



The Art Of: Animation

Educational Activities for Ovation documentary *The Art Of: Animation*

Disciplines and Grade Levels

- Visual Arts – Grade Level 9 –12
- English Language Arts & Literacy – Grade level 9-10, 11-12

Materials:

- Programming clips for the Ovation documentary *The Art Of: Animation*

Note: It is suggested that the teacher view all program clips and related web links contained in the lessons prior to using the resources in class.

Standards:

- These activities serve as supplemental material, and support the National Visual Arts Standards for grades 9-12
- The activities serve as supplemental materials, and support the Common Core State Standards, English Language Arts & Literacy for grades 9-10, and 11-12

Note: See details about standards on page 7.

Overview of Activities

Students will explore the creative processes, production, themes and concepts related to animation. They will observe, discuss and make notes about specific concepts, creations, and required skills sets in the field of animation. Students will view selected footage from a documentary, *The Art Of: Animation*, and will research information on the Internet about information, individuals, and animation companies featured the documentary.

Length of Units

**Two – 45 minute class
periods Instructional**

Objectives Students will:

- Gain understanding of animation concepts, characters and themes



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- Obtain insights about skill sets, materials and technology associated with animation
- Through use of the Internet, obtain information about the history of animation current animation techniques, and significant animators of the 20th and 21st centuries

Supplies:

- computers with Internet access
- White Board, laptop computer, screen and speakers
- journals in binder format (for each student)
- Ovation documentary *The Art Of: Animation*

Homework and Motivation Activities

The teacher will ask students to research background information about the concepts and animators featured in the program, *The Art Of: Animation*. Following are suggested web links for this exercise. This activity is provided as a means for students to become acquainted with a particular media concept and the current artists engaged in the field of animation.

Related Links

Animation Academy – History of 2D Animation http://multimediamcc.com/old-students/ashaver/2d_history.html

Google Images - Disney Animation

<https://www.google.com/search?q=disney+animation&sa=X&tbm=isch&tbo=u&source=univ&ei=L3ViU6znNueuyQGI84C4AQ&ved=0CH8QsAQ&biw=1464&bih=796>

About.com - The Walt Disney Company

<http://animation.about.com/od/industryprofiles/p/waltdisney.htm>

Wikipedia – Animation

<http://en.wikipedia.org/wiki/Animation>

Facebook – Animate For The Cel Of It Productions

<https://www.facebook.com/AnimateForTheCelOfItProductions>



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Red Hatchet Films

<http://www.redhatchetfilms.com/>

Elektrashock

<http://www.elektrashock.com/>

IMDb – Seth MacFarlane

http://www.imdb.com/name/nm0532235/bio?ref=nm_ov_bio_sm

Subject Related Words

The teacher will relate the following list of words and definitions to the students for use during class discussions and during their note-taking activities. This information was selected, specifically for its correlation to words used in association with these activities, from <http://www.merriam-webster.com/> The students can obtain additional meanings for these words, and usage, from this website.

animation *noun* :a way of making a movie by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement

cel *noun* :a transparent sheet of celluloid on which objects are drawn or painted in the making of animated cartoons

character *noun* :the way someone thinks, feels, and behaves :someone's personality

cinematic *adjective* :of, relating to, suggestive of, or suitable for motion pictures or the film of motion pictures <*cinematic* principles and techniques>

composition *noun*: the act or process of composing; specifically: arrangement into specific proportion or relation and especially into artistic form

concept *noun* :an idea of what something is or how it works 1: something conceived in the mind: thought, notion 2: an abstract or generic idea generalized from particular instances



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design *verb* :to create, fashion, execute, or construct according to plan: to conceive and plan out in the mind

dimension *noun* :the quality of spatial extension : MAGNITUDE, SIZE C: a lifelike or realistic quality *d*: the range over which or the degree to which something extends : SCOPE – usually used in plural

illustration *noun* b:a picture or diagram that helps make something clear or attractive

process *noun* :a series of actions or operations conducing to an end; especially: a continuous operation or treatment especially in manufacture

theme *noun* :a specific and distinctive quality, characteristic, or concern

Activity 1/Day1

Class Work

Exploring the Art of Animation

The students will be introduced to today's field of animation and learn about skills required of animators, by viewing and discussing selected programming clips from the documentary *The Art Of: Animation*. Each clip ranges from two to three minutes in length. Following each clip the teacher will engage the students in some or all of the discussion points listed below, helping them to understand the various forms of animation, concepts, art, materials, techniques, technology, and production processes of various forms of animation.

Clip 1

Discussion Points

- Discuss the process of stop motion animation as described by the animator, and make a list of the various elements required for the specific characters and set as shown in this program segment.
- The detailed process of stop motion animation calls upon specific skill sets. As you view this program segment, what do you observe are critical skills required for this form of animation?
- Cite a list of benefits to the animator by use of clay figures in stop motion animation.



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Clip 2

Discussion Points

- Discuss the variety of heads developed for the hero puppet and the expressions/emotions you perceive are on each head.
- Discuss the likely benefits to the animator of keeping the energy of characters alive, by use of clay figures in stop motion animation.

Clip 3

Discussion Points

- In your opinion, do you agree with the animator's assessment, that this is an "incredibly powerful art form"? If so, or if not, expand on your opinion.
- He also relates that he wanted to do this kind of work as a child. From what you have observed of the process of stop motion, what elements of this art do you think might appeal to a child's imagination?
- Focus on the concept stated that "You have to perform the character you are animating and you have to put yourself in that moment." In your opinion why would it be important to perform the character you are animating?

Clip 4

Discussion Points

- As you observe and listen to the animators describe the various functions involved in creating 2D animation, discuss the skills you believe are necessary to be effective in these roles.
- If you were creating a portfolio of art samples as a part of an interview process with an animation company, what types of images might you include in your collection?
- Expand on the reasons why you would use those specific images for your portfolio?
- Discuss the significance of pre-visualization as it applies to 2-D animation.
- Observe and discuss the images of sketches being flipped, and note the variety of character positions in the sketches.

Activity 1/ Day 2

Class Work

The students will continue to explore the art of animation, by viewing and discussing selected programming clips from the documentary *The Art Of: Animation*. Each clip is



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two to three minutes in length. Following each clip, the teacher will engage the students in some or all of the discussion points listed below.

Clip 5

Discussion Points

- In this program segment animator Sue Bielenberg provides insight about the challenge she perceives women have vs. men advancing in the field of animation. As you listen to Bielenberg outline the situation, cite the key reasons why this trend exists.
- Imagine you believe you possess considerable skills to be an effective animation artist. How would you present your skill sets in an attempt to successfully navigate advancement in this environment?
- As you view the scene of the bear in the film “Ted,” in your opinion do you think this was the most impactful way to present the bear character? If so, or if not, expand on your ideas.

Clip 6

Discussion Points

- In your opinion why might motion-capture technology offer advantages over more traditional animation technology?
- On a related issue, in your opinion why might motion-capture be disadvantageous vs. more traditional animation technology?
- For Seth MacFarlane who wanted to both direct and perform in the film “Ted,” in your opinion was this particular form of animation effective? If so, or if not, expand on your reasoning.

Clip 7

Discussion Points

- Darnell Williams, owner of Elektrashock, states, “I can immediately go in and create my 3D character, have the performer do that dance in real time and finish it within the five minute period. Any other traditional animator, hand drawn or what it could take days to weeks.” Discuss the implications of this statement.
- We learn from Williams that he studied design illustration in school, and that he worked as an illustrator in Chicago. He likes to paint and likes to draw. As you observe him in his role in the facility, what other professional qualities do you perceive he possesses that enable him to be successful in this job?



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Clip 8

Discussion Points

- Observing the activities taking place in the studio, what academic and organizational disciplines do you believe come into play here?
- Discuss the disciplines you cited and outline your reasons why you believe they would be important in this role.
- Now that you have observed various animation techniques presented in these program segments discuss the differences.
- In your opinion, what would be the most essential skill requirement of each animation technique?

Standards

The supplemental activities contained in this document support the **National Visual Arts Standards**

Grades 9-12

- Visual Arts Standard 3
Choosing and evaluating a range of subject matter, symbols and ideas
- Visual Arts Standard 4
Understanding the visual arts in relation to history and culture

The supplemental activities contained in this document support the **Common Core State Standards for English Language Arts & Literacy**

Grades 9-10

- Speaking and Listening

Grades 11-12

- Speaking and Listening