LESSON 1

Not For the Birds



OVERVIEW

**BIG IDEA:** Emotions

**TEACHER:** Timmy Roselle

**GRADE LEVEL:** 4th grade

**CLASS SIZE:** 25 students

**CLASS TIME:** 2 classes, 45 - 50 minutes

**UNIT TITLE:** Animated Storytelling

**UNIT RATIONALE:**

Storytelling has shaped our world into the place we know of it today. Without it there would be no such thing as religion, or cultures with traditions, or entertainment as we know it. From the early beginnings it is how we are brought up to shape and mold the world around us. It feeds us our emotions on how we deal with and react to situations within the world and within ourselves.

Elementary students need to know and understand about story telling more than ever. With the introduction of certain technology children at very young ages are disabling their ability to use their imaginations creatively as possible. This unit would benefit younger children in the expansion to come up with ideas never thought before to them and that will further their creativity later in their schooling and life helping them blaze their own path rather than just following one.

**KEY CONCEPTS:**

1. A natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.
2. Emotions can be expressed in many different ways, facial or bodily, verbal or non verbal. The slightest change in a characters body motion or facial expression can mean all the difference in the world on telling what the character is feeling.
3. Emotions create the character. It is what makes whatever the character may be, relate to the viewer on a personal level. The viewers will create their own feelings according to the emotions that the character is giving.

**BACKGROUND INFORMATION:**

Being that this is the first lesson students are expected to already have a basic knowledge of what emotions are and look like which will allow them to create and develop their own emotional 3D character. They will be able to explore the art or storytelling and learn the process of storyboarding. The students will have basic skills in the elements of art but will expand upon this when creating in 3D.

**MATERIALS/ EQUIPMENT, ROOM ARRANGEMENT:**

* Art supply closet/ all of the materials within
* Hand outs
* Glue-Elmer’s
* Tape-clear
* Construction paper-colored
* Scissors
* Pens
* Pencils
* Pipe cleaners
* Colored wire
* Computer
* Projector

I will arrange the room by having 5 students at each of the 5 tables. There will be 2 tables on each side and one table in the center.

**VOCABULARY/ SOURCES:**

* **Emotion** - Any of the particular feelings that describe such a state of mind, such as joy, anger, love, hate, horror, etc.
* **Color Script** - A visual document or guide showing how color, and value display in a film.
* **Storyboard** - A series of drawings posted up on a board, typically with some directions, representing the shots planned for a movie (usually used for animated films).
* **Story**- An account of an event or a series of events, either true or not.

Resources:

Book: The Art of Pixar.

Websites:

[http://redstudio.moma.org/interviews/behind/#](http://redstudio.moma.org/interviews/behind/)

<http://www.fromscripttodvd.com/ralph_eggleston.htm>

<http://blogs.discovermagazine.com/sciencenotfiction/2011/05/14/the-hidden-message-in-pixars-films/>

**STANDARDS:**

* **1.1.5.D.1:** Identify elements of art and principles of design that are evident in everyday life.
* **1.1.5.D.2:** Compare and contrast works of art in various mediums that use the same art elements and principles of design.
* **1.2.5.A.3:** Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
* **1.3.5.D.4:** Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
* **1.4.5.A.3:** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).

**OBJECTIVES:**

1. Students will identify simple emotions through facial expressions through a do now exercise and an in class project.
2. Students will find out how to use emotions in character development through class discussions, lecture and an in class project.
3. Students will comprehend the basics of what a color script is through class discussion and lecture.
4. Students will comprehend the basics of how a story is developed through class discussion and lecture.
5. Students will begin to find out how to give an object an emotion that is not of their own using their own imagination through an in class project.

**ESSENTIAL QUESTIONS:**

1. What is an emotion?
2. How do we interpret and express emotions differently?
3. Why do we give characters emotions?

**INTRODUCTION:**

**DAY 1**: Give a handout to the students for a quick exercise that will take around 5 minutes to get them engaged in what certain emotions can look like. They will see several different simple facial expressions and they will have to identify which ones they are from the list of emotions provided.

-Show a short video called the Beauty of Pixar to get them excited for the day that they will be learning about animated characters and some of their favorite movies.

-Give handouts of Emotions wheel and Ralph Eggleston/Pixar flyer. Show Power Point explaining Ralph Eggleston and his contributions to Pixar and animated films in general. Show off his and others color scripts giving the students a run down of how animated movies are made. Lead a class discussion about how emotions are involved in creating characters.

**DAY 2:** Start by taking the previous class’s do now and ask the children to show with their own faces each emotion as I call them out.

**DEVELOPMENT:**

**DAY 1:** With the remainder of the class the students will be told to go into the supply room and grab their favorite (teacher approved) art supply object. They will then be told that they are expected to make that specific object come to life. In anyway they see fit give their object either arms, legs, a face, whatever they wish to make it look alive. The catch will be that they will be told to give their object an emotion. It will simply not be enough just to give it physical parts but they must give it a personality through some sort of facial emotion and/or body language.

**DAY 2:** Have the children finish their characters.When they are finished they will have to explain to the class why their characters have that emotion. They are to say in around a sentence or two why their character feels that specific emotion.

**CLUMINATION:**

**DAY 1:** While thestudents are cleaning up they are to complete the exit pass listing 5 different emotions they learned about during the day.

**DAY 2:** Once completed the students will go around the room and show off their characters. Each student must explain why he or she picked that supply object and why it has that emotion. (Children are to not project their emotions onto the object but make up an entirely new reason for this emotion. IE: Correct: The blue marker is angry because nobody used him to color today. Incorrect: The blue marker is angry because my mom make me eat all my vegetables last night for dinner)

**ADAPTATIONS:**

**ADD/ADHD:** For students with attention disorders I will limit their options if need be on which art supply object they can choose from. While they are working I can play music and have specific assigned seating. It will be in areas that will not be as visually or psychically distracting by other students.

**Auditory Impairments:** For students with auditory disabilities they will be given all notes, lectures, and directions typed up before the class begins so that they may follow along during the day. They will be sat close to my desk or area so when I am going over the power point or lectures they can have a good line of sight at my face. Extra example slides may be added to improve communication/directions between the student and myself.

**Physical Disabilities:** For students that have a physical disability such as a wheel chair or hand crutches special seating areas will be designated for them. I will also already have specific supplies within reach for these students along with an assigned buddy to help the student out if I am not there to directly help the student right away.

**ASSESSMENT:**

1. Students’ ability to understand emotions and what they mean.
2. Students’ ability to use their imagination.
3. Students’ ability to stay on task and complete the assigned project.
4. Students’ participation throughout class.
5. Students’ ability to grasp the concept of using emotions to build characters development
6. Students’ feedbacks by how excited and into the project they were for the further duration of the unit plan.