

Description of Classroom Activities
Ameritech/IMSA Internet Information Literacy Project

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School Name: West Aurora High School
Position: Technology Chairperson/Instructor
Grade Level: 11
Subject Area: Computer Graphics/Photography

Description of classroom activities:

Students create an animation using a theme they have researched on the Internet.

Unit One: Students are introduced to animation through sample, animated features on various sites on the Internet. Students view the sites with guided observation from the instructor. Characteristics of a good animation are the focus.

Unit Two: Students experiment and learn the necessary skills to complete an animation. Students complete a series of exercises designed to give them an introductory skill level in the animation program.

Unit Three: Students will research one of the following themes for their animation:

- a. A quote from a famous person who lived before 1940
- b. A verse from a romantic poet
- c. A famous political slogan

Unit Four: Students will create a storyboard that will guide them during the creation of their animation and coordinate their theme.

Unit Five: Students will create a 100 frame animation with the following examples of computer skill work: minimum of two characters, minimum of two backgrounds (one created with an imported image); two wipes; sound; one pause; some alteration in the timing. These are the minimum requirements for the construction of the animation. The theme must be presented in a visual way; portion or all of the quote, verse or slogan may be used as a text character; the animation and theme must flow together as a unit.

Unit Six: Students will complete a self-evaluation of their animation/theme; students must choose one peer to evaluate their animation/theme and the instructor will evaluate the animation.

Commentary and suggestions for implementation:

The Internet is an integral part of my curriculum. The arts are well represented on the Web and I use the information on a daily basis. I have found the topics that my students use as themes have much more meaning. I see them combining their skills on the computer with their ability to better communicate their interpretations. I highly recommend guided experiences on the Internet as well. The students are much more successful and they begin to view the possibilities of this research tool with much more respect and a better attitude about the use of the Internet. Students are quickly hooked on the animation and usually they are eager to create what I call 'the rough video game versions'. After preparation and investigation of their themes they are pleasantly surprised at the quality that is presented in their visual interpretation. Very often students choose something that is vaguely familiar and creating their own interpretation gives them a better understanding of the message and their peers have the same realization.

The Toolkit search engine was a very useful, positive tool for us. The students were very comfortable using the system and seemed to pick-up the structure rather quickly.

If anyone is interested in viewing some of the animations they can reach us at: abecker@aol.com.

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