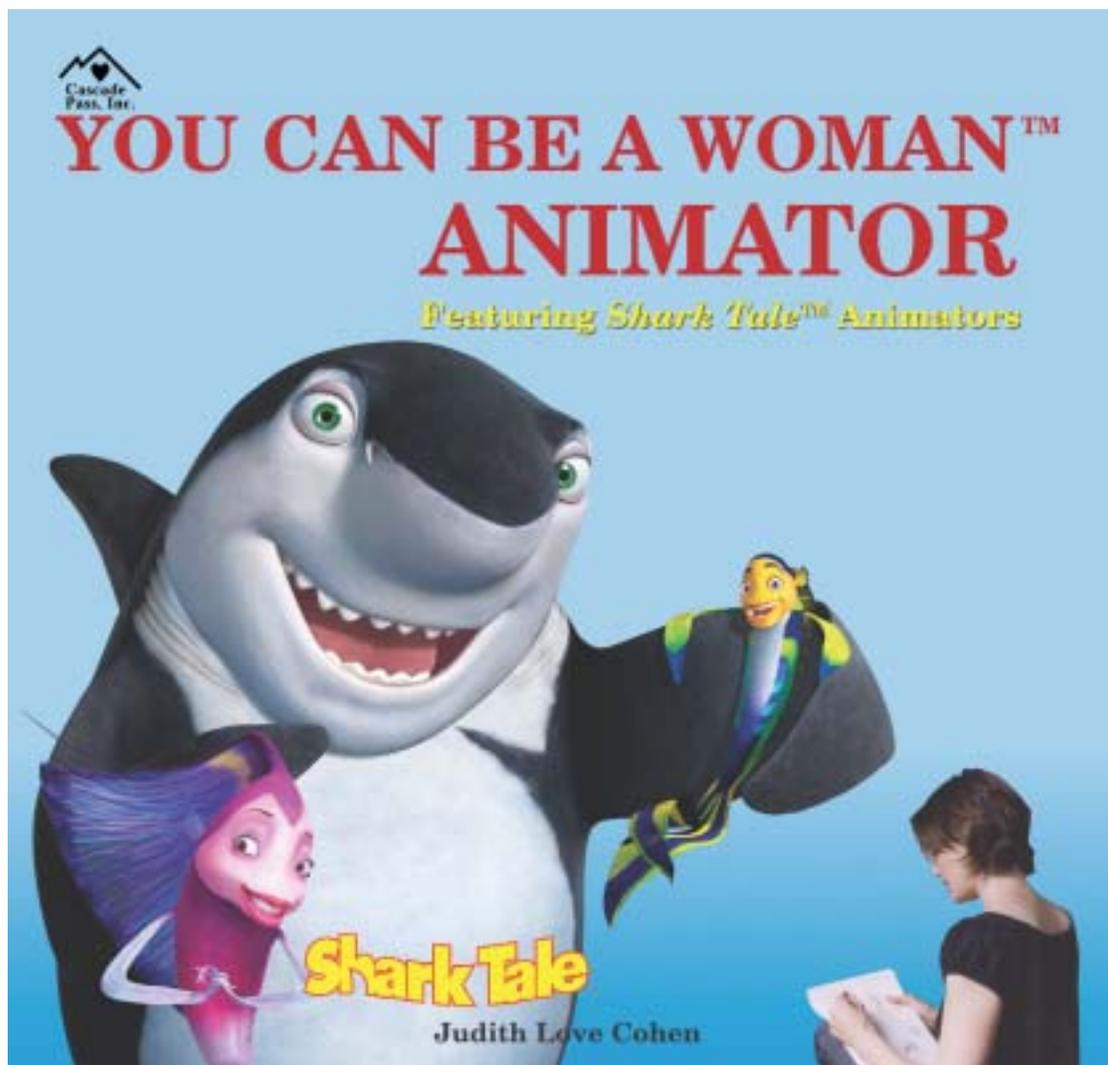


YOU CAN BE A WOMAN™ ANIMATOR



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ANIMATOR LESSON PLAN 1

- PURPOSE:** To gain an understanding of how still pictures get to move, or the “flip book” principle.
- MATERIALS:** Clear white pads of paper, watercolor markers, black pens or markers.
- PROCEDURES:** Have the children each take a pad of paper and a pen or marker. Have them start on the last page and draw a circle on one side of the page. Draw the same circle on the next page forward, and have it move toward the center. Draw the circle moving in successive drawings toward the other side of the page. Then have it bounce back to the original side. Flip the pages of the book to see the movement of the circle. If the children have more time, have them repeat this with an animal or a person walking across the page.
- CONCLUSIONS:** Does your sequence of drawings appear to move? What effect does it have if it crosses the page in fewer drawings? In more drawings?

ANIMATOR LESSON PLAN 2

- PURPOSE:** To understand how cartoons capture a likeness, or “caricature.”
- MATERIALS:** Pencils, pads of paper.
- PROCEDURES:** Have children form pairs. One child gets a pencil and pad. The other child makes a face, or a gesture, or talks or chews gum, or some kind of action. The first child studies the face of her partner and draws the expression, exaggerating the specific features they see. Have the children reverse and the other children do the same. The children can draw a single picture first and if they get the idea of focusing on a particular feature and depicting it, they can do a sequence of drawings, changing the feature slightly in each drawing.
- CONCLUSIONS:** What features did you choose to portray? Were the different children’s drawings unique? What made them different from each other?

ANIMATOR LESSON PLAN 3

- PURPOSE:** Learn how important observation can be.
- MATERIALS:** Pad and pencil.
- PROCEDURES:** Think of a place you like to go: park, schoolyard, patio, or cafeteria. Have the children pick one place to go to “observe.” Have the children sit and look around at the things that are normally there: flowers blowing in the breeze, ants crawling on the ground, birds

flying, and most important, people. Have the children observe how people move: arms, shoulders, and legs, when they are walking or eating or sitting down.

Have the children pick an interesting person or animal to sketch and have them note particular gestures. Have them scribble with lines; details are not important, the feeling of the movement is what is important.

CONCLUSIONS: What kind of feelings do your sketches try to convey? Is the movement big and bold or subtle and delicate?

Can you translate these sketches into a series of drawings that actually capture the motion? What gestures help you to do this?

ANIMATOR LESSON PLAN 4

PURPOSE: Develop an understanding of how the camera helps to tell a story.

MATERIALS: TV set, paper, marker pens, poster board, watch with second hand.

PROCEDURES: Have the class watch a TV show with the sound turned off. Have them time the length of the shots, and observe the different kinds of shots: close-ups, or panning shots for example. (Refer to the Nomenclature for the names of different kinds of shots.)

Have each child draw one of the children from a different angle and distance. Place several of these on the poster board in successive pictures. Have one child make up a story about the pictures.

Jumble the pictures and select a different set in a different order. Have another child make up a story about these pictures.

CONCLUSIONS: How does the angle of the camera or the distance influence what you see? How much does the camera move in a scene of only a few minutes?

ANIMATOR LESSON PLAN 5

PURPOSE: Develop an understanding of how lighting affects the scene.

MATERIALS: Large cardboard box, basketball, two small point lights, colored cellophane: orange, yellow, blue.

PROCEDURES: Cut the top and the front off the box so it's like a small stage. Put the basketball in the middle.

Have a child hold the light in several different positions: shining down on the basketball, lighting from the front, from one side, and from behind. Have another child take the second light and move it through the different positions, taking different positions than the first light, so we have combinations like light on top, light from the back, etc. Repeat with cellophane over the lights to give them colors.

CONCLUSIONS: What kind of feelings do you get from the different lighting arrangements? How is the mood changed when you change the colors of the lights?

Which lighting setup did you like the best? What feeling (warm, scary, mysterious, exciting) did it convey?

ANIMATOR LESSON PLAN 6

- PURPOSE:** To gain an understanding of how animation goes from a script to a storyboard to an animated sequence.
- MATERIALS:** Copy of a few pages from a play or a cartoon, glue, scissors, marker pens, construction paper, cardboard, and masking tape.
- PROCEDURES:** Have the children read the play or cartoon aloud and decide what movements the characters will have (e.g., picking up a spoon, answering the telephone).
Have them list the different shots that will be required to capture the action of the scene. Assign each child one or two shot drawings. Have them draw the action, using as much perspective as they can. Cut out the drawings and mount on construction paper.
Have the children arrange the individual shots as a storyboard (like a comic strip, in sequence). The storyboard translates the story into pictures.
- CONCLUSIONS:** What did you choose to put into the storyboard that wasn't in the words? Why?

ANIMATOR LESSON PLAN 7

- PURPOSE:** Practice acting and directing without using words, such as pantomime, or silent films.
- MATERIALS:** Several copies of a storyboard as in lesson plan 4, pens, paper.
- PROCEDURES:** Choose a director. Choose classmates to play different parts.
Have the director work with the actors, and help them use gestures, movement, and exaggeration to express the part.
Do the scene.
Choose a different director and cast members.
Repeat the work and the scene.
Have the class discuss the different versions and how they saw the interactions.
- CONCLUSIONS:** Was the scene done the same both times? How did it differ, and why did it happen?
Now that the class has acted out the part, how would they change the drawings or storyboard to fit the new version of the character?

ANIMATOR LESSON PLAN 8

PURPOSE: To understand animation about non-specific objects or abstraction.

MATERIALS: Toys, objects such as wooden cubes, still camera, or video camera.

PROCEDURES: Lay out some of the objects on the floor in some order or arrangement. Take pictures of the arrangement. Have the children move the objects and then take another picture. Make sure that the arms and hands of those moving the objects are not in the frame of the picture. Move the objects at least 20 to 25 times. Once it is filmed, play the pictures back in sequence, forward or backward. Play music if available.

CONCLUSIONS: How do you feel when you see the objects move? How can you make the experience more meaningful or interesting in the playback? What about different music, different speed, different light, different colors and textures?

ANIMATOR LESSON PLAN 9 (ADVANCED)

PURPOSE: To try to model an object on a 3-D computer program.

MATERIALS: Computer with 3-D modeling program that allows you to select objects such as a cube, sphere, or cone.

PROCEDURES: Have each child take a turn at the computer doing the lesson. Start by selecting a cube and stretch it in length so it is like a plank of wood. Now stretch it in width so it is like the top of a dinner table. Rotate the table top so you can look at the bottom. Add a small cube to the bottom of the table. Stretch the cube in height so that it will be a center support for the table. Next add a bigger cube at the end of the support. Stretch this out so that it can form a base for the table. Rotate the table so that it can now stand on its base.

CONCLUSIONS: What do we mean by 3-D? (Three dimensional)

