

# Unit 9: Stop Motion: History and Techniques/Multimedia

Content Area: **Performing Arts**

Course(s):

Time Period:

Length: **2 weeks**

Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Stop Motion: History and Techniques

### Learning Objectives

- Specify/ Classify/ Investigate:

- Constructing Puppets (Armatures)
- Designing Sets/ Scenery (Physical Setting, Proper Lighting)
- Digital Cinematography (DSLR Manipulation)
- Dragonframe (Stop Motion Software) (Creative Tools, Camera Controls, Post-Production)
- History of Stop Motion (Universal) (Milestones, Developments, Techniques, and Pioneers)
- Post-Production

### Essential Skills

- Analyze and investigate short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Compose a full-fledged animation from start to finish experimenting with their own developing animation techniques and analysis of animation history.
- Compose a full-fledged comic strip/ graphic novel page from start to finish experimenting with their developing utilization of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Demonstrate differentiated knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Interpret the art of graphic design to illustrate works that reflect a research-based proficiency with graphic design tools and an investigation of various historic and cultural design styles.

## Standards

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VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr3	Refining and completing products.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.

## Instructional Tasks/Activities

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- Stop Motion (Dragonframe) Assessment
- Stop Motion Short Writing

## Lessons

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- Specify/ Classify:
  - Constructing Puppets
  - Designing Sets and Scenery

- Digital Cinematography
- Dragonframe
- History of Stop Motion BASIC/BRIEF OVERVIEW
- Post-Production

## **Assessment Procedure**

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- 1. Discussions (Informal)
- 2. Observations (Formative)
- 3. Quizzes/ Tests (Obtrusive)
- 4. Self-assessment (Artist-generated)
- 5. Professionalism (Unobtrusive)
- 6. Writing (Artist-generated)
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Adobe CC Applications
- Apple iMac Computers
- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here

- Copy/Paste Content Specific Link Here
- Digital Drawing Tablets
- Educational Social Media
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Web Applications
- Kahoot
- MagicSchool AI
- Online applications and cloud based collaboration.
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning

- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## Resources

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- [Dragonframe](#)
  - [Stop Motion Animation](#)
  - [Clay Animator](#)
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- The Advanced Art of Stop-Motion Animation by Ken A. Priebe