

Inclusive Lesson Plan: Animation Wheels

NAME: Ben Rubin

SCHOOL: Rochester International Academy

GRADES TAUGHT: K - 12

UNIT and EDUCATIONAL GOAL(S) (standards):

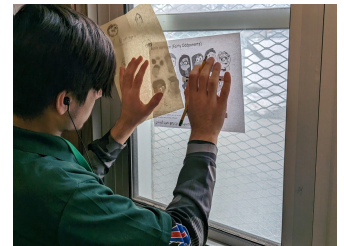
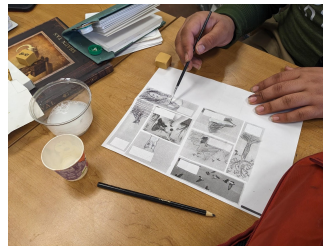
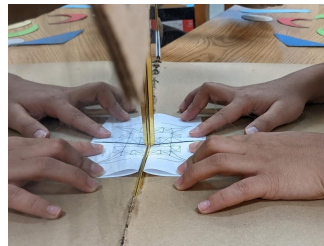
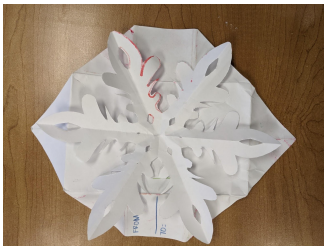
Unit 2: NGLS VA:Cr1-Cr3, VA:Re9, VA:Cn10-11 ([Standards Poster](#) & [Full Standards](#))

LESSON DESCRIPTION and OBJECTIVES (CLOs):

Include how it fits into the unit and what happens before and after this lesson.

Students apply all the 8 Studio Habits of Mind on this comprehensive artistic journey, bridging traditional & digital media techniques. Touching upon historical ways of showing motion with images, this project includes activity that connect Greek vases, early photography, and beloved cartoon characters of today. On the way, students gain new artistic vocabulary and exercise drawing skills, drafting and image transfer processes, stenciling, and collage. The project concludes with the creation of GIF animations incorporating timing, scale, and visual narrative.

Before this project begins, students have had the opportunity to explore pattern, symmetry, origami paper snowflakes, comic making and visual narratives, sequential art and flip books, and character design using a variety of image transfer techniques.



Completion of this project opens a new resource center in the classroom for students to continue using digital media using iPads & Apple Pencils.

SWBAT Complete project to demonstrate Studio Habits of Mind and develop understanding of moving images using traditional and digital media.

SWBAT Explore new vocabulary through creative activities related to moving images.

*I can communicate with moving images **by** creating an animation wheel*

ACTIVITIES or STEPS: List the process or scaffolded steps within the lesson in order.

1. Introduction

- [Symmetry Review](#)
- Create [Spacing Star](#)
- Introduction to animation wheel with pre-cut shapes & tape using [worksheet](#) & [materials](#)

2. Stamps & Stencils

- Share [student examples](#) (paper wheels)
- Use stamps & stencils to create animation wheels

3. Collage & Drawing

- Expression Challenge to create example wheel (use [worksheet](#))
- Demonstration of animation wheel with collage ([Mini Demo](#))
- Share [short film](#)
- Share [historical animation wheels](#)
- Adding additional drawing or collage to animation wheels

4. Digital

- Share digital GIFs of [common objects](#)
- Use iPads with partner to photograph, crop, and create GIF

POTENTIAL LEARNING BARRIERS: Consider cognitive, communicative, and physical barriers to learning.

Fine motor skills and grip with drawing, cutting, pasting & taping, and assembly of animation wheels.
Complex relationships between images and various spacing. iPad use may be new for some students.

INSTRUCTIONAL STRATEGIES for INCLUSION:

Apply 3–5 strategies and include the purpose of each strategy as it applies to the learning of this lesson.

Universal Design for Learning: *How will UDL inform your teaching strategies for activities in this lesson?*

We will begin at access-level *engagement, perception, and action & expression*. This series provides rich opportunities for students to build and internalize their learning towards the goal of being purposeful & motivated, resourceful & knowledgeable of the materials and process, and be strategic. This project relies less on representation abilities (language & symbols). We will be recruiting interest (engagement) through expression & communication (action & expression) and circling back around to build confidence and comprehension from previous achievements.

Differentiation Considerations: *How will you adapt the lesson for students who struggle or need more challenge?*

- Tracing templates provided ([spacing](#)). Complexity, methods, and materials are variable to reach lesson goals.
- Drawing and/or collage was included to offer variations for students.
- Expression Challenge ([worksheet](#)) could be supplied as a series of expressive selfies for motor impairments.
- Those with physical disabilities have the option to work digitally.
- Those with motor, vision, or intellectual challenges have the option to use [kinetic paper puppets](#) or clay for a [Zoetrope or stroboscope](#) using record player.
 - *Could be developed into [3D Printing](#) in collaboration with e-NABLE volunteer*

Check Sheet student teams, 'Take 5' table, optional duties like delivering mail with rewards (see written reflection for details), formative assessment feedback to inform changes in the lesson series.

Diversity and Cultural Relevance: *Are you including perspectives and voices from multiple cultures?*

History of moving images will include pottery from [Iran](#) & [Greece](#)

TIMELINE: How much time should be allotted for this lesson?

This is a series of lessons which could take most of January for Middle & High School

EQUIPMENT/SUPPLIES NEEDED: Include adapted supply options for students with physical barriers.

Pencils, erasers, blenders, pen & marker, colored pencils, colored pencil sticks, post-it notes, tape, magazines, loop scissors, series of stamps, stickers, pre-cut paper shapes, template with marked rings.
Perhaps a small fan for blowing the wheels for students who lack the ability to split them.

CONNECTION: How will students connect the learning?

Students will join a [field trip to George Eastman Museum](#) to explore moving images, including a visit to their [Obscura Gallery to see student work of Animation Wheels](#) from Rochester International Academy!

- In the classroom, shared media at stations, group call & response, teamwork (digitizing process), collaborative action exercises with small teams.

ASSESSMENT: How will you assess the lesson? How will you know learning occurred? Are you offering varied assessment opportunities for diverse learning styles and needs?

A series of inclusive formative self assessments based on this [student tracking tool](#).

The specific assessment (and scoring system) will depend on the student's familiarity and comfort level with self assessment process.

EVIDENCE OF EVALUATION: How will you show/measure growth for all students?

I updated a [student planning sheet](#) to include visual icons to better comprehension, then [adapted](#) it based on the Lesson Agenda Structure at Rochester International Academy.