Teacher: Mr. Ron Clark & Mr. Joel Schreiner Date: April 16th, 2019

School: Rocky Mountain High School Grade Level: 9 thru 11 Content Area: Videography II

Title: Crash Course to Stop-Motion Lesson #:\_2\_ of ­­\_2\_

|  |  |
| --- | --- |
| **Lesson Idea/Topic and Rational/Relevance:** |  |
| **Student Profile:** | The majority of the class is split between freshmen, sophomores, and juniors. Most of the upperclassmen are there for a second time having failed a previous semester. This comes from them not taking the responsibility to turn things in rather than failing their assignments. Others are here for the first time. |

**Content Standard(s) addressed by this lesson:** *(Write Content Standards directly from the standard)*

Standard 2.1: Envision and Critique to Reflect: 9. Persist in the creative process and innovate from failure.

Standard 3.2: Invent and Discover to Create: 7. Allow imagination, curiosity, and wonder to guide inquiry and research.

**Understandings:** *(Big Ideas)*

-How stop-motion is still a part of cinema

-How films and movies can be developed from sequential images

**Inquiry Questions:** *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

When you think about the term “stop-motion” what are some of the first things that come to mind?

Since these films are made from sequential, static images, how do you think this will impact the way you plan and make your movie? What are some challenges that could appear and what are some benefits?

**Evidence Outcomes:** *(Learning Targets)*

**Every student will be able to:** *(Create your own lesson objectives from the standard using student voice)*

**I can:** start making a shot list for my stop-motion, understand how the stop-motion process works.

**This means:** Students will be able to start the beginning steps of putting their stop-motion together, so that they can begin setting up their scenes and start filming. They will, also, be able to understand the basis of stop-motion.

**List of Assessments:** *(Write the number of the learning targets associated with each assessment)*

* I can understand how the stop-motion process works.
  + Show of hands survey at the beginning of class for those who are familiar with animated movies.
  + Oral survey of which ones use elements, principles, or are fully stop-motion features.
  + Short quiz (Data Analysis) at the end of the instruction period.
* I can start making a shot list for my stop-motion.
  + Oral sharing of base ideas drawn from hats (character, purpose, setting) and recording those ideas down.

**Planned Lesson Activities**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name and Purpose of Lesson** |  | | | | | | |
| **Co-Teaching**  *Will co-teaching models be utilized in this lesson? Yes \_\_\_ No \_X\_\_* | **Which model(s) will be used?**  Standard teacher lecture followed by work time  **Why did you choose this model(s) and what are the teachers’ roles?**  To work on individual instruction and working from personal strengths to enforce of develop weaker ones. | | | | | | |
| **Approx. Time and Materials** | *Aiming for about 30 minutes.*   * *Possible scene for Lego Stop-motion* * *PowerPoint Presentation with Examples* * *Behind the Scenes and Stop-motion examples* * *Three hats and ideas on slips of paper.* | | | | | | |
| **Anticipatory Set** | The strategy I intend to use is: Brainstorm Board  I am using this strategy here because:  In order to help them start thinking of simple ways to handle “adventure to somewhere”, “sleepwalking/dream world”, or “end of the world”, this is designed to generate different ideas and possibly spark some of their own. | | | | | | |
| **Procedures** | The strategy I intend to use is: N/A  I am using this strategy here because: | | | | | | |
| *Teacher Actions* | | *Student Actions* | | | *Data Collected* | |
| * *Greet the students* * *Introduce the next project of “Stop-motion”* * *Show of hands survey* * *When you think about the term “stop-motion” what are some of the first things that come to mind?* * *Oral survey for aspects of stop-motion* * *Move to presentation of stop-motion examples* * *Ideation activity of “Film Libs”.* * *Finish with the short quiz for data analysis and possible feedback.* | | * *Maybe say good morning or sit there like zombies* * *Some gasps of excitement, though probably unlikely* * *Raising their hands in response* * *Some offering insight as to what stop-motion could imply.* * *Responses on what makes a stop-motion a stop-motion* * *Listening and gathering ideas from the examples* * *Generating ideas and putting together their weird ideas on the slips* * *Filling out and returning the quiz with some feedback, as well* | | | * *Are they awake yet?* * *Is this something that interests them?* * *How responsive they are* * *What they as a background on stop-motion* * *Ideas on what makes a stop-motion a stop-motion* * *Are they attentive or spacing out?* * *Is this helpful as an activity or not?* * *What did they think, what did they take away, and what could I do better for next time?* | |
| **Closure** | The strategy I intend to use is: N/A  I am using this strategy here because:  Rest of class will be work time. There is no formal “closing” to the class. | | | | | | |
| **Differentiation** | **Modifications:** | Content  Students can work from the idea of animations rather than stop-motions specifically when referencing them. | | Process  Work with a material that they are comfortable with and able to use for the stop-motion process. | Product  A fully realized storyboard of their animation if they are unable to create a stop-motion animation. | | Environment  Designed so that they can choose wherever is comfortable for them to work. It depends on the scene they’re making and/or using. |
| **Extensions:** | Researching older movies that use stop-motion and referencing them. | | Work in a digital environment to develop an animatic or animation outline for their project. | A digitally animated and rendered animation rather than utilizing physical objects to create a film. | | If they have the necessary software at home, they can work there, but it’s likely they may not have access to it. |
| **Assessment** | ***Did the video meet the threshold and how well was it executed?***  *No more than 2min30*  *Follows the idea/theme of:*   * *Adventure to somewhere* * *Sleepwalking/Dream world* * *End of the World*   *Clear line of story development (beginning, middle, end).* | | | | | | |

**Post Lesson Reflection**

1. **To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*
2. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**
3. **What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*
4. **If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**

**Lesson Plan Appendix**

**Lesson Idea/Topic and Rational/Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

**Student Profile:** Write a narrative about your learners. What are their special needs? Exceptionalities? Giftedness? Alternative ways of learning? Maturity? Engagement? Motivation?

**Name and Purpose of Lesson:** Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.

**Co-Teaching: Models –** One teach/One observe, One teach/One assist, Station teaching, Parallel teaching, Alternative/Differentiated/Supplemental teaching, Team teaching.

**Approx. Time and Materials:** How long do you expect the activity to last and what materials will you need?

**Anticipatory Set:** The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.

* To focus student attention on the lesson.
* To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)

An anticipatory set is used any time a different activity or new concept is to be introduced.

**Procedures***:* Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.

Indicate whether each is:

* teacher input
* modeling
* questioning strategies
* guided/unguided:
  + whole-class practice
  + group practice
  + individual practice
* check for understanding
* other

**Closure:** Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:

* To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.
* To help organize student learning
* To help form a coherent picture and to consolidate.

**Differentiation:** To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills? What observational assessment data did you collect to support differentiated instruction?

**Assessment (data analysis):** How will you know if students met the learning targets? Write a description of what you were looking for in each assessment. How do you anticipate assessment data will inform your instruction?