

ANIMATION BASICS

This Education resource was developed with a Stage 5 Photographic & Digital Media focus.

PDM Years 7-10 Syllabus Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

4 Lesson Ideas:

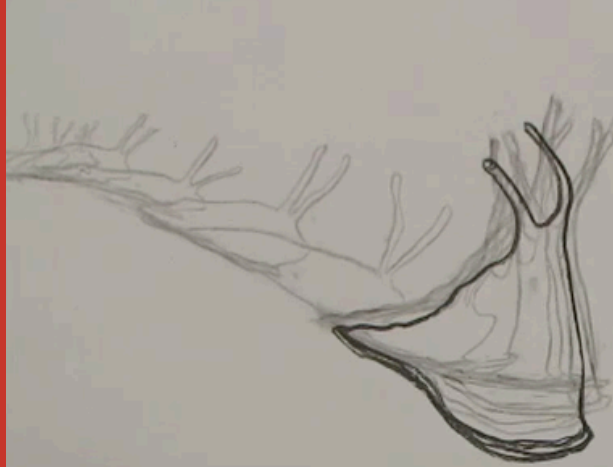
- * William Kentridge Theory
- * Teamwork Artmaking
- * Thaumatrope making
- * Independent Animation

Materials needed:

Internet (for Prezi and Youtube)
Data Projector

Conceptual Framework
Student Worksheet copies
plus a Teacher copy

Digital files available from
Melanie Crawford
melodic@optusnet.com.au



The worksheet which follows is specifically designed to investigate the Artwork of William Kentridge through the Conceptual Framework.

William Kentridge

Lesson Idea: 1

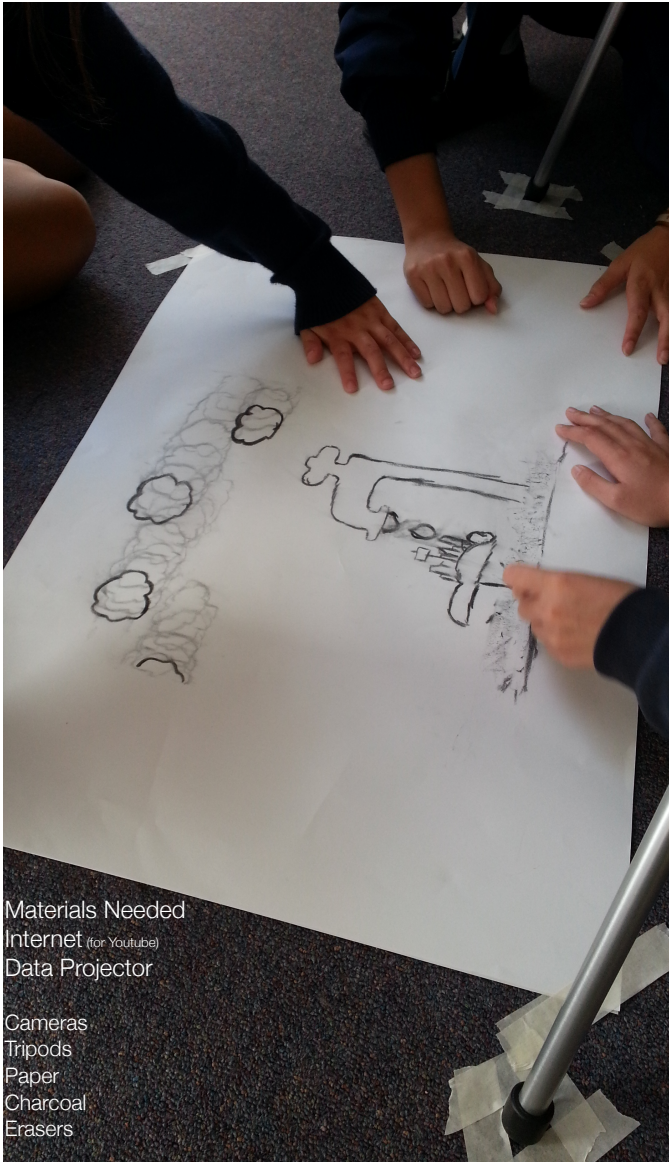
Prezi presentation:

<http://prezi.com/yiurcowus8tu/william-kentridge/>

Note: These lessons were part of my Art Education Curriculum Project for my Professional Internship Experience, this lesson was combined with the following artmaking activity in one 75 minute period, however more time would be beneficial! I made sure to revisit the Conceptual Framework.

Prezi slide information:

- | | | |
|---|--|---|
| 1. Invisible Mending Artwork (2003) (1.59) | 7. Art:21 (2.53) Pain and Sympathy Artwork | <i>in which optimism is kept in check, and nihilism (extreme skepticism) at bay."</i> |
| 2. Conceptual Framework - Artist, Artwork, Audience, World - the CF is a way to map out and research the agencies involved in understanding artworks. Please jot down short notes as we look at this artist today. | 8. Audience: Lets have a read of this article as we think about the audience: "it feels like a perfectly executed magic trick: We see the magician working, but we also believe the seamless effect he's produced. While mainstream animation glories in the (often stunning) effects made possible by software, Kentridge shows how much power lies in that suspension of disbelief, and in the hand's mark on the page." Caitlin Dover* | On living a lifetime in Johannesburg: "I have never been able to escape Johannesburg, and in the end, all my work is rooted in this rather desperate provincial city. I have never tried to make illustrations of apartheid, but the drawings and the films are certainly spawned by, and feed off, the brutalised society left in its wake." (a comment on his world). |
| 3. Artist: William Kentridge | 9. Artwork Process: (2.55) | On his drawings : "The drawings don't start with 'a beautiful mark'. It has to be a mark of something out there in the world. It doesn't have to be an accurate drawing, but it has to stand for an observation, not something that is abstract, like an emotion." (Conceptual practice). |
| 4. Details about his life - World: Apartheid (South Africa - a rigid policy of racial segregation 1948-1994: white supremacy - black people deprived citizenship and political representation - inferior services in comparison to white people) | 10. Artist's statement: | The Prezi slides 11 and 12 lead into the artmaking activity on the next page. |
| 5. His education - what led to him becoming an artist | "I am interested in a political art, that is to say an art of ambiguity (doubtfulness/uncertainty), contradiction (opposition), uncompleted gestures and uncertain ending - an art | |
| 6. Film, drawing, sculpture, animation, performance (Multimedia artist) | | |



Materials Needed
Internet (for Youtube)
Data Projector

Cameras
Tripods
Paper
Charcoal
Erasers

Charcoal drawing/erasing

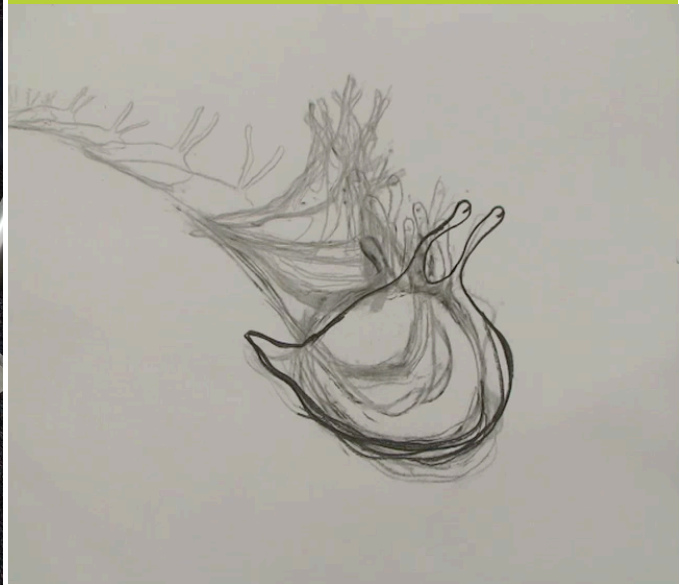
1. Watch this very short animation: "Sluggy"

<http://bit.ly/11Tkbgc>

or at this full link

<http://www.youtube.com/watch?v=mJvEeVxJhfs&feature=youtu.be>

2. Set up a couple of groups with paper (taped either to a wall or floor) and cameras on tripods focused on the paper.



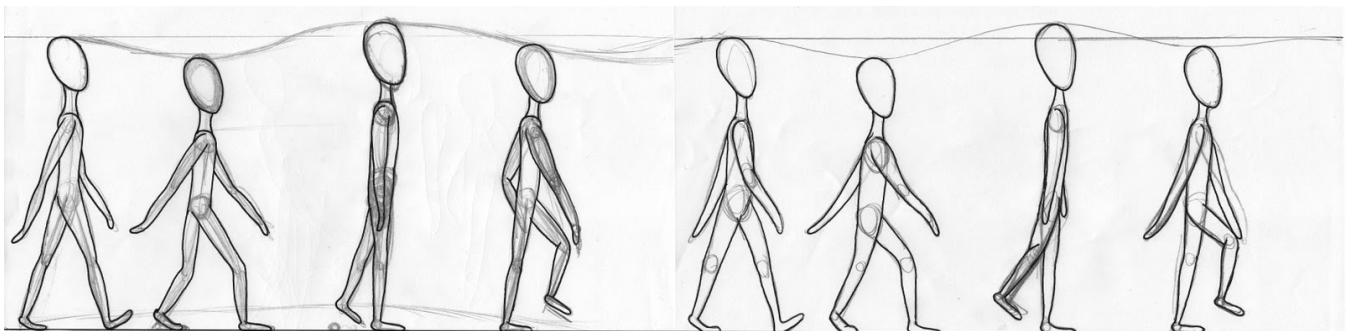
3. Provide some inspiration images

Something simple (with movement) like:

a walk cycle, a ball bouncing, a tap dripping or a goldfish swimming in a bowl.

4. Provide paper, willow charcoal and an eraser for each team.

Students will draw small sections then take a photo (this will be one frame), then they will extend that drawing or erase it slightly and re-draw and then take another photo (frame) and so on. Have students work collaboratively to take as many frames as they can. This can then be made into an animation in a follow up lesson.





Thaumatrope

Description by a Year 9 Student:

"A thaumatrope is a small disc, held on opposite sides by pieces of string.

An image is drawn on each side of the disc and is selected in such a way that when the disc is spun, the two images appear to become one image. The continuous motion from twisting and pulling the strings causes the disc to rotate, first in one direction and then in the opposite. The faster the disc rotates, the greater the clarity of the illusion."

Thaumatrope in the history of animation...

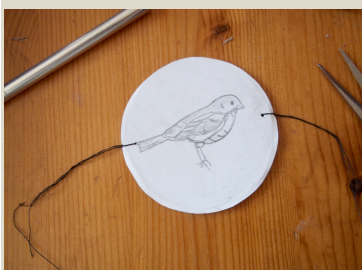
A **thaumatrope** was a toy popular in Victorian times 1837-1901. **Used by** John Aryton Paris one to demonstrate the concept of persistence of vision to the Royal College of Physicians in London in 1824.

The **Persistence of Vision** is the phenomenon of the eye by which an afterimage is thought to persist on the retina. This illusion creates a sense of continuity, giving the impression of motion.

The Thaumatrope is recognised as an important antecedent of animation.

In this lesson, provide a brief history of the Thaumatrope as above.

- * You will need cardboard with a circle template for students to cut.
- * A hole punch and scissors.
- * String to tie to each side.
- * Coloured pens/pencils.
- * Some inspiration images or watch a youtube clip such as:
<https://www.youtube.com/watch?v=yD0ovANHdqQ>



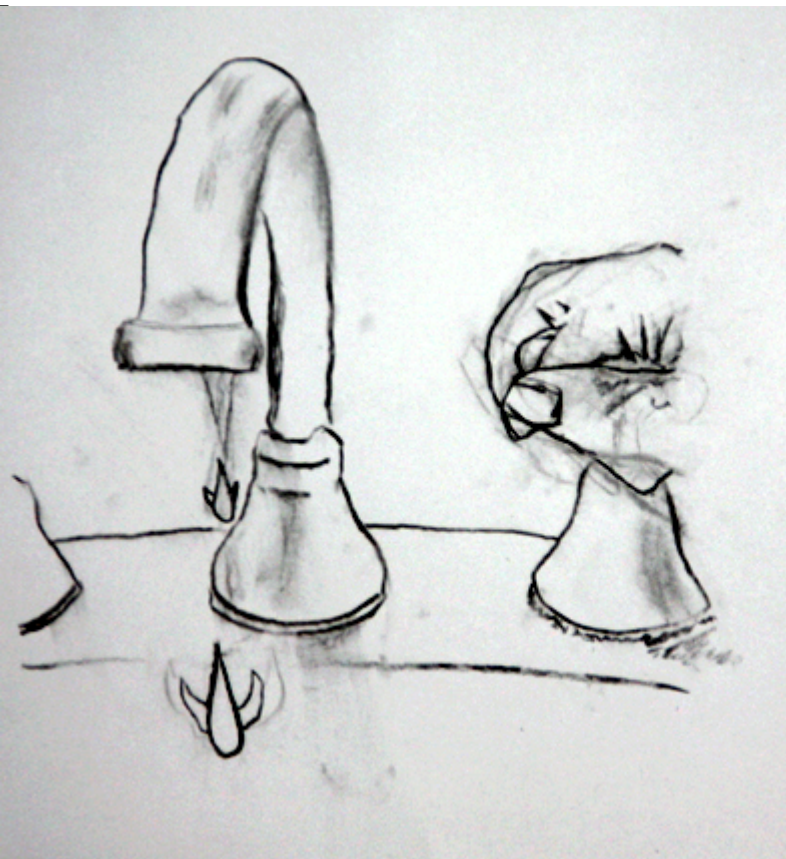
ANGEL WATER (SAVER)

Lesson Idea 4

Materials Needed:

Computers with Adobe Premiere Pro Software

Digital Files from
Melanie Crawford
melodic@optusnet.com.au



Extension Challenges

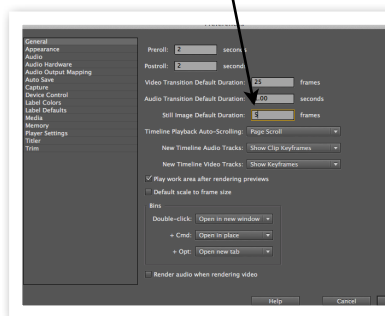
- * Colour the droplets of water in (in each asset/image)- using Adobe Photoshop!
- * Find all sorts of different sounds to layer in (i.e: the squeaky tap turning on/off, droplets with wings flapping)
- * Zoom in so that the drawing takes up more of the whole screen (in Premiere Pro)



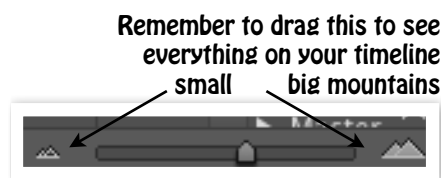
File folders: Angel Water

containing 44 JPG files of charcoal erase drawings plus Angel Water sounds (royalty free)

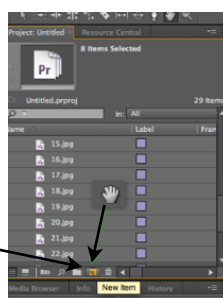
1. Open Adobe Premiere Pro
2. In the Premiere Pro menu (top left) select: Preferences then General and make sure you make the Still Image Default Duration set to be 5 frames



3. Click OK
4. File: Import your Angel Water Assets
5. Drag them into the New Item box below



6. Sequence: Render Entire Work Area (do this often)
7. Delete image 001.jpg as it is not needed. Drag out image 002.jpg to fill the beginning space. Then drag out the last image to keep it on screen longer.



8. SAVE!
9. Create a credit title for the end!

Top menu Title: new title: default still
Enter when you've finished, this becomes an image you can drag to your timeline.

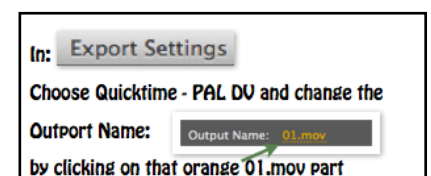
10. Import Angel Water sounds or other sounds to compliment the animation



www.freesound.org

Create a Username and Password to download sounds

11. Set Sequence Markers IN and OUT
12. (save and render) then FILE: Export: MEDIA



Export, then Share your animation with your class!