

Brainstorming

Community Building SEL and Art

Content Standard Connections

Make the artwork: List of materials, how much time, photo of premade example, step by step breakdown

Critical Thinking Question that asks students to process information and answer

Critical Thinking Question that does not have a right answer

Animation of everyone drawing the same frame?

Brainstorm together what we want to draw. Brainstorm Session.

Maybe a landscape? Maybe a person blinking. Or something like that. Self Portraits?

The point is that everyone needs to draw one picture otherwise it won't move right. I can give some guidance but I will likely just be photographing and putting them together. This can only be for a big classroom.

Mosaic from Elisa and Pinata or Kehinde Wiley from Evelyn ?

Or maybe a painting of a building or school and everyone draws one room. Everyone draws their own tree to make a forest.

Find a piece that has the essential theme: We all need to work together. We are all part of a whole

~~OR: What if we each made maps of how we got to school, and then put them together to make one big map? Or mapped out the school?~~

Lesson Plan: Trees in a Forest Animation

Name: Tor Warren-Guerette
Subject Area: Visual Arts and SEL
Grade Level: 6th Grade
Length of Lesson: 1-2 hours

Instructional Materials:

- ❖ Stone Fruit, Lilli Carre, 2022, 2 min. Created as a loop for The Vault at Corbett vs. Dempsey Gallery Chicago
- ❖ The Negotiation, Lilli Carre, 2013, Documentation of 2-channel installation at Museum of Contemporary Art Chicago
- ❖ Eadweard Muybridge's Photographic Studies of Motion
- ❖ Paper for everyone
- ❖ Paint, markers, or crayons for everyone
- ❖ Optional: Scanner
- ❖ Optional: Computer with access to GIFMaker or Video Software

Common Core Standard:

VA: Cr1.1.6 a. Combine concepts collaboratively to generate innovative ideas for creating art
VA: Cr2.1.6 a. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design
B. Recognize personal qualities and external supports.
1B.3.a. Analyze how making use of school and community supports and opportunities can contribute to school and life success.
C: Use communication and social skills to interact effectively with others.
2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.

Learning Target/Objectives:

“Students will be able to collaborate on an animated video by individually drawing frames, and sorting and organizing the drawings to create order, so they can reflect upon the results of the group through their independent actions.”

Learning Plan Part 1: Introduction

Do Now: Play Lilli Carre's "Stone Fruit" on loop on a projector as students are coming in.

On the board, ask students to consider one question: "How was this made?" They may talk with their tablemates about their thoughts at a Level 1.

Ask students to draw a part from the video, while it's playing, on a sticky note. Then, place their sticky notes on the board.

- ❖ “Hello class! Today we will be talking about two things: animation, and community. Let’s start by talking about animation. What do we know about animation?”
 - “Think about cartoons or anime that you watch on Netflix, on Youtube, on your computers...”
 - “What happens in every single animation? ...Movement! We see things move!”
- ❖ “Animation is a type of art that is made from a bunch of art pieces put together.”

As you are explaining, move their drawn sticky notes into a line following the animation.

- ❖ “You have a picture that comes first, then second, then third, and so on, and to our eye, moving quickly, it looks like it’s moving.”
- ❖ “So all of you drew only one sticky note. Can you imagine having had to draw all of these by yourself? Even for an example as simple as this, it can be pretty tiring to draw out every single picture!”
- ❖ “Instead of making you do all that by yourself, we are going to work together to make an animation as a class. Kind of like what we did with the sticky notes, but we’ll get to make our own!”

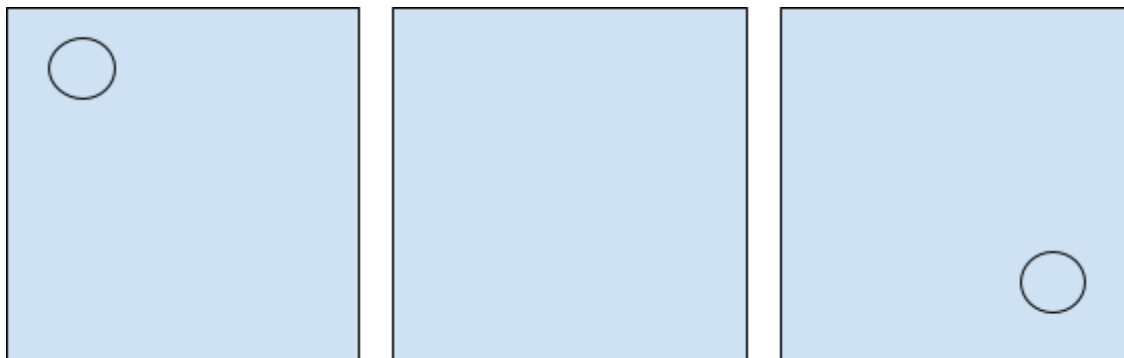
Optional: Historical Process

Project on the board or show students Eadweard Muybridge’s Photographic Studies of Motion.

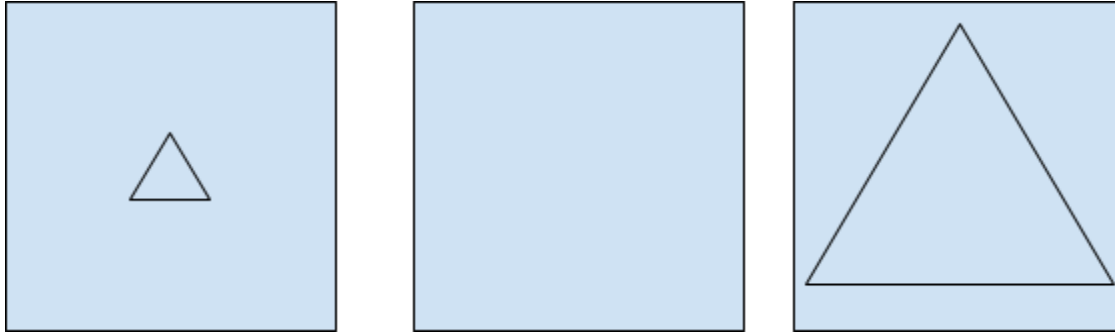
- ❖ “Eadweard Muybridge was a British experimenter who wanted to study how things moved. He took a camera and snapped these pictures very quickly.”
- ❖ “These pictures capture a lot of subtleties, or things we don’t notice, because it happens so fast. For instance, which leg gets picked up first?”
 - “Is there anything else we notice?”
 - “Think about the order of things. What happens first? What happens next?”
- ❖ “For our project today, we will not be taking photos, but I wanted to show you these to think about chronology in an animation. Frames that are similar to each other will make the motion seem smooth, while frames that look very different will make the animation look jarring.”

Optional: Fill in the Frame

To drive home the importance of order and chronology, you can either do this activity as a class or as a worksheet. If you would like to do it as a class, you may project the images on the board and call on a student to draw on the whiteboard. Otherwise students may work independently.



- ❖ “I want you all to think about how we tell stories from the beginning, to the middle, to the end. With that in mind...”
- ❖ “We are going to think about these three squares like frames. We need to fill in the middle one. What is different between the first frame and the last frame?”
 - “...Where the ball is located, right! So if we have an in-between of those two, where should we draw the ball?”
 - “...Right in the center of those two, exactly!”



- ❖ “Let’s look at our next example. What’s the difference between the first and last frames?”
 - “...The first one is small, the last one is big. Good!”
- ❖ “Can I get a volunteer to come up to the front and draw the middle frame, or what should come between the small triangle and the big triangle?”

You may provide more examples for your students if you like.

- ❖ “Even though these frames have similar shapes in them, we see that they have different components, like size, or placement. So when we are drawing our animation, we need to make sure that we have some things that are similar to our classmates, and some things that are different.”

Learning Plan Part 2: Making!

Begin passing out art materials to the students. One piece of paper per student, and a collection of paint, crayons, or markers of your choosing.

Optional: Brainstorming

- ❖ “Now that we know how to animate, we need to decide as a class what the project will be. Remember, an animation is an art piece that... moves! So let’s think: what is something that MOVES, that we would all like to draw?”

Write on the board and take volunteers. Encourage students to list one THING that moves. If necessary, give some examples: a bird, a boat, a ball.

- ❖ “Now that we have a list, we need to select two or three things that we as a class want to draw. Since everyone will be drawing and contributing, we’ll take a vote.”

You can follow the rest of the making steps with the students’ idea from there. If you would like to provide more control over the project...

- ❖ “As your Creative Director today, our animation will be featuring trees.
- ❖ Because this is a class project, it’s important the we pick something we ALL see everyday, and something we ALL know how to draw, and trees check off both items!”

- ❖ “Trees are also a symbol of growth and community. We can see how that plays out in our animation.”
- ❖ “Everyone, please make sure your papers are portrait style, so long ways up. We want you to draw your tree right in the CENTER of the paper.”
- ❖ “We are going to take 30-45 minutes to draw our trees. Remember, your drawing is important! Don’t rush. Take the full time to work on it.”

If necessary (and it is likely it will be!), you may need to have a conversation with your students about “copying.” Everyone will be drawing trees, but even then our trees will come out different. That’s the point! We are all similar, and only different in very small ways.

Optional: Seasonal Tree

On sticky notes, assign every four of your students a different season of the tree to draw. A handful of students will draw a spring tree, a handful will draw a summer tree, a handful will draw autumn trees, and the last will draw winter trees. Talk with your students about what’s different about each season – namely, the colors and shapes.

Optional: Assign Heights

On sticky notes, assign each of your students a height for their tree between 1 and 9 inches. You may also assign by table. Hand out rulers for students. This will give the tree a more dramatic growth in the final animation. It also will help in their math classes!

Learning Plan Part 3: Putting it Together

- ❖ “Now that everyone’s drawings are complete, it’s time to order them for the animation. Everyone, please pick up your artwork, and stand in a row.”
 - “Take a moment to look at the artworks around you. Look at the colors, look at the sizes. What’s similar to yours? What’s different?”
- ❖ “When I say go, I want you all to order yourselves and your drawings in as close to chronological order as you can. Small drawings need to go together on one side, big drawings on the other. Similar colors need to group up together. You all need to decide which drawing should come first, and which one should come last. You will have ten minutes. And... go!”
 - Challenge your students to see if they can do it silently!

After the timer is done and all the students are lined up, ask them some follow up questions:

- ❖ “How do we feel about this order?”
- ❖ “Are there any changes we need to make?”
- ❖ “Why did we choose this artwork to start?”
- ❖ “Why did we choose this one to end?”
- ❖ “What happens if we move this artwork from the beginning to the end?” And vice versa.

Tell your students to stay in that line, and if you have a scanner available you can begin scanning their pieces in the order they gave you. For more agency in your class, you can even have students operate the scanner themselves. If a scanner is unavailable, you can take pictures of their work. You may also ask students to lay out their drawings in their correct order for you to document later.

Drawings that have been documented can be laid out or hung up by yourself or student helpers.

After all of the drawings are documented and saved, have your students respond individually to these Reflection Questions. This will prepare them for the Talking Circle at the end of class (and settle them down after a lot of groupwork).

1. How did it feel to draw your own picture, knowing that it would be part of an animation?
2. How did you decide where your drawing should go in the order of animation?
3. What was the hardest part about this project?
4. Did you draw anything differently knowing that your work would contribute to a class project?
5. How would you feel if you had to draw all of the trees by yourself?

While students are writing or typing their reflection, (or after class,) you can begin uploading their drawings into a GIFMaker or Video Maker. When the video is finished, get the students' attention and play it on repeat while they complete their reflection.

Differentiation:

Classes that draw extremely quickly can either be done in a slower medium, like paint; draw multiple frames each; or add animations like fruit falling, or depicting the seed of the tree. I encourage teachers to direct students who are struggling, hesitating, or working too quickly to take a lap around the room and observe the other students, 3 or 4 at a time max, and think about how they will draw their tree based on their classmates.

Closure:

As their animation is playing on loop behind them, gather your students into a talking circle. Designate a talking piece and instruct your students to be respectful, as everyone will be speaking up and either answering one of the questions or adding onto their classmates' ideas. Only the person with the talking piece may speak at once, and they will pass it to the person next to them.

On the board, write some guidelines for your students during the Talking Circle:

- ❖ Questions:
 - How did it feel to draw your picture?
 - How did it feel to sort it with your classmates?
 - How did it feel to see it moving?
- ❖ OR "I can add to (Classmate's Name)..."
- ❖ Remember, no talking unless you have the talking piece!

As the last student gives you the talking piece, thank your students for working together and speaking honestly with each other.

- ❖ "The point of this project was to work together to make something. Beautiful things come out of collaboration, and you will be working with other people all the time. It's important to practice that, since you will always be around other humans. Even ones you don't like."

- ❖ “School can be kind of tough and stressful sometimes. So can art. But when you have a specific job, or a specific thing you need to do, it’s easier to find your place with others. Just like our trees.”
- ❖ “And once you fit in, sometimes you might get lost in the forest. But I want to remind you – We all drew the same thing, but everyone’s tree came out a little bit differently. We all have to fit into our society, community, culture, but there will always be space for us to include our individual touches.”