, music, the artists, where they come from, when the art was made etc.* **Be able to...** follow the step by step instructions and create a stop-motion video : *tutorial on using Stop Motion app for phone or iPad*

Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	**Set-up:** Google Classroom set with resources for the class ahead including an attendance list. Send out a class invite for Google Meet for 9.30am. Have notes to hand, PP file open and ready for presentation. **Let students know what to have ready for the class: pen, paper**
	Entry System: Welcome students to the class. Wait for five minutes for students to log on. Take a note of attendance and check if anyone is having trouble seeing or hearing the live feed. (5 mins)
	Introduction: Reinforce the theme and tasks that were completed the previous week and mention the learning intentions for this week. incl. LC question! (5 mins)
	Body of the Lesson:
	TA: Discussion of support study artists - introduction, information about artists - Jeff Scher and William Kentridge (6 mins) SA: Taking notes on key words or phrases to be transferred to their online notes in their folder (after class) TA: Show Jeff Scher clip - students will look at the animation and write down any information from it: theme, how they think it was made, colours, speed, camera angles, music used (is it appropriate?) (10 mins) TA: Show William Kentridge clip - students will look at the animation and write down any information: theme , how they think it was made, tone, sound, speed, camera angles (10 mins)
	Conclusion: TA: Explain homework to students showing a looping gif and the step by step list of how to use Stop Motion App
	Exit: Thank students for their work and will see them next week.
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	**AEDP** - Have students recognised the importance of movement through textured charcoal smudges? What does the use of or lack of colour do for an animation? What type of patterns can the students identify?
	Process - Have the students understood what the task is? Are the step by step instructions clear and concise so that they won't hinder their practice?
	Theme - Has the theme been reinforced? And do the students understand why this theme has been chosen?
	SS - Are the SS artists relevant and contrasting? What do they students think of the artists and does it provide inspiration for them to work on their own?
	Question students through the lesson with pose, pause, pick strategy. Ask students to discuss their ideas during the think Pair share task, evaluate student participation and input.
	● *How does the artist's work relate to memory?*

Personal Reflection	**What went Well and Why? (WWW&W)** **Even better if ? (EBI)**

Lesson No: 3/4 **Date: 06/05** **Time: 9.30am** **Duration: 45mins** **Stage:** Independent Practice	**Teaching & Learning Content**	**Learning Intentions**
	AEDP: texture, shape, pattern **Theme:** assessing homework and guidance on project **Process:** Independent practice, exploring other styles of stop-motion **Homework:** Create a five frame animation of random images in the style of either COLLAGE or LIVE ACTION **Support study:** Noriko Okaku https://vimeo.com/146832018 / Corridor Digital Studio Stop-Motion Karate Norman Mclaren https://www.youtube.com/watch?v=4YAYGi8rQag **VA:** Powerpoint, Video, Kahoot, gif maker **H&S:** Students being aware of ergonomics when working at their computer or on a tablet, taking regular breaks away from the screen and being aware of eye strain. **RESOURCES:** pens, paper, laptop or tablet, camera, microphone, google classroom, google meet, google docs, wifi **Keywords:** live-action, collage,	*At the end of this lesson learners should* **Know…** how to make a gif using five images using https://ezgif.com/ (psycho-motor) **Understand…** recognise the importance of planning in animation but also play and experimentation in creating something unique (affective) **Be able to…** evaluate their peer's work and compare it to artists they have viewed (cognitive)

Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	**Set-up:** Google Classroom set with resources for the class ahead including an attendance list. Send out a class invite for Google Meet for 9.30am. Have notes to hand, PP file open and ready for presentation. Prep Kahoot and post the code on Google Classroom. **Let students know what to have ready for the class: pen, markers, paper**
	Entry System: Welcome students to the class. Wait for five minutes for students to log on. Take a note of attendance and check if anyone is having trouble seeing or hearing the live feed. (5 mins)
	Introduction: Reinforce the theme as well as the LC question. Thank the students for any work that had been previously handed in and remind any students that hadn't handed any work in that it was being graded at the end of the four weeks. (5 mins)
	Body of the Lesson: TA: Start a game of Kahoot - questioning will be on the previous two classes that will cover the elements of animation, the previous two support study artists and the theme. (10 mins)
	TA: Show clips from the next two support study artists - this will give the students a taster of different techniques that they might use and to take them away from sitting in front of a blank page. (10 mins)
	SA: Takes notes on the two animations: how they were made, the music used, the themes etc.
	TA: Show some of the students work live.
	SA: Peer evaluation of previous weeks experiments and practice pieces.
	TA: Explain this weeks task of creating either a collage or a live action stop-motion. This will give students a new method for their main stop-motion piece and should formulate ideas. Collage can be more fluid and messy, while live-action will need some thought as to what movement they want to portray.
	SA: Students will create a gif and upload it to the Google Drive over the next few days.
	Conclusion: Thank students for their work and remind them to keep working on ideas for the main stop-motion piece.
	Exit: Thank students for their work and will see them next week.
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	**AEDP** - Have students recognised the importance of movement through textured charcoal smudges? What does the use of or lack of colour do for an animation? What type of patterns can the students identify?
	Process - Have the students understood what the task is? Are the step by step instructions clear and concise so that they won't hinder their practice?
	Theme - Has the theme been reinforced? And do the students understand why this theme has been chosen?
	SS - Are the SS artists relevant and contrasting? What do they students think of the artists and does it provide inspiration for them to work on their own?

Question students through the lesson with pose, pause, pick strategy.
Ask students to discuss their ideas during the think Pair share task, evaluate student participation and input.

- *How does Okaku's work relate to Jeff Scher's? What differences or similarities did you see?*

- *What is your opinion of Okaku's work and how did it make you feel?*

- *How does Okaku's work differ from Corridor Digital or Mclaren's?*

- *How does Mclaren's live-action stop-motion differ from Corridor Digital's?*

- *Can you describe any themes from the animations?*

Personal Reflection	What went Well and Why? (WWW&W) Even better if ? (EBI)

Lesson No: 4/4 Date: 13/05 Time: 9.30am Duration: 45mins Stage: Ideas and Process	Teaching & Learning Content	Learning Intentions

	AEDP: shape, texture, pattern, line **Theme:** Ideas, mind maps, planning **Process:** Independent work, assessing homework and guidance on project, exploring other styles of stop-motion **Homework:** Answer the Leaving Cert 2019 question! Complete the stop-motion animation! **Support study:** Jonny Lawrence https://youtu.be/6vZ0iqUS (whiteboard), bunliu https://youtu.be/BpWM0FNPZSs making of https://youtu.be/ArJYvaCCB3c **VA:** Powerpoint, Video **H&S:** Students being aware of ergonomics when working at their computer or on a tablet, taking regular breaks away from the screen and being aware of eye strain. **RESOURCES:** pens, paper, laptop or tablet, camera, microphone, google classroom, google meet, google docs, wifi **H&S:** Students being aware of ergonomics when working at their computer or on a tablet, taking regular breaks and being aware of eye strain. **Keywords:** animation**,** storyboard, frame, stop motion, momentum, speed, motion, sequence, order, illusion, movement, three dimensional	*At the end of this lesson learners should* *Know... what they're stop-motion animation will be and have started it already, or planned accordingly through ideation and sketches* *Understand...how long it takes to make a stop-motion animation using the technology and media that they have: stop-motion can be meticulous and frustrating, be patient!* *Be able to...show evidence of planning and forward thinking when it comes to creating their animation.*
Teaching methods and student learning activities: **including** **Resources (SS, VA etc)** **Differentiation** **Evaluation**	**Set-up:** Google Classroom set with resources for the class ahead including an attendance list. Send out a class invite for Google Meet for 9.30am. Have notes to hand, PP file open and ready for presentation. **Let students know what to have ready for the class: pen, paper** **Entry System**: Welcome students to the class. Wait for five minutes for students to log on. Take a note of attendance and check if anyone is having trouble seeing or hearing the live feed. (5 mins) **Introduction:** Recap the past three lessons and what was achieved so far. **Body of the Lesson:** TA: Show the final two SS artists and have the students discuss the clips using the notes they took during the viewing. SA: Students will present their ideas for the stop-motion animation and show what they have done so far.	

	Questions and queries will be answered by the teacher.

Students will consult the animation rubrik when putting together their animation.

Conclusion: TA: Remind students of their homework and deadlines for the completion of the animation and that they will be shown on a cinema day in school at a later date.

Exit: Thank students for their work and will see them next week. |
| **Evaluation and Assessment Procedures:**
Success Criteria and Assessment Method | **AEDP** - Have students recognised the importance of movement through textured charcoal smudges? What does the use of or lack of colour do for an animation? What type of patterns can the students identify?

Process - Have the students understood what the task is? Are the step by step instructions clear and concise so that they won't hinder their practice?

Theme - Has the theme been reinforced? And do the students understand why this theme has been chosen?

SS - Are the SS artists relevant and contrasting? What do they students think of the artists and does it provide inspiration for them to work on their own?

Question students through the lesson with pose, pause, pick strategy.
Ask students to discuss their ideas during the think Pair share task, evaluate student participation and input.

- *How is Lawrence's work related to Bunliu?*

- *What are your feelings towards stop-motion as a process?*

- *Can you think of an alternative that would save time but also get the same results?*

- *Which style of stop-motion appealed to you more?*

- *Do you think humour is important in relation to stop-motion or does it suit a more serious tone?* |

Personal Reflection	What went Well and Why? (WWW&W)
	Even better if ? (EBI)