

## LESSON PLAN

### Emma S. Barrientos Mexican American Cultural Center

Curriculum Title: Street Animation

Time: 1 hour

Ages/Group: 8-10

Lesson Number: 5

Medium: Animation

GOALS/OBJECTIVES	Students make simple animations. Students will reflect on and revisit their favorite digital art forms from the camp
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	This lesson will introduce students to Animation by building on the previous lesson on graffiti art. It will engage students through digital art activities, explore and explain the artists' black book and how it's used, and invite students to elaborate on their own design process. Students evaluate the lesson at the end.

#### AGENDA

#### TIME

<u>Check-In/Opening Ritual:</u> Students take turns answering the question: What's your favorite cartoon or anime?	5 mins
<u>Warm-Up/Introductory Activity:</u> Add on art: Students create an art work together by taking turns adding one line or shape to the paper or screen using the shared online whiteboard: <a href="https://webwhiteboard.com/personal/">https://webwhiteboard.com/personal/</a>	5 mins
<u>Core Activity:</u> Street Art: Students will explore street art – street murals done with spray-paint like graffiti, but with pictures and/or messages, not names.  <u>Steps/Procedures</u> <ol style="list-style-type: none"> <li>Students have a look at some examples of street and graffiti art from “The Talking Walls of Buenos Aires – Villa Crespo”, one of Google Art Project’s Street Art virtual tours/galleries <a href="https://streetart.withgoogle.com/en/">https://streetart.withgoogle.com/en/</a></li> <li>Students are introduced to the work of Peruvian Austinite and street artist Niz, the “Queen of Stencil Art” through pictures from her website: <a href="https://nizgraphics.com/">https://nizgraphics.com/</a> that they can browse independently and share what their thoughts/feelings about the work are</li> <li>Students see some examples of projected animated street art from Brazil <a href="https://www.boredpanda.com/tricycles-projecting-digital-graffiti-art-vj-suave/">https://www.boredpanda.com/tricycles-projecting-digital-graffiti-art-vj-suave/</a> and stop motion animated street art: <a href="https://streetart.withgoogle.com/en/">https://streetart.withgoogle.com/en/</a></li> <li>Students watch and discuss the video “What is Animation?” by Tyler Pacana <a href="https://www.youtube.com/watch?v=dGGU4rAkShE">https://www.youtube.com/watch?v=dGGU4rAkShE</a></li> <li>Students experiment with creating animations using Google Slides (each slide is a frame in the animation) or the animation webapp: <a href="https://www.wickeditor.com/editor/">https://www.wickeditor.com/editor/</a></li> </ol>	45 mins

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<p><u>Discussion Questions:</u></p> <ul style="list-style-type: none"> <li>• What's the difference between street art and graffiti art?</li> <li>• What's the difference between art that's in a gallery compared to art that's in the street?</li> <li>• What is animation?</li> <li>• How did the street artists animate their work?</li> <li>• How is animation that is out on a street different from an animation you might see on TV, on a tablet or phone, or at a movie theater?</li> </ul> <p><u>Vocabulary:</u></p> <p><b>Animation:</b> A series of still images or pictures that are played one at a time in a sequence to give the illusion of movement.</p> <p><b>Frame:</b> One image or picture that is part of a sequence of pictures that makes up an animation.</p> <p><b>Onion skinning:</b> A way of showing the previous and next frames from the one you are working on so that you can work out what picture you want to draw in the current frame.</p> <p><b>Street Art:</b> Artwork painted in public places (walls, pavement, roofs, ceilings), usually with spray paint. Unlike Graffiti Art, it mainly uses images rather than elaborately styled monikers (names).</p>	
<p><u>Break</u></p>	10 mins
<p><u>Activity:</u> Students experiment with kaleidoscope image maker myouts <a href="https://www.myoats.com/create.aspx">https://www.myoats.com/create.aspx</a></p> <p><u>Core Activity:</u> Camp Highlights – Students will discuss their favorite art styles or webapps that they used during camp and go into more depth to develop their skills or create more art work, interspersed with games.</p>	1 hour
<p><u>Check-Out/Closing Ritual</u></p> <p><b>Rose and Thorn:</b> Each student answers the question: what was one thing you enjoyed about that activity (rose) and one thing that was challenging (thorn)? They each say “my rose was...” and “my thorn was...” giving their answer.</p>	5 mins

PLANNING

REFLECTION

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<u>Special Supplies Needed/Things to Prepare Ahead of Time</u>	<u>Challenges/Successes/Notes for Coordinator</u>
<p><i>No need to list supplies you bring every day (pencils, crayons, scissors, paper, etc.)</i></p> <p>For each student:</p> <ul style="list-style-type: none"><li>• Access to a web browser Or</li><li>• Pencil and multiple pieces of paper or a flipbook to make animations</li></ul>	

### Supplemental Materials