

## Unit 5: Stop Motion

### Timeline: 2 weeks

**Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).

**Anchor Standard 1: Generating and conceptualizing ideas.**

1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

**Rationale and Transfer Goals** : Stop-motion is a type of filmmaking that takes ordinarily inanimate objects and animates them. This unit will introduce students to the process of creating animation through the use of stills frames taken from an ENG Camera.

**Enduring Understandings**: What are the most essential conclusions that students should be guided towards throughout this unit?

**Anchor Standard 1:**

Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Anchor Standard 5:**

Media artists require a range of skills and abilities to creatively solve problems.

**Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

**Anchor Standard 1:**

How can creative risks be encouraged?

**Anchor Standard 5:**

How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Content/Objectives		Instructional Actions	
Content	Skills	Activities/Strategies	Evidence (Assessments)

<i>What students will know</i>	<i>What students will be able to do</i>	<i>How we teach content and skills</i>	<i>How we know students have learned</i>
Stop Motion Animation Still Frame Frames Per Second, FPS	Students will be able to take a series of still shots, with at least one subject differently in each still, so when the stills are played back congruently with each other, it produces Motion.	They will do this with a series of Hands on activities, demonstrations by teachers and peers, and notes.  Students will watch a video on Walt Disney, The History of Pixar and the making of South Park.  Student's will produce a short animation, where their name is printed letter by letter on a pieces of paper.	Students will be asked to produce a 15 or 30 second Broadcast Quality Stop Motion Snack Food Commercial without error.

**Spiraling for Mastery**

**Where does this unit spiral back to other units from this or previous years in order to ensure that students retain mastery of what they've learned?**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Zoom Focus Rule of Thirds Video Editing Audio Editing Graphics Editing Videography Repertoire / 7 Key shots Use a Tri-pod Use all critical Functions of a Consumer level Video Camera Write a Script Story Telling	P1 Unit 1, they learned how to Zoom in and out using a camera and how to properly frame a shot using the rule of thirds and the proper amount of headroom. these are necessary for all other units where a camera is used.  In VP1 Unit 2, they learned how to use Final Cut Pro V to edit video. They will now have to edit all their projects in FCPX for all other Units.	Presentation Demonstration Newscast Project Honda Commercial Project Scavenger Hunt Sequence Project PSA Project Music Video

	<p>In VP1 Unit 3, they learned how to use use a Video Camera, Tripod and what types shots they should use</p> <p>In VP2 Unit 2, They learned how to tell a story using a plot.</p> <p>In Vp3 Unit 1, They learned how to operate a ENG Camera.</p>	
<p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</li> <li>• 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</li> <li>• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</li> <li>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>• 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</li> <li>• 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.</li> </ul>		
<p><b>Key resources:</b> Teacher with Prior Experience in the Industry, The internet, and Documentaries.</p>		
<p><b>Interdisciplinary Connections:</b> <b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically</p>		

**RI.11-12.7(ELA)** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Intersections of History:**

**Black:**

**Hispanic:**

**Women:**

**LGBTQ:**

**Important Vocabulary:**

Stop Motion

Animation

Still Frame

Frames Per Second, FPS

Motion Blur