LESSON 2

Storyboard + You =

STORY!



OVERVIEW

**BIG IDEA:** Storytelling through Storyboards

**TEACHER:** Timmy Roselle

**GRADE LEVEL:** 4th grade

**CLASS SIZE:** 25 students

**CLASS TIME:** 4 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 sequence of drawings, representing the shots planned for a movie or television production.
2. Storyboarding is a great way to begin to visualize *the story* of your content. In animation they are used to develop the story. You put down in your storyboards the minimum amount of information that gives an energetic, quick read of the content, and the emotions of the sequence.
3. Two heads are always better than one. For an animated story there is numerous people working on the film all trying to find out the best way to communicate across the exact best story that the audience will enjoy and remember as a part of their own life.

**BACKGROUND INFORMATION:**

Given the previous lesson students are expected to have a solid foundation of what emotions are, look like and how they help develop a character in a story. Also based off the previous lesson they will know the basics and terms of a storyboard before we dive deeper into what makes one up and how they are fully used. The students will also have the basic skills in the elements of art to complete their in class projects.

**MATERIALS/ EQUIPMENT, ROOM ARRANGEMENT:**

* 11x17 sheets of white paper
* notebook paper
* Pencils
* Erasers
* Rulers
* Digital Camera
* Computer
* Projector

With five tables I will arrange the room by have two large tables put together and having three other separate tables. There will be 8 groups (7 groups of three and 1 group of four). 3 groups will sit at the large tables put together while 2 groups will sit at the other two stand alone tables. The group of 4 will have their own table.

**VOCABULARY/ SOURCES:**

* **Emotion** - Any of the particular feelings that describe such a state of mind, such as joy, anger, love, hate, horror, etc.
* **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://www.siliconprairienews.com/2010/10/josh-cooley-gives-an-in-depth-look-at-pixar-s-creative-process>

<http://www.youtube.com/watch?v=QOeaC8kcxH0>

<http://www.presentationzen.com/presentationzen/2009/01/lessons-from-the-art-of-storyboarding.html>

<http://www.youtube.com/watch?v=fAi9ymXM4Rc>

<http://www.youtube.com/watch?v=yJzQiemCIuY>

**STANDARDS:**

Visual Arts:

* **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.2:** Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
* **1.3.5.D.1:** Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
* **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.1:** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
* **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).

Language Arts:

* **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
* **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**OBJECTIVES:**

1. Students will comprehend how a storyboard is constructed through a video, class discussion and an in class project.
2. Students will comprehend how an animated story comes together through a video, class discussion and an in class project.
3. Students will have built a basic vocabulary associated with the development of a story through discussion and a quiz.
4. The students will find solutions and demonstrate techniques for working in creative groups showing teamwork, respect, and cooperation.
5. The students will exercise their creative writing skills through proper grammar and syntax.

**ESSENTIAL QUESTIONS:**

1. What is a storyboard?
2. Why do artist use storyboards to help create a story?
3. What is the importance of teamwork in creating a story?

**INTRODUCTION:**

**DAY 1**: Because the students were good in their previous class we will start out by watching Ralph Eggelston’s Oscar winning short, “For the Birds.” Following the short video there will be a class discussion/ questions about what emotions were shown in the short and how they enhanced the story itself.

**DAY 2:** Students will get out their sketchbooks and discuss their ideas from the previous class to everyone. After, a short vocabulary quiz will be given to make sure the students are on the right path.

**DAY 3:** A short deleted scene from Finding Nemo will be shown to refresh the student’s memories of storyboarding.They will then get out their 11x17 drawings and show off their work to the class.

**DAY 4:** Day 4 will be used as an overflow day to complete any work that needs to be done for the first half of class or so.

**DEVELOPMENT:**

**DAY 1:** A Power Point presentation will be shown with a video from the creators of Pixar describing what a storyboard is and showing it in action. The assignment will then be described with teacher examples to help visualize what will be expected. For the rest of class students will get any sketches or ideas in their sketchbooks down so they can come in the next day prepared to work.

**DAY 2:** The students will be given all class to draw out, only using a pencil, on a 11x17 sheet of paper a setting of their choosing. It will not have to be a perfect piece but just a good rough draft. The students will be told that it can not be of their bedroom or house and will be encouraged to use their imagination to think outside of the typical normal everyday settings around them.

**DAY 3:** The students will be informed to get into assigned groups with their drawings and 3D characters that they created from the previous lesson. In these groups they will arrange their characters on top of their drawn out settings flat on the table to make one panel of a storyboard at a time. They will do these for each setting with all of theirs characters in each one. As each group is set on their panels I will go around and take a picture of each one. The main focus for the day is for each group to write out a short story involving their characters and settings. They will be encouraged to be as wacky and creative as possible but to include each character and their emotions involved.

**DAY 4:** I will show all the pictures of the student’s work on the board and read aloud the stories they have written.

**CLUMINATION:**

**DAY 1:** Before the students leave they are to make sure everything is put away and complete an exit pass listing 2 things they have learned in the last couple of classes.

**DAY 2:** Before the students leave they are to make sure everything is put away and cleaned up. They are to complete an exit pass listing at least one question the student may have about the lesson.

**DAY 3:** Before the students leave they are to make sure everything is put away and cleaned up. They are to complete an exit pass explaining if they liked working in groups or not and why.

**DAY 4:** End the day with a discussion about what we learned for the lesson and critique of each story with character development. Make sure each table is cleared before the end of the period.

**ADAPTATIONS:**

**ADD/ADHD:** For students with attention disorders I will limit their options if need be on which settings to choose from. While they are working I can play some music. I will also have specific assigned seating and specific group members that will help keep them keep on track and not cause more distractions.

**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 along with physically showing the student my directions while explaining them. The student will also be put into a group with a member that is able to help the student along.

**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 understand a storyboard and how it is put together.
3. Students’ ability to use their imagination.
4. Students’ ability to stay on task, follow directions and complete the assigned projects.
5. Students’ participation throughout class time.
6. Students’ ability to critique others work.
7. Students’ ability to use proper spelling, grammar and syntax.
8. Students’ ability to work cooperatively in groups.
9. Students’ feedbacks by how excited and into the project they were for the further duration of the unit plan.