

Lights, Camera, FILM Literacy!  
Lesson Plan #34

**Topics:**

**Journal Writing  
Computer Animation  
Pixar  
Animated PSA Production**

**Outcomes:**

Students will follow organizational procedures.  
Students will see and hear applicable vocabulary.  
Students will analyze early computer-generated animation.  
Students will react to the passion of the Pixar Company founders.  
Students will continue production of a 2-D animated PSA.

**Materials:**

Writing journals  
Post-it notes  
Camcorders  
Tripods  
Computers with stop motion software

Handouts: How Movies Got Their Start IV: Animation (in student folders)  
Creating an Animated Public Service Announcement (in student folders)

**New Vocabulary: computer-generated (CG) animation, tweening**

**Sequence of Events:**

**I. Journal Activity (15)**

Prompt:

**What are your reactions to clay animation?**

**II. Computer Animation (35)**

1. Show students the 1986 short "Luxo, Jr" (1:54) by Pixar.

<http://www.youtube.com/watch?v=PvCWPZfK8pI>

2. Tell students that **COMPUTER-GENERATED (CG) ANIMATION** requires "teaching" the computer to recognize an image by the coordinate points of a three-dimensional model (*Lots of math and physics used in creating the software to do this!*) and then key frames are created onscreen. To move between these key frames (ex. An arm reaching up and an arm reaching down), the computer fills in the movements between. This is called **TWEENING**.
3. Review the last two answers on the student handout. Ask students to mention some of the Pixar films they have enjoyed.

Handout: How Movies Got Their Start IV: Animation (in student folders)

4. Tell students they are now going to see a documentary that highlights John Lasseter and John Catmull and the beginnings of CG animation at the start of the Pixar Company.

(Search **Pixar Shorts History Doc** on youtube.com or use links below)

Part 1 of 3 (8:35)

<http://www.youtube.com/watch?v=1TOD6oV1cnY>

Part 2 of 3 (9:35)

<http://www.youtube.com/watch?v=3-8C1x4tXAQ&feature=related>

Part 3 of 3 (4:28)

<http://www.youtube.com/watch?v=I2-kw6y3wOE&feature=related>

5. Allow time for student reaction. Point out how the Pixar pioneers, as with most pioneers, had motivation for their work that went beyond a paycheck. Discuss with students the passion these people feel for their day jobs as they merge science, math, and the arts.

### III. Creating an Animated Film (135)

1. Direct students to the PSA direction sheet and ask each group to report their current step.

Handout: *Creating an Animated Public Service Announcement (PSA)*

2. Groups continue work on their productions.

### IV. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn about computer animation?**

2. Hand out Post-its on which students write and post.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.

