**The Pennsylvania State University**

**Workforce Education and Development**

**Lesson Plan**

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| **Name of Instructor:** *Jamie Redcay* |
| **Program Title:** *Web Page, Digital/Multimedia and Information Resources Design (CIP 11.0801)* |
| **Course Title:** *Interactive Media & Web Design* |
| **Unit Title:** *2000 – Hardware & Software* |
| **Lesson Title**: *(2380) PS - Animated Gif Lesson* |
| **Lesson Performance Objective:**  *- After a short presentation on the history of Eadweard Maybridge, stop motion movies and GIF technology, students will be instructed on the creation of a paper animation and then an Animated GIF using Photoshop. The instructed will demo the GIF creation while the students follow along. Then the students will be instructed to create their own Animated GIF. The teacher will guide the students as they complete their own Animated GIFs.* |
| **Time (length of lesson):** 90 *min sessions* |
| **Equipment and Materials needed:** *This lesson will require a TV or projector & workstation with an internet connection, image editor (Photoshop). Scrap tablets, pencil, pen or marker. The teacher also needs Powerpoint.* |
| Technical Standard(s):  13.1.11.A Relate careers to individual interests, abilities, and aptitudes.  13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.  13.2.11.A Apply effective speaking and listening skills used in a job interview.  13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).  13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, post secondary education/training applications, request for letter of recommendation, and resume.  13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.  13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement. |
| Academic Standard(s):  CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.  CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.  CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.  CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.  CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.  CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects. |
| **Introduction:**  *GIF’s are the new Meme, they are such an important part of our pop culture that the new Apple iOS included a GIF Keyboard. But more than that we can create exciting and eye-catching graphic that are not just static but come to life with motion and excitement.* |
| **Body:**   * 1. Introduction to GIFs (with several examples)   2. Learn a brief history of stop motion photography and the birth of GIF technology.   3. Do a follow along activity creating a stop motion tablet animation.   4. Do a follow along activity directed by the teacher to demonstrate layers, timeline, keyframes, timing, loops.   5. Complete the teacher guided demo.   6. View examples of other students work as examples.   7. Student will create their own animated GIF using the new skills they have learned.   *.* |
| **Summary:**  Learn the history of stop motion photography and its concept. Student will follow along with teacher as he creates a flipbook stop motion animation. Then the teacher will explain how layers, timelines, keyframes, timing and loops work together to produce and animated GIF. Students will then complete the demo and export a file to test on their own. Once that is completed they will be given a project to create their own Animated with the new skills they have learned. |
| **Student Assessment**  **Formative Assessment(s):**  **Summative Assessment:**  **•** *Students will follow along with teacher thru lecture and demonstration.*  *• Students will then complete the final steps of the demonstration with the teachers guidance.*  *• Students will then be asked to create their own Animated GIF with the new skills they have learned.*  *.* |
| **Universal Design for Learning (UDL)**  **Multiple Means of Engagement:**  *The presentation will come in 3 means:*   * *Teacher will have a lecture with instructions in a powerpoint.* * *Teacher will demo the required skills to the students using software and LED Screen.* * *Student will create their own version of the lesson using software.* * *Students will be able to reach out to neighboring peers to ask questions and help.*   **Multiple Means of Representation:**  *The students will be able to access the lesson instructions in several different means:*   * *Teacher will have the Power Point available on Google drive.* * *Teacher will demo the required skills to the students individually.* * *Students will be able to watch a video describing the lesson and how to produce the work required.*   **Multiple Means of Expression:**   * *Students will ask a peer to review their work.* * *Students will have the teacher review their work.* * *Students will demo their work on a cell phone and tablet* * *Students will use their whiteboards to demo project* * *Students will demo understanding using a scratch tablet to create an animation* |