



5TH GRADE - ANIMATION LESSON PLANS

INTRO TO ROUGH ANIMATOR

Week One | Day One

GOAL

Teach students the animation pipeline, how to navigate the app, and how to animate a bouncing ball

USE YOUR H.E.A.D.

Open with an enticing hook to capture your students' attention, relevant to today's activity

Hook: _____

Emotional Connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. About Us: Instructor Introductions
2. Outline: Program objectives, set expectations, final YouTube channel showcase
3. Share: Video examples of student films from last year
4. Demo: How to provide constructive feedback
5. Explain: Animation pipeline (Share image from heroesofcolor.com/nsd-docs.html)
6. Demo: How to navigate Rough Animator - layering, drawing, coloring, setting up shots, animating, audio, importing, saving files, exporting, etc,
7. CTA: Navigate the rough animator app (**Ink, color, animate**) **bouncing ball**

NOTES

If iPads are not charged, switch to script writing using the new graphic organizer. Work off of the 17 global goal story prompts located on heroesofcolor.com/nsd-docs.html

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

INTRO TO ROUGH ANIMATOR

Week One | Day Two

GOAL

Animating a stick figure walk cycle, bouncing the ball off the screen

USE YOUR H.E.A.D.

Open with an enticing hook to capture your students' attention, relevant to today's activity

Hook: _____

Emotional Connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Demo: Understanding the 12 principles of animation (Play snippet of video)
2. Demo: Walk cycles (**Note: only if the class completed a bouncing ball**)
3. Demo: How to navigate Rough Animator - layering, drawing, coloring, setting up shots, animating, audio, importing, saving files, exporting, etc,
4. CTA: Navigate the rough animator app, animate the stick figure off the screen

RESOURCE

12 Principles of Animation video is on www.heroesofcolor.com/nsd-docs.html. It's 24 minutes long, so share a snippet at a time.

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

SCRIPTS & STORYBOARDS

Week Two | Day One

GOAL

Students can write a short paragraph based on a story prompt.

USE YOUR H.E.A.D

Open with a killer hook to capture your students' attention, relevant to today's activity.

Hook: _____

Emotion connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Demo: Understanding the 12 principles of animation (Play snippet of video)
2. Explain: Writing scripts and how they are converting to storyboards
3. Demo: Storyboarding process, camera shots, angles, etc.
4. CTA: Pick a short story prompt, write and illustrate a digital storyboard

RESOURCE

Ask the teacher for advice on any story prompts they use. If not, you can share this list with teachers for approval. 20 Creative writing story prompts:

<https://www.heroesofcolor.com/nsd-docs.html>

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

SCRIPTS & STORYBOARDS

Week Two | Day Two

GOAL

Students will create digital storyboards based on previous story prompt scripts.

USE YOUR H.E.A.D

Open with a killer hook to capture your students' attention, relevant to today's activity.

Hook: _____

Emotion connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Explain: Animation is about collaboration / how different departments work together (scripts/storyboards), (storyboards/animation), (scripts/character design)
2. Explain: Multiple pathways in Animation, writing, storyboarding, character designers
3. CTA: Pick a short story prompt, write and illustrate a digital storyboard

TIP

If students are done with their storyboards, switch story prompts with others and have them storyboard someone else's script.

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

LAYOUT DESIGNS

Week Three | Day One

GOAL

Students will create layout designs based on their storyboards

USE YOUR H.E.A.D

Open with a killer hook to capture your students' attention, relevant to today's activity.

Hook: _____

Emotion connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Demo: How to create layouts based on your storyboards
2. Explain: Using layers to create depth (foreground and background props)
3. CTA: Create layout designs from their boards

RESOURCE

Reference images for layouts on www.heroesofcolor.com/nsd-docs.html

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

CHARACTER DESIGNS

Week Three | Day Two

GOAL

Students will create character lineups and character turnarounds

USE YOUR H.E.A.D

Open with a killer hook to capture your students' attention, relevant to today's activity.

Hook: _____

Emotion connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Explain: Model sheets (Character line up & 3-point turnaround front/back/profile)
2. Demo: Tips on how to create turnarounds for characters
3. Demo: Tips on creating exciting shapes & silhouettes
4. CTA: Pick 3 characters from the character prompt list, create a character lineup

RESOURCE

If students need some ideas on characters to create, use the 20 Character design prompts:

<https://www.heroesofcolor.com/nsd-docs.html>

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

ANIMATION EXERCISES

Week Four | Day One

GOAL

Students can animate a small section from their storyboards

USE YOUR H.E.A.D

Open with a killer hook to capture your students' attention, relevant to today's activity.

Hook: _____

Emotion connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Explain: Animating short sequences from storyboards
2. Explain: Telling a story with emotions vs voiceovers (Show, don't tell)
3. Demo: How to begin animating scenes, organizing layouts, props, etc.
4. CTA: Students to begin animating short scenes, organizing layouts, props, etc.

RESOURCE

20 Character design prompts: <https://www.heroesofcolor.com/nsd-docs.html>

CLOSING STATEMENTS

3. Encourage students to share their work (*it's about progress, not perfection*)
1. Choose 3 students to provide positive feedback to 3 other students

ANIMATION EXERCISES

Week Four | Day Two

GOAL

Students are to continue animating small sections from their storyboards

USE YOUR H.E.A.D

Open with a killer hook to capture your students' attention, relevant to today's activity.

Hook: _____

Emotion connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Demo: Exporting, saving and importing files to iMovie
2. Explain: Animating short sequences from storyboards
3. Explain: Telling a story with emotions vs voiceovers (Show, don't tell)
4. Demo: How to begin animating scenes, organizing layouts, props, etc.
5. CTA: Students to begin animating short scenes, organizing layouts, props, etc.

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

ANIMATING, EDITING & SFX

Week Five | Day One

GOAL

Students to continue animating and voice-recording

USE YOUR H.E.A.D

Open with a killer hook to capture your students' attention, relevant to today's activity.

Hook: _____

Emotion connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Demo: Exporting, saving and importing files to iMovie
2. Demo: Voice recording on iPad
3. CTA: Students continue editing videos, recording audio, and sound design
4. CTA: For students who are done, have them create digital thank you cards for the teacher

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

ANIMATING, EDITING & SFX

Week Five | Day Two

GOAL

Students are to continue animating and voice-recording

USE YOUR H.E.A.D

Open with a killer hook to capture your students' attention, relevant to today's activity.

Hook: _____

Emotion connection: _____

Assurance: _____

Demo: _____

STUDENT LEARNING OBJECTIVES

1. Demo: Exporting, saving and importing files to iMovie
2. Demo: Voice recording on iPad
3. CTA: Students continue editing videos, recording audio, and sound design
4. CTA: For students who are done, have them create digital thank you cards for the teacher

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

FINAL ANIMATION

Week Six | Day One

GOAL

No lecture this week. Just work on finishing the animation and adding sound effects

STUDENT LEARNING OBJECTIVES

1. CTA: Students continue editing videos and sound design
2. CTA: For students who are done, have them create digital thank you cards for the teacher

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students

CERTIFICATES OF COMPLETION

Week Six | Day Two

GOAL

Hand out certificates of completion

STUDENT LEARNING OBJECTIVES

1. Hand out student certificates of completion
2. Consider handing out gift cards to the hardest-working students
3. Present the teacher with flowers (I will purchase) and the digital thank you's from students who create thank you cards.

RESOURCE

Find out the NSD Youtube channel instructions on uploading students' work—hoping for a potential in-class screening on the last day.

CLOSING STATEMENTS

1. Encourage students to share their work (*it's about progress, not perfection*)
2. Choose 3 students to provide positive feedback to 3 other students