Objectives

Students will create fictional stories based on visual images. Students will use visual illustrations and storyboards to tell a fictional story. Students will create a flipbook to understand the basics of animation.

Introduction

Begin by asking students if they have ever made a film before. What planning did they have to do beforehand (e.g., Writing a script, getting costumes and props, finding the proper equipment, filming, editing etc.) Would a movie turn out well if none of this stuff was done beforehand?

Begin by explaining the concept of storyboards with your students. Explain to students that a storyboard uses pictures to tell a story. Before a movie is made, filmmakers begin their projects by creating storyboards. Filmmakers use storyboards to outline major events in the stories they wish to tell. You may decide to use a book or Youtube video to show how Disney Animators and Filmmakers create storyboards. (If you search Youtube for Toy Story- Storyboarding, you can see a short clip explaining storyboards. https://www.youtube.com/watch?v=QOeaC8kcxH0)

This clip, “Monsters Inc- Storyboard Comparison” shows a clip from the animated movie alongside the original storyboard images.
https://www.youtube.com/watch?v=3xwonyZdhgs

Bring comic strips to class to further explain the concept of storyboards. Use the comic strips to explain that a story can be told sequentially in pictures.

Materials

- Images from Springville Museum of Art (see below)
- Worksheet
- Pencils
- Colored Pencils
- Post-it notes (10 per child) or paper and staples

Images from the Museum

- Brian Thomas Kershisnik, Flight Practice with Instructor
- James Christensen, The Rhinoceros
- Stephanie Deer, Sometimes less is more... But not today
- Paul Salisbury, Rider of the Range
- Sylvia Liz Davis, Guest
- Mahonri Young, Da Winnah

(More images available in our poster set or at smofa.org)

Utah Core Standards

Language Arts
Reading: Standard 7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Visual Arts:
Standard 4: Objective 3
Explore video, film, CD-ROM and computers as art tools
3a. Describe and explore available technologies.

Standard 1: Objective 2
Predict the processes and techniques needed to make a work of art.

2b. Select appropriate media in which to portray a variety of subjects for works of art

2c. Use preparatory sketches to solve visual problems before beginning an actual work of art.
Learning Activity

1. Explain to students that they will be creating storyboards for their own fictional story.

2. Show your class several of the provided images from the Springville Museum of Art’s permanent collection. In these works, you will find a variety of characters, settings and objects. Hold up the different images and ask the students the following questions:
   - Who is the main character(s) in this painting?
   - What is the setting of this painting?
   - What do you think the character is doing?
   - What could be a potential conflict for this character?
   - What could be a potential solution to the characters problem?

3. Next, ask your students to choose a character from one painting and a setting from A DIFFERENT painting. These characters and settings will be the basic premise of their storyboard.

4. Pass out the storyboard worksheet to each student. Explain to students that each story should have a strong plot line: character, setting, conflict, conclusion.

5. After your students have created their storyboards, give them time to present their stories in front of the class.

6. Bring the class back together for a discussion about what it would take to turn these story boards into a film.

Variation

Another way to think about story boards and apply movement to them is to create a simple flipbook. Using Youtube, search simple flipbooks and show your students some examples of the movement that can be created.

Ask the class what they noticed about each image. Were there drastic changes between each page?

Explain that Flipbooks can be a valuable tool in giving us a preview of an animation project. Explain that animation and movies are really just a series of still images that flip by so fast in a sequence so your eyes think of it as a continuous movement. A flipbook is a series of still images that you draw in a sequence and by flipping them with your thumb, you can see them begin to move.

Learning Activity 2:

1. Have your students animate one character from their story board doing a simple action (raising their hand, putting on a hat, changing facial expressions.) You may have your students uses stick figures for this part.

2. In order to help the students understand how to do this, have the students draw in the following order:
   - Draw the first and last picture first
   - Next, do the middle picture
   - Then, draw the remaining images.

3. Before having your students draw the final project, have them do some practice sketches. Remind students to keep the drawing simple as they will flip by very fast. They should draw on the bottom half of the page, because the top of the pages will be stapled together.

4. Once they are ready to make their flipbooks, distribute 10 sticky notes to each student. You may also have them cut and staple 10 pages together to create a small book.

5. After you students have drawn their flipbooks, have them share them with a neighbor.

Extension

This is a great opportunity to introduce your students to the basics of film making. You may want to give your students the assignment of filming their flip books and sharing their films with the class.

Assessment

Have students present their storyboards in class. Also, be sure that their worksheets were completed. Stories should contain at least one character and setting from images from the Springville Museum of Art.
CREATE A MOVIE STORYBOARD

A storyboard looks like a cartoon strip and contains pictures of the main events in sequence. Create a storyboard for a story about a character in a painting. Your storyboard should tell the story in six pictures.

Directions:
1. The first picture should set the stage for the story. Draw a picture that shows the setting and the main character(s).
2. Tell the story. Draw four pictures to show what happens in the middle of the story.
3. Draw a picture that shows the conclusion of the story.
4. Write a caption below each picture.

Title: ____________________________
Brian Thomas Kershisnik, *Flight Practice with Instructor*, 2000
Paul Salisbury, *Riders of the Range*, 1953
Silvia Liz Davis, *Guest*, 1994
Stephani Deer, *Sometimes less is more... But not today*, 2010
Mahonri Young, *Da Winnah*, 1927