

Visual Arts, Music, and Media Collide

Title: Animation Collaboration	Creators: Joan DePrenger, Kate Hagen & April Kelly
Topic: Student created rotoscope animation.	Suggested Grade(s): Sixth Grade



Unit Summary:

- Students animate a video of themselves, create background music, and combine animations to create a grade level video.
- Create a rotoscope animation using Stop Motion Studio
- Create background music for animation project using Keezy music app.
- The curriculum focus in library is to research musician and visual artists.

Art Objectives:

1. Students will be introduced to a new format of art making- rotoscope animation.
2. Digital Art is a form of art.

Music Objectives:

1. Students create background score for their animation project using Keezy.
2. Students will use music editing tools in Stop Motion Studio to compliment their animation.

Library Objectives:

1. There are rights, responsibilities, and opportunities when living, learning, and working in an interconnected digital world.
2. Students will create visuals and text using WeVideo.



Meaning

Understandings: Students will understand that...

- There are a variety of ways to communicate via print and digital forms.
- Digital citizens use methods to protect their digital safety and digital reputation.
- All individuals can be creators and problem solvers.
- New tools are constantly emerging and their uses can be learned independently through exploration and by applying previous knowledge.
- Digital Art is a form of art.
- Background music enhances visual art.

Essential Questions: To develop understanding, students will keep considering:

- There are rights, responsibilities, and opportunities when living, learning, and working in an interconnected digital world.
- The global community is shaped by the creation and sharing of knowledge and information.
- Music is created for a purpose
- The thought that art comes in various forms, including digital, and has various different effects on the viewer



Acquisition

As a result of this unit, students will know...

Essential Vocabulary: ART

- Rotoscope Animation
- Stylist
- Tracing
- Loop
- Import
- Frames
- Frames per second
- Upload
- Sizing/Re-sizing

Essential Vocabulary: MUSIC

- Sound Board
- Harmony

As a result of this unit, students will be able to...

Explain & Understand

- How to create a Rotoscope Animation
- Musical Genres elements and rules.
- There are rights, responsibilities, and opportunities when living, learning and working in an interconnected digital world.
- The global community is shaped by the creation and sharing of knowledge and information.

Create

- A Rotoscope Animation using Stop Motion Studio app
- A grade level video combining individual student's Rotoscope Animations using WeVideo

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<ul style="list-style-type: none">• Background Music <p>Essential Vocabulary: LIBRARY</p> <ul style="list-style-type: none">• Cyber Bullying• Digital Citizenship	<ul style="list-style-type: none">• A background track to accompany student's Rotoscope Animation using Keezy app.
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none">• Create a Rotoscope Animation using Stop Motion Studio app• Create a background track to accompany student's Rotoscope Animation using Keezy app.• Create a grade level video combining individual student's Rotoscope Animations using WeVideo	<p>Other Evidence:</p> <p>Students share their video with other students and their families at the sixth grade graduation ceremony.</p>
Stage 3 – Learning Plan	

Adapted from "Understanding by Design" by Wiggins & McTighe

WeVideo: Creativity through PE, Art, Music and Library

Understanding

The global community is shaped by the creation and sharing of knowledge and information. There are a variety of ways to communicate via print and digital forms. There are rights, responsibilities, and opportunities when living, learning, and working in an interconnected digital world. Digital citizens use methods to protect their digital safety and digital reputation. All individuals can be creators and problem solvers. New tools are constantly emerging and their uses can be learned independently through exploration and by applying previous knowledge.

Know

- There are a variety of ways to communicate via print and digital forms.
- Digital citizens use methods to protect their digital safety and digital reputation.
- Digital identity impacts students' reputations, interpersonal relationships, and future opportunities.
- Cyberbullying is wrong and needs to be reported.

Do

- I can create visuals and text using print and digital tools.
- I can create/use a login/password for school websites.
- I can employ the T.H.I.N.K strategy when sharing or posting content.
- I can safely share personal information and images.
- I can maintain an appropriate digital identity.
- I can recognize and report cyberbullying.

Library

Sixth Grade

WeVideo

Lesson Created by Joan DePrenger

Materials

iPad for each student

Computer for each student

Animation project created in StopMotion

WeVideo app on iPad

Lesson Plan

DAY 1 – Introduction to Digital Citizen/Animation unit

Introduce students to the Digital Citizen unit and continuation of the PE/Art/Music/Library Animation unit. We will spend about four days focusing on what it means to be a responsible citizen in the digital world. This pertains to use of devices in school as well as outside school hours.

While viewing the 40-second [Digital Citizenship video](#) introduction, students will see the overall focus of what is behind good digital citizen behaviors: think critically and communicate responsibly.

View 3:58 [Digital Footprint video](#), sharing the concept of a footprint vs a footprint in wet cement: information they choose to put on the internet is permanent. Before posting, they should consider: What's the message they want to convey? What's the best tool for doing it? How should you create the message? (ie. photos, videos, direct message) Who is your audience?

Brainstorm: What information about people can be tracked on the internet? View slide with animated information.

DAY 2 – A safe way to share information

Brainstorm: What is a social media site? (ie. Facebook, Snapchat, Instagram). What is the minimum age to have an account? (13 years). Soon they will be old enough and will create accounts for these so it is important to know how to access privacy settings. Demonstrate how to access settings from Instagram, using the Nimbus screencast created by me for this purpose. You can also demonstrate it live using the teacher monitor.

Next, demonstrate a way to protect your identity by creating a bitmoji to share.

- >Click on rainbow waffle Apps on upper left screen
- >type in 'bitmoji' in Extensions and 'Add to Chrome'
- >click 'Add Extension'
- >login using Google account
- >note icon to left of login
- >create bitmoji as 'photo' profile in Gmail

While students are creating their bitmoji, share the 1:42 [T.H.I.N.K. video](#) to consider when posting anything online: Is it True? Helpful? Inspiring? Necessary? Kind? Have students share examples of each.

Possibly post where computers are used in the classrooms.

DAY 3 –Cyberbullying - teach using Pear Deck integrated Google’s Be Internet Awesome, It’s Cool to be Kind Activity 1

Almost always when bullying happens, three types of people are involved. Who are they? (Bully, victim, bystander) Define each role. A bystander can often make it worse. How? (Encouraging the bully). How could they make it better? (Ask bully to stop, go get help).

Define upstander: One who fights bad behavior and supports kindness.

Have you or anyone you know ever stood up in these ways? Students record responses directly on Pear Deck slides.

- >Setting a good example
- >Being a friend
- >Not encouraging bad behavior by giving it an audience
- >Not passing on hurtful messages
- >Report mean behavior

What can you do if you are a target? A bystander? Students record responses directly on Pear Deck slides.

What responses make sense if you are a target? A bystander? Draw lines on Pear Deck slides to show responses.

What’s the most important thing you learned today? Record on Pear Deck slide.

DAY 4-WeVideo

Students open WeVideo app on iPad to access animation they created. Click on Google to link and type in login account and password.

Once in WeVideo

- >Menu bar on upper left
- >Media Uploader on left
- >Video Files on left
- >Locate Rotoscope Video on left
- >Upload on lower right; wait while it uploads

- >Upload complete, click OK.
- >Exit screen upper left.
- >Menu bar (3 lines) upper left.
- >My Account on left. Log out on upper right. Exit WeVideo NOW.

DAY 5- Google classroom

Students open 6th grade library Google Classroom.

- >Open WeVideo assignment
- >Click WeVideo link in assignment; start
- >Blank Edit; start
- >Click: Text box and select title slide; Type your first name, edit color, size, text. Drag down to Video 1 bar and adjust length to 4 seconds long.
- >Open Media folder on upper left. Locate your video. Drag clip down to Video 1 bar so it lines up with end of title slide.
- >Adjust time bar on lower right so you can view up to 10 seconds of video. Exit program.

DAY6/7 - Finalize your segment and turn in

Open WeVideo and locate video in Media folder on upper left.

- >Drag as many copies of video to Video 1 so it is 10-12 seconds long.
- >Right-click on last video import and Add Transition on upper right.
- >Transition is about 4 seconds long; if video is not long enough, add text slide with ‘thank you’ or similar to last video import.
- >Play from beginning; adjust when necessary. Export upper right. Save as link.
- >To turn in, open WeVideo assignment in Google classroom. Click ‘Turn In’ and paste link.

Teacher opens Google Classroom turned-in assignments and drags all into WeVideo. Make a title and end slide.

Resources:

https://beinternetawesome.withgoogle.com/en_us (Pear Deck style)

<https://www.commonsense.org/education/videos/we-the-digital-citizens>

<https://www.youtube.com/watch?v=l2EJ2oelEOc> In Control protecting your privacy video - Check out InCtrl, a series of free, standards-based lessons that teach key digital citizenship concepts. Each lesson contains videos, background information, and activity ideas and is designed to engage students in grades 4-8th through inquiry-based activities. Learn more: www.CIOnline.org/InCtrl

<https://www.youtube.com/watch?v=7CShf4-Qc78>