**Animated Storytelling**

**INTRODUCTION:**

Children of all ages today are constantly beaten down with mind numbing technology and quickly becoming zombie like drones unable to use natural thought any more. BUT! this is where the arts need to interject and have a larger role in the development of students’ mind and creativity. As art teachers we are on the forefront of this battle. Let the children craft their own tales themselves, not merely just read one they have been given. Within this Unit Plan we will do just. With the use of storytelling as an enduring idea the class will go on a journey to find that creativity and use their imagination to become the story teller who thinks outside the proverbial box and not simply wait to be told what to stuff that box with.

***“We use stories to make sense of our world and to share that understanding with others.”***

**ESSENTIAL QUESTIONS:**

Students will come across these questions throughout this unit and in an attempt for each Child to come up with their own original ideas they will no doubt unlock other questions and answers of their own.

1. What is Storytelling?
2. Why do we tell stories?
3. What is the role of stories in our lives?
4. How do artist use storytelling to inform us about themselves and the culture around them?

**KEY CONCEPTS:**

Students will explore these concepts throughout the unit while pondering the essential questions.

1. Storytelling is the transmission of events in words, images and sounds by often creativeness and/or exaggeration. Stories have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values.
2. Our brains can detect certain patterns in sound, information, or visual forms. Stories are just another form of recognizable patterns that we attaching meanings too to evoke certain feelings.
3. We tell stories because storytelling is central to our very human existence. It is common to every known culture and involves an equal exchange between storyteller and story listener.
4. Whether it be a mixture of words, sounds, or visual artist have always used stories to pass on their interpretations of what is going on either around them or in their universe surrounding others.

**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 hindering their ability to use their imaginations creatively as possible. This unit will 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.  
  
***“Storytelling emphasizes the ties that bind and helps children see the commonalities of people and communities around the world.”***

**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.
* **1.2.5.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.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.

**UNIT OBJECTIVES:**

* The students will comprehend the concept of storytelling though three lessons with assessments.
* The students will discover the importance of character development through emotions.
* The students will comprehend how an animated story is developed through lectures, discussions and projects.
* The students will comprehend how a storyboard, color scripts, and concept art works in the development of a story through three lessons with assessments.
* The students will have built a basic vocabulary associated with the development of a story through discussion and quizzes.
* The students will find solutions and demonstrate techniques for working in creative groups showing teamwork, respect, and cooperation.
* The students will exercise their creative writing skills through proper grammar and syntax.
* The students will improve upon selected artist mediums that they have learned all year exercising proper elements of art through several do nows, lessons and assessments.

**PERFORMANCE TASKS AND OBJECTS:**

**Not for the Birds (Lesson 1):**

Students will take their favorite art supply object from the supply room and create a character in 3D form using other art supplies. With their knowledge they gained from the do now and discussion/lecture earlier in the day they will be directed to have their character display some sort of emotion. During critiques they will give an explanation of why their character has that specific emotion.

**Storyboard + You = STORY! (Lesson 2):**

Students will take their characters they have made from the previous lesson and create a 3d storyboard. They will get into groups and create a flat 3D storyboard lying on the ground and design some sort of simplistic background for their characters to be in. I will take pictures of each series from each group and print them out for the students. They will then, sticking in their groups, write a basic story to what their characters are doing in their storyboards and share with the class their stories.

**Colorful Imagination (Lesson 3):**

Students will create color scripts and concept art based off of a story/script I have written. Using whatever medium they wish each student will take selected parts from my script and be able to construct exactly what each character and setting will look like in their own style to form a colorful collaborative class storyboard.

**ASSESSMENTS:**

Pre Assessments:

* The students will be pre-assessed on their knowledge and skills of understanding what emotions look like by completing do nows before each lesson.
* The students will be given do nows and verbally be pre-assessed on the previous days lesson for vocabulary and prior knowledge.

Summative Assessments:

* Get out of class cards will be handed out for students to fill out about vocabulary and opinion questions for the 3 lessons.
* In class discussions along with constant Q&A going on during lecture to ensure they understand the process of creating and developing storytelling.
* Observing students working in groups to make sure everybody in participating and understands the tasks at hand.
* Observe students using the art supplies correctly and with respect during studio times.

Formative Assessment:

* At the end of lesson 1 a rubric will follow outlining the larger skills and creative process that should have been learned concerning with following directions and creating their character with emotions.
* At the end of lesson 2 a rubric will follow outlining the larger skills and creative process that should have been learned concerning with following directions and creating their characters in a flat storyboard. Seeing how well they work in a group along with grading the final creative story they have written checking for proper syntax.
* At the end of lesson 3 a rubric will follow outlining the larger skills and creative process that should have been learned concerning with following directions, proper and increased skills of artwork, the final understanding of what a storyboard and color script is and how it connects with telling a story.

**CONCLUSION:**

The students will participate in the process of storytelling. They will gain knowledge of the process of how their favorite animated movies are made and exactly what it takes to make them. Emotions, while already known about by this age, will have relevance in character and story development helping the students understand that a character is not truly a character till an artist gives it emotions. This unit will promote the development of imagination in younger students to come up with their own ideas that they have never thought of before.

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