

Design for Instruction

A. Contextual Information

The students are excited to learn things about art in relation to film and animation because they relate to real world applications. My lesson will help them see how their art work is directly connected to similar work that filmmakers accomplish in different parts of the filmmaking process. The students love films, and in particular they also love Pixar. They also like talking about the different things they are passionate about such as sports, dance, adventure, and the outdoors.

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Commented [BA1]: This could be referring to “students; or “film and animation” or “things about art.” One way to change this could be “. . . they can see how art is used in the real-world application of film and animation.”

Commented [BA2]: How? Could you describe more in detail maybe what this process is and how what you are doing is similar?

Commented [BA3]: How is this addressed or incorporated in your lesson plans?

B. Instructional Strategies

Many instructional strategies will be used. I will start each lesson with a PowerPoint presentation that will demonstrate my inspiration/motivation for the lesson via video, pictures, and/or music. The PowerPoint presentation will also include a list of materials students need to bring to the following class, a clear rubric covering the expectations of the assignment, samples of the final work (to maintain students’ excitement), and finally, various sets of instructions to guide the students through each stage of the creation process. I will also perform in-class demonstrations, and hold small and big groups of classroom discussion, as well as give individual feedback on students’ work. Sometimes I will also hold a feedback session with the whole class to give critique on various samples of students’ work in progress so that they can learn from one another. Students will begin their projects with a short writing assignment that will enable them to start thinking about and planning for the next stage of their artwork.

Commented [BA4]: FYI “as well as” in a list does not take the place of “and.” The typical construction is (A, and B, as well as C)

Commented [BA5]: Verbal, written, or both?

C. Technology

I will use PowerPoint for lecture, but I will also use it for class critique. During the on-going work process, I will take photos of students’ work (with permission) and upload it to the computer. I usually use examples from a class different from the class I’m teaching so as to maintain anonymity for the students. During class critique, students will share what they liked

about someone's work as well as provide suggestions for improvement. This allows students to reflect on their own work as they critique on the work of others. When giving a demonstration of various art techniques, I will use the Elmo so that students can see it up-close. The students are also allowed to use their cell-phones to look up references for their artwork as permitted by the cooperating teacher.

Commented [BA6]: This is a strong section because of the detail you provide and also because you follow it with a statement of the learning implications (i.e., "this allows students to reflect on their work as they critique on the work of others).

D. Integration

This unit easily integrates English into it as students will be tasked with creating and writing their own stories. I have a PowerPoint presentation that walks them through the process of writing an effective and coherent story with a beginning, middle, and end. This is known as the 3-act structure of classical storytelling. I will explain the purpose of each act and provide examples as well.

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Commented [BA7]: Most of the examples I have looked at described how they integrated with at least three subjects. I'm not sure if there is a minimum number, but if you can think of any other possible integrations that would really boost this section.

E. Adaptations

Students who struggle with English or writing will be allowed to write down their main ideas in point form and verbalize their stories to me instead of having to write their entire story down.

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Commented [BA8]: While this illustrates this section well, this section seems to be comparatively lacking. Can you think of any other ways you adapt/might adapt your lessons?

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Commented [BA9]: You use different twice in this sentence. I'd consider replacing one instance of it with a synonym such as "various"

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Commented [BA10]: You do a good job here showing how you have planned the sequence of your lessons but I don't get how they are logically sequenced because I feel like I don't know enough about how they fit together/build off of each other.

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F. Overall Unit Plan

i. This unit is called, "What Goes Behind the Scenes?". It is a 3-D Design unit that shows students different parts of what goes into different stages of filmmaking and animation. It is made up of 2 lessons. The first lesson is called, "What Makes an Animated Character?". The second lesson is called, "What Was Production Design Before CGI?".

Commented [BA11]: Students will explore making . . . as well as creating. To make sure your verbs are the correct tenses get rid of the extra words that separate the verb parts: will explore . . . creating.

ii. These lessons open students' minds to the less-seen and less-known processes of movie-making magic. Some of the 8th graders really want to go into animation and film one day, and even most of the ones who don't are still interested in telling stories that are related to themselves and what they love to do. Students will explore making their favorite animated characters using ceramics, as well as created their own mini production set designs using the concept of a tunnel-book.

iii. Lesson plans are included in Appendix B.

