

Planning for a Learning and Evaluation Situation

Title : My name in animation

CLevel : 3

Time needed : Approximately 2 periods of 45 minutes

Summary

Students are invited to use the LopArt software looped animation function to put their name in animation. They explore the software tools to find the brushstrokes they like best and use them to create the animation. The students will then present their creations to one another.

Broad area of learning

Personal and career planning

Educational aim

To enable students to undertake and complete projects that develop their potential and help them integrate into society.

Axis of development

Awareness of self, of one's potential and modes of self-actualization.

Cross-curricular competencies

Putting your creative mind to work.

Subject-specific competencies

Produce an individual work in the visual arts.

Appreciate personal productions and those of others.

Evaluation criteria

Grasp of the elements of the lesson.

Evaluation criteria

Relationship between his/her production and the stimulus for creation.

Disciplinary content

Gestures and technique

Freehand drawing.

Materials

LopArt visual arts software.
Mouse or electronic pen.

Visual arts language

Light and dark values.
Superimposition.
Repetition and alternance.

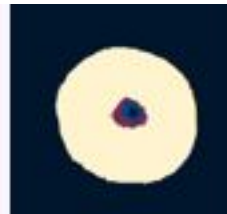
Terminology

Light and dark values.
Superimposition.
Repetition and alternance.

Teacher's preparation

The teacher prepares in advance an example of a simple form that is made to flicker with the LopArt software.

1. Prepare a single-colour background, and using the brushstroke, apply colour in a continuous, uninterrupted gesture to ensure the animation flows smoothly.
2. Draw a simple shape and superimpose several contrasting colours.



3. Save the image by clicking on the portfolio.
4. Return to the image and activate the looped animation.

Class Activity

	Teacher	students	evaluation
Preparation	The teacher presents the animation he/she has prepared and asks the students to guess how it was done.	Students voice their theories, try them out, look for the solution to the problem.	
Development Inspiration	<p>The teacher explains the procedure, telling the students about the principles for putting an image into movement. Next he/she invites the students to explore the animation of a simple form (a simple brushstroke or a circle). They will be able to check the effects of different superimposed textures, and explore light and dark values to obtain contrasts that give the impression that the form is flickering. They can vary the speed of the looped animation to choose the one that produces the most interesting effect. The goal of the exercise is to select the colours that most correspond to his/her personality, using these colours to create a similar animation with their first name.</p> <p>Leads the students in sharing their exercises. Half the group can move around the laboratory while the others present their exercises to their classmates, activating the looped animation function. While doing this, they can slow down their speed in order to demonstrate the different steps in the process.</p> <p>Invites the students to proceed with their creation : the animation of their first name. The animation should bring out features of each student's personality through colour- choice, patterns or textures that will help present his/her to the others.</p>	<p>The students explore the procedure and the LopArt software tools. They put textures together with colours they like, preparing to make an animation with their name.</p> <p>Observe the exercises of their peers and ask them about the tools they used. Present their own exercises to their peers and explain how they did them.</p> <p>Proceed to the production of their animation.</p>	

<p>Integration <i>Focus</i></p>	<p>Proceeds with the integration activity by asking students to take turns presenting their animations and explaining the choices they have made.</p> <ul style="list-style-type: none"> ▪ Are you satisfied with your animation ? ▪ How does this animation reflect your tastes or your personality? 	<p>Present their animations and appreciate the productions of their peers.</p>	<p>Verification of the connection between the initial stimulus to creation and the students' works.</p>
<p>Reinvestment</p>	<p>Find the way to make shapes move with the LopArt software.</p>		

Return to Teaching