

Action Plan: Animation Sketchboard

Objective:

- Research

Action:

- explore different types of animation
- The steps behind drawing sketch boards

Time:

1 week

2 weeks

Complete:

✓

✓

- Practice drawing characters and sets

2 weeks

✓

- Practice setting up storyboards

2 days

✓

- Practice dialogue writing skills

2 days

✓

- Plan story behind board

1 week

✓

- Finalising ideas

2 days

✓

- Practice sketches

2 days

- drawing actual storyboard

2 weeks

- adding colour and final touches

2 days

- create questionnaire

1 day

- Show people

2 days

- write evaluation

3 days

- get sketch book and big bit of card

2 days

- finalizing characters and set

1 week

Creating your Project outcome:

- create questionnaire

1 day

- Show people

2 days

- write evaluation

3 days

- get sketch book and big bit of card

2 days

- finalizing characters and set

1 week

More notes on animation (Wikipedia)

8/06/2020

Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. (Wikipedia)

Different forms of animation:

- Puppet animation - typically involves stop-motion puppet figures interacting with each other in a constructed environment, in contrast to the real-world interaction in model animation. (Wikipedia)
- Puppetoon - created using techniques developed by George pal, are puppet-animated films which typically use a different version of a puppet for different frames, rather than simply manipulating one existing puppet.
- clay animation - or plasticine animation often abbreviated as claymation, uses figures made of clay or similar malleable material to create stop-motion animation.
- Cutout animation - is a type of stop-motion animation produced by moving 2-dimensional pieces of material such as paper or cloth.
- Silhouette - is a variant of cutout animation ~~created~~ ~~animation~~ in which the characters are backlit and only visible as silhouettes.
- model animation - refers to stop motion animation created to interact with and exist as a part of a live-action world.
- Go motion - is a variant of model animation which uses techniques to create motion blur between frames of film, which is not present in traditional stop-motion.

- 8/66/7
- Object animation - refers to the use of regular inanimate objects in stop-motion animation as opposed to specially created items.
 - Graphic animation - uses non-drawn flat visual materials (photographs, newspaper clippings) which are sometimes manipulated frame-by-frame to create movement.
 - Pixilation - involves the use of live humans as stop motion characters.

Youtube: (Ht

klay word - (day animation) stupid but funny
Watching video for research

8/06/2010

This lesson I will ... Research into ~~animation~~ story boards and different types of animation.

- ① comic strip vs story board
- ② older audience vs younger audience
- ③ Old classic's ~~verse~~ vs new

8/06/2010

Checklist

please complete -

questionnaire
prep.

9/06/2010

Wednesday 26th May 2010

Project

Name		
Project title	Animation sketchboard	
		Evidence in sketchbook
Outcome	Action Plan for your project	
Task 1	Read the example action plan. <div>Done <input checked="" type="checkbox"/></div>	
Task 2	In your sketchbook draft an action plan for your project. You must include the following in your plan <ul style="list-style-type: none">• Research• Experimentation (trying things out)• Creating your project outcome• Evaluation• Gathering materials and equipment	Done <input type="checkbox"/>
Outcome	Planning towards a questionnaire targeted at teachers	
Task 1	Primary and secondary research worksheet	Done <input type="checkbox"/>
Task 2	Designing a questionnaire: part A	Done <input type="checkbox"/>
Task 3	Designing a questionnaire: part B	Done <input type="checkbox"/>

ALL evidence from today's' lesson MUST be in your sketchbooks.

Action plan| Outcome: 5 minute film

Objective	Action	Responsibility	Time	Complete
Conduct Research	<ul style="list-style-type: none"> •Understand character types in noir films •Explore moving image mediums (noir films) 	ALL ALL	2 wks 1 wk	
Experimentation	<ul style="list-style-type: none"> •Explore records in different mediums (Not moving picture records) •Story developments 	ALL ALL	1 wk 1 wk	
Planning for moving picture record	Pre- production activities: <ul style="list-style-type: none"> •Treatment for brief •Storyboards •Prop (see separate list) •Costume •Assign jobs/roles 	ALL ALL ALL ALL ALL	3 wks	
Creation of moving picture record	Production / post-production <ul style="list-style-type: none"> •Media Production diary •Meetings and minutes •Keep shooting schedules •Editing 	ALL ALL Production team ALL	3wks	
Evaluation of moving picture record	Post-production <ul style="list-style-type: none"> •Create questionnaires •Pilot film •Review of strengths and weaknesses (evaluation of the record) 	ALL ALL ALL	2 wks	
Equipment	Look at under different technology for recording records.	ALL	1 wk	
	Book equipment	Production team	1 wk	

Research methods

Try to identify which methods are examples of primary research and which are secondary research. The first one has been done for you.

Research type	Research method
Primary	Questionnaires
	Books
	Newspapers
	Interviews
	Focus groups
Secondary	Internet searches
	Telephone survey
	Direct observation

- *on the other hand* you can't do it

Designing a questionnaire: part B

Use this planning template to help you design your questionnaire.

Title of research project:
Brief description of what the research project is trying to find out.
Closed questions that will give you some basic information about the people who are completing the questionnaire (for example, age, gender, occupation).
Mix of open and closed questions that will get you the information and opinions that you need.
Information on what people should do after completing the questionnaire.

- more childlike
- more attractive
- more recognised
- more finalised and professional
- better outcome ~~and more~~
- easy to gather information for



Comic Book VS Storyboard?



- Shows more planning
- Quick drafted
- not a very finalised Project, might not be a very good outcome.
- not as attractive
- Quite messy

8/06/2010

- normally humorous
- mainly people as main characters.
- Quite a age range that watch
- ~~could~~ most could be watched by younger generation, but humour is quite often directed at a older audience.



- many are still very childlike
- Use real word problems but bring humour to them.

Older audience
vs
younger audience?

- Quite a small range of viewers
- usually gender specific
- Quite often animals or objects given voices.
- usually Superheroes
- Quite a few classic's still going
- many computer designed





- easily recognised,
- old technology, more work gone into making them.
- classic
- usually funny
- mainly human characters except a few (eg Tom + Jerry)
- more sketch based

old classic's
vs
new + updated?

- quite modern
- Sometimes more realistic
- can do more than old cartoons
- not as easily recognised
- to far stretched imagination
- are keeping up with new technology
- Quite realistic, as they can change and edit almost anytime,
- Hugely computer based



My project plan.

9th June 2010

When I first started this project, I had no idea what I wanted to do it on. As animation has always fascinated me I decided to base my project around that. At first I said I would create a flipbook but soon changed my mind to a storyboard as I preferred them. It was only as I was researching, that I came across comic strips and remembered my love for them as a kid. So I have finally settled on a comic strip, my audience I'm not so sure of but am looking into that ~~now~~ so I can decide.

21st June

Monday 14th June

Project

1. Read today's activity log; this is what I will be looking for at the end of today's lesson.
2. Decide how you are going to manage your time today!

Time	Activity
15 mins	Plan my Questionnaire
15 mins	research different cartoon characters
15 mins	gather ideas for my cartoons

15 June 2010

Animationnal Characters :
(knowledge I already have)

- Snoopy (childrens)
- Dennis the menace (childrens)
- Beano (childrens)
- Roadrunner (childrens)
- Family guy (adults)
- Simpsons (teenagers)
- Looney tunes (children)
- American dad (~~at~~ adults)
- Who framed roger rabbit (family film)
- Nightmare before christmas (family film)
- Corpse bride (family)
- Peter pan - Only some characters (children/family)
- Harry potter - Only some (family)
- Wallace & gromit (family)
- Shaun the sheep (children)
- Garfield (family)
- Tom & jerry (family)
- Creature Comforts (adult)
- Ben 10 (children)
- Alvin and the chipmunks (children)

Target: research characters & generate ideas for my own
character and ~~design~~ Storyboard

15/June/2010

15 June 2010

American dad



Ben 10



Betty Boop



creature comforts



Bugs Bunny



Corpse Bride



Dennis the menace



Family guy



Bill & Ted



Jessica Rabbit



Klay world



Nightmare



Oogie boogie



Peter Rabbit



Road runner



Road runner



Scooby Doo



Shaun the sheep



Simpsons



Snoopy



Tom & Jerry



Tweety



Wallace & Gromit



Garfield

All different sizes and types of Animation characters

eyjore



- Step 1: eyes
- Step 2: head shape
- Step 3: ~~face~~ face shape + features
- Step 4: ears
- Step 5: body + hair
- Step 6: leg 1
- Step 7: leg 2
- Step 8: Back leg
- Step 9: tail
- Step 10: Bow
- Step 11: tail hair



✓ ASB

It took me a long time to draw this which has now confirmed for me that im doing a comic strip.

15 June 2010

Usually collected

More Drawn 100k

(OLD classics)



most recognised

✓
AOL

originals worth loads of money

13 June
2010

Brighter
colours

Aimed at
kids

(New comics)



more
animated
+
computer
edited

more
monsters
(than older)

Art exhibition

Tuesday 22nd
June 2010

In the art exhibition there was a lot of animation, ~~cartoon~~ characters and a lot of sketches. I took a few photos of these and am hoping to draw a bit of inspiration ~~from the~~ from them. I'm hoping this will help me to gather ideas for my characters and my

Project title	Comic Strip
Group Members	

Outline of ideas

~~Making~~ Creating my own comic strip, own characters and story line.

What resources will you need? (include: Camera, computer, etc)

Computer, Paper, pencils, colouring pencils, Ruler, Rubber, pen.

Justification of ideas in relation to the needs and interests of your target audience.

I am doing this project as I have an interest in comics and my target audience are children. Which is ideal as the colours and images should catch their attention.

Get example of comics for young children. Look up graphic novels – get some examples. What can you expect to see in a typical comic panel (page): annotate your examples? What genre will your comic fit into? Create two characters.

Simple

links

Speech

easy to read

unrealistic

Colourful

different / strange

characters

catches your eye

✓ A02 / A03



22 June 2010

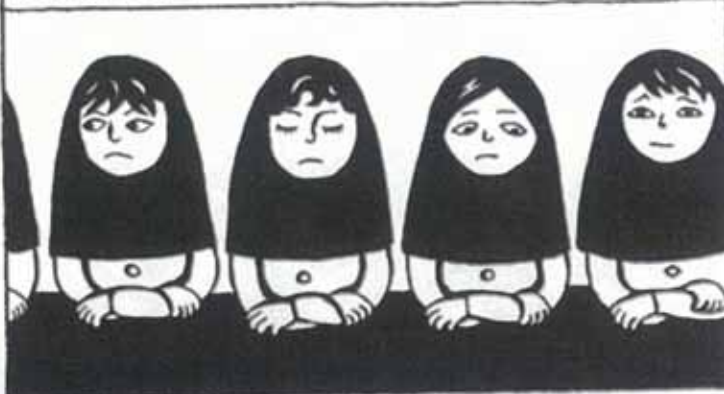
Black + white
but still
stands out

THE VEIL

THIS IS ME WHEN I WAS 10 YEARS OLD. THIS WAS IN 1980.



AND THIS IS A CLASS PHOTO. I'M SITTING ON THE FAR LEFT SO YOU DON'T SEE ME. FROM LEFT TO RIGHT: GOLNAZ, MAHSHID, NARINE, MINNA.



IN 1979 A REVOLUTION TOOK PLACE. IT WAS LATER CALLED "THE ISLAMIC REVOLUTION".



THEN CAME 1980: THE YEAR IT BECAME OBLIGATORY TO WEAR THE VEIL AT SCHOOL.



WE DIDN'T REALLY LIKE TO WEAR THE VEIL, ESPECIALLY SINCE WE DIDN'T UNDERSTAND WHY WE HAD TO.



Narrative

Simple

Speech

22 June
2020



Sound:

Usually quite big and
colourful to show its
important and to make
it stand out.



Speech:

Used to show the
characters dialogue,



Thoughts:

Used to show characters
thoughts and sometimes
feeling. We know more than
the other characters.

character number 1 ideas



the little angel

every adult thinks she's perfect but really a little
clever, Ms know it all

Character 2 ideas

22 June 2010



'classic teacher'

Strict but loves 'the angel girl' Picks on the other children.



Blonde
hair

Character 1:

- innocent little girl

- Blonde hair, ~~green~~

- blue eyes

-

Action plan review

12th July 2010

What went well (WWW):

lots of research into characters & storyboards
and comics.

Practiced drawing characters and made outline
of storyboards on computer.

Even better if (EBI):

Need to start making

12 July
2010

Notes for comic strip

Outline of characters:

Character number one:

'Innocent little girl, blonde hair, blue eyes, short, smart, jealous, selfish, big headed, centre of attention.'

Character number two:

Teacher, strict, quick-tempered

Character number three:

Quite smart, quiet, lucky

Others:

Class of students

Outline of comic:

Square one: teacher asks class a question

Square two: two students put their hands up (character one really trying to get teachers attention)

Square three: teachers ask character three, character one gets annoyed

Square four: character one gets a 'light bulb' moment

Square five: Character one asks to go toilet

Square six: character one going through a cupboard

Square seven: character one putting bucket of water above door

Square eight: clock on three, ringing

Square nine: Teacher gets soaked from bucket

Square ten: character one bright red

Square eleven: teacher really angry

Sets:

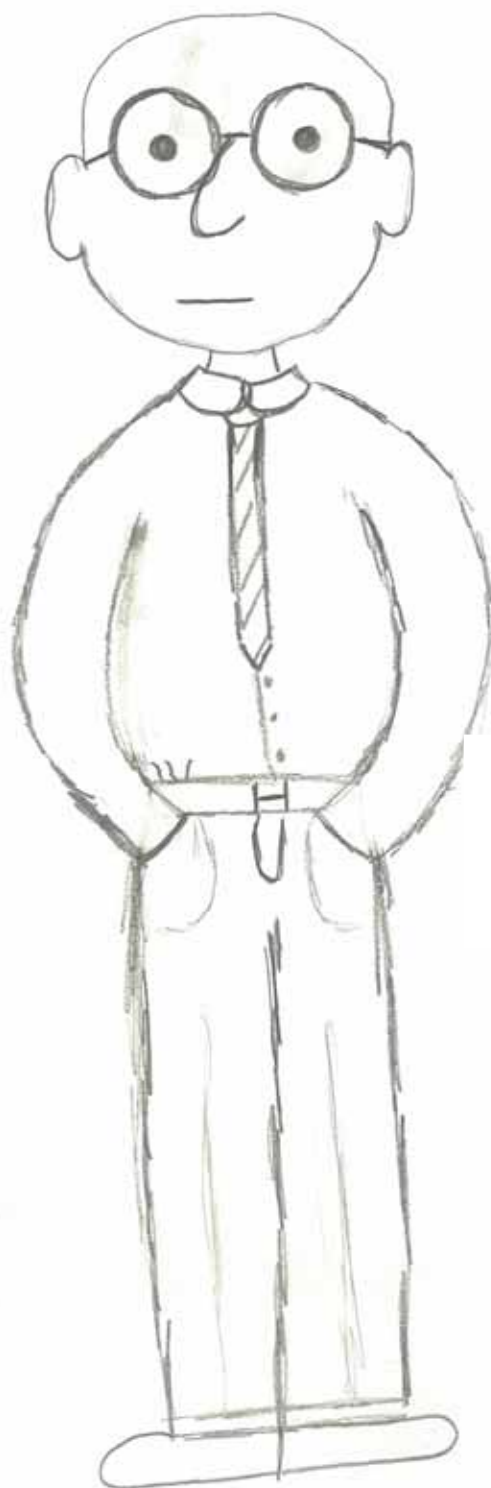
Classroom = 1,2,3, 5,

Cupboard = 6

Hallway / in front of classroom door = 7,8,9,10,11

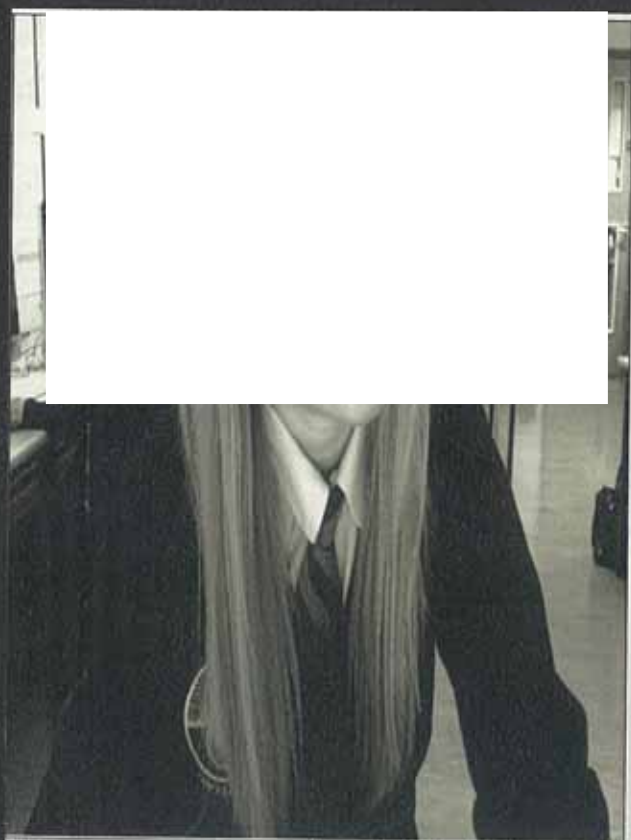
Character two sketch

12 July 2010



My project

②

	
Name	
ULN	
UNIT No	Project (2)

Contents page: Project (2)

Outline of storyboard	Page 1 +2
Character 3 sketch	Page 3
Assessment plan	Page 4
What do I expect to see	Page 5
Update your sketch book	Page 6
Research on comic strips	Page 7
First sketches	Page 8
Where everything is	Page 9
Process review	Page 10
Todays plan (9/09/2010)	Page 11/16
Notes for comic strip	Page 12
Quick sketches	Page 12

Colour study of
Character 3

13 + 15

Colour study of
Character 2

14 + 16

Contents page:

Outline of storyboard ... 13.09.2010
Character 3 Sketch ... 19.07.2010
Project outline ... 19.07.2010 (13 pages)
Research on comic strips ... 19.07.2010
Sketches ... 20.07.2010

LITTLE MISS INNOCENT



Teacher
asks
class
a Question

Both 'Greeps' put
there hands up

Teacher asks character
3, character one gets
annoyed

Character One
gets lightbulb
moment

Character
one asks
to go
roliek.

Character
one going
through
cup board

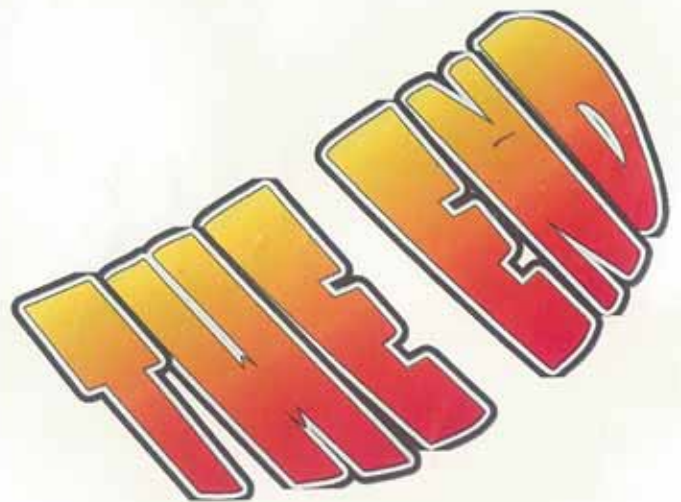
character
one puts
Bucket of water
above
door

clock on
three
(ringing)

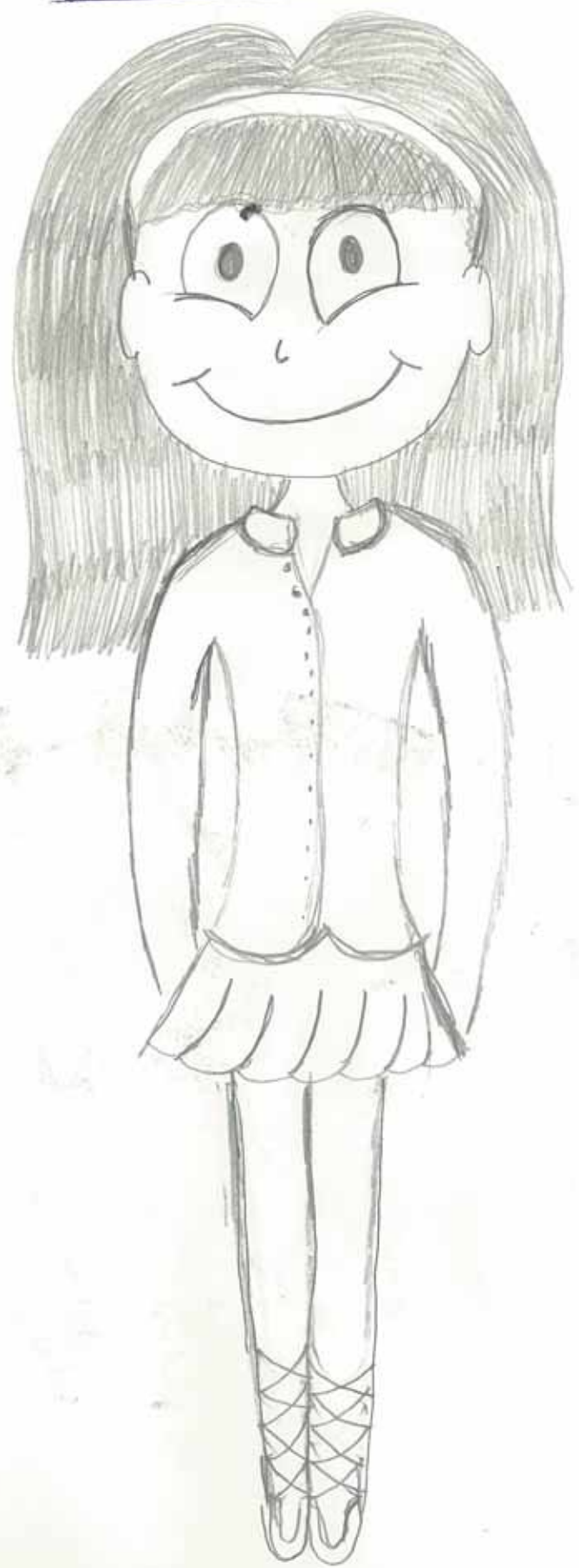
Teacher Soaked
from bucket

character one
bright red

teacher
really
angry



Character
3 Sketch



PROJECT

Assessment Objective 3:

Be able to select and apply skills to complete a project.

AO3

In this section you apply information available to you to develop and complete the objectives you have set.

You are being tested on your ability to see a project through to completion (the end).

The project must produce some form of end result, which will vary according to the type of project.



What do I expect to see?

A) If the **project outcome** is a performance or a one-off event, evidence must include supporting information which makes clear:

- the stages that the you have gone through
- how ideas have developed
- the project outcome must be recorded on video or audio .
- an observation record must be completed by your teacher.

B) If the **project outcome is an artefact or design**, the end result must be recorded appropriately, for example using photography.

- There must also be supporting information which makes clear:
- the stages that the learner has gone through
- how ideas have developed and alternative designs that have been considered.

Skills

The range of skills may include:

1. Any technological skills that are appropriate to the project, for example IT skills
2. Problem solving skills, e.g. identifying a problem to be solved, trying out different ways of solving it, checking if the problem has been solved
3. technical or craft skills
4. research
5. performance skills
6. visual communication skill

Update your sketch books

Tell the following story:

1. a description of a problem that needs to be solved
2. sketches, drawings, diagrams, design development sheets
3. changes or improvements made during the course of the project
4. an explanation of how the artefact/design works
(YOUR NEAR COMPLETE ARTEFACT – PICTURES)
5. a review of media, materials, processes/skills, technology used

Research on comic strips

A **comic strip** is a sequence of cartoons that tells a story, often humorous, though action-adventure, science fiction and soap opera-like dramas are also prevalent. While one or several panels can complete a "gag-a-day" strip, the continuity strips can feature a narrative serialized over weeks, months or years. Strips are written and drawn by a comics artist or cartoonist, and many are published on a recurring basis (usually daily or weekly) in newspapers and on the Internet.

In the UK and the rest of Europe comic strips are also serialized in comic book magazines, with a strip's story sometimes continuing over three pages or more. Comic strips have appeared in American magazines such as Liberty and Boys' Life and also on the front covers of magazines, as was the case with the Flossy Frills series on The American Weekly Sunday newspaper supplement. There were more than 200 different comic strips and daily cartoon panels in American newspapers each day of the 20th century for a total of at least 7,300,000 episodes.^[1] As the name implies, comic strips can be humorous (for example, "gag-a-day" strips such as Blondie, Bringing Up Father, Marmaduke and Pearls Before Swine). Starting in the early 1930s, comic strips expanded to feature adventure stories, as seen in Popeye, Captain Easy, Buck Rogers, Tarzan and The Adventures of Tintin. Soap-opera continuity strips such as Judge Parker and Mary Worth gained popularity in the 1940s. All are called, generically, "comic strips", though cartoonist Will Eisner has suggested that "sequential art" would be a better name for them.^[2]

Sunday newspapers traditionally included a special color section. Early Sunday strips, such as Thimble Theatre and Little Orphan Annie, filled an entire newspaper page, a format known to collectors as full page. Sunday pages during the 1930s and into the 1940s often carried a secondary strip by the same artist as the main strip. No matter whether it appeared above or below a main strip, the extra strip was known as the topper, such as The Squirrel Cage which ran along with Room and Board, both drawn by Gene Ahern.

During the 1930s, the original art for a Sunday strip was usually drawn quite large. For example, in 1930, Russ Westover drew his Tillie the Toiler Sunday page at a size of 17"x37".^[3] In 1937, the cartoonist Dudley Fisher launched the innovative Right Around Home, drawn as a huge single panel filling an entire Sunday page.

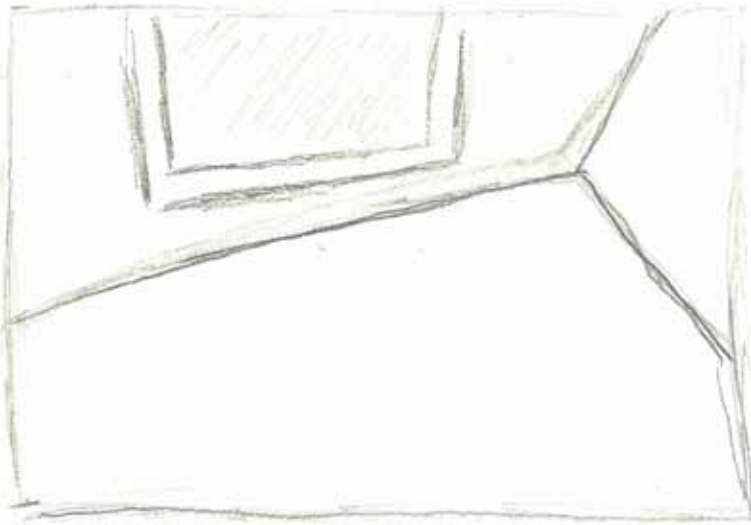
Full-page strips were eventually replaced by strips half that size. Strips such as The Phantom and Terry and the Pirates began appearing in a format of two strips to a page in full-size newspapers, such as the New Orleans Times Picayune, or with one strip on a tabloid page, as in the Chicago Daily News. When Sunday strips began to appear in more than one format, it became necessary for the cartoonist to allow for rearranged, cropped or dropped panels. During World War II, because of paper shortages, the size of Sunday strips began to shrink. After the war, strips continued to get smaller and smaller because of increased paper and printing costs. The last full-page comic strip was the Prince Valiant strip for 11 April 1971.

Comic strips have also been published in Sunday newspaper magazines. Russell Patterson and Carolyn Wells' New Adventures of Flossy Frills was a continuing strip series seen on Sunday magazine covers. Beginning January 26, 1941, it ran on the front covers of Hearst's American Weekly newspaper magazine supplement, continuing until March 30 of that year. Between 1939 and 1943, four different stories featuring Flossy appeared on American Weekly covers.

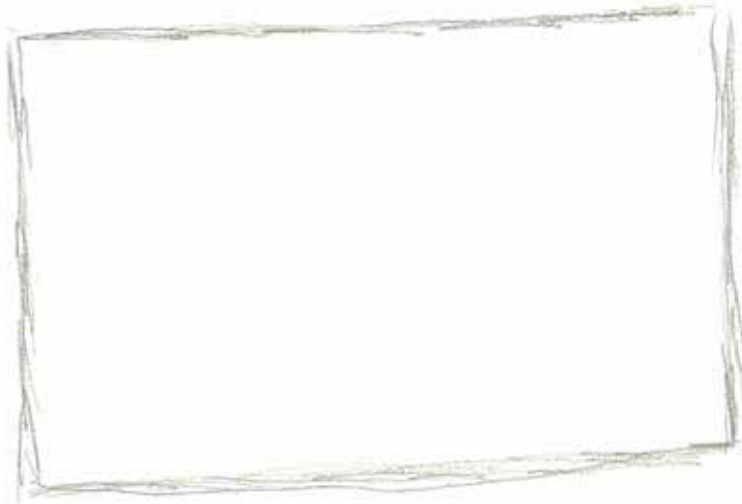
Sketches

20.07.2010

Scene one:



Scene two:



1

Resources and materials
(to do list)

Where is ~~at~~ ~~September~~ ~~2016~~ everything?

- paper sketches of character
(at home)
- Outline of comic strip
(off computer)

PROJECT – PROGRESS REVIEW

Objective	ACTIONS	DATE
1. Plan, choose and manage a project.		
2. Research information and apply it to a project.		
3. Select and apply skills to complete a project.	<ul style="list-style-type: none"> - to draw final sketches of characters - to draw final settings - draw final strip 	by the 17 th
4. Review a project and own your performance.		

Today's Plan

9th September
2010

(in 10 minute blocks)

- 1.) Draw sketches of characters
- 2.) Finish sketches
- 3.) Draw settings and backgrounds
- 4.) Draw first final backgrounds
- 5.) Draw characters into backgrounds
- 6.) Draw up comic strip

Notes for comic strip:

14th September
2010

Outline of comic:

Square one: teacher asks class a question

Square two: Two student put their hands up
(character one really trying to get attention)

Square three: teachers ask character three, character one gets annoyed.

Square four: character one gets 'lightbulb' moment

Square 5: cl asks to go toilet.

Square 6: cl going through a cupboard

Square 7: cl putting water on top of door

Square 8: clock ringing three.

Square 9: ^{teacher} gets soaked from bucket.

Square 10: ~~the~~ cl bright real

Square 11: teacher angry.

Sets:

Notes for comic

Strip

R Classroom: 1, 2, 3, 5

Classway: 6

Classroom door: 7, 9, 10, 11

4th (no real background)

Drawings for things (ideas)

16th September
20.



(Desks)

Drafts for Squares:

1)



OK, what's
 $10 + 2$?

2)



(11)

Quick sketches



10)



R

Colour Study of character 3:

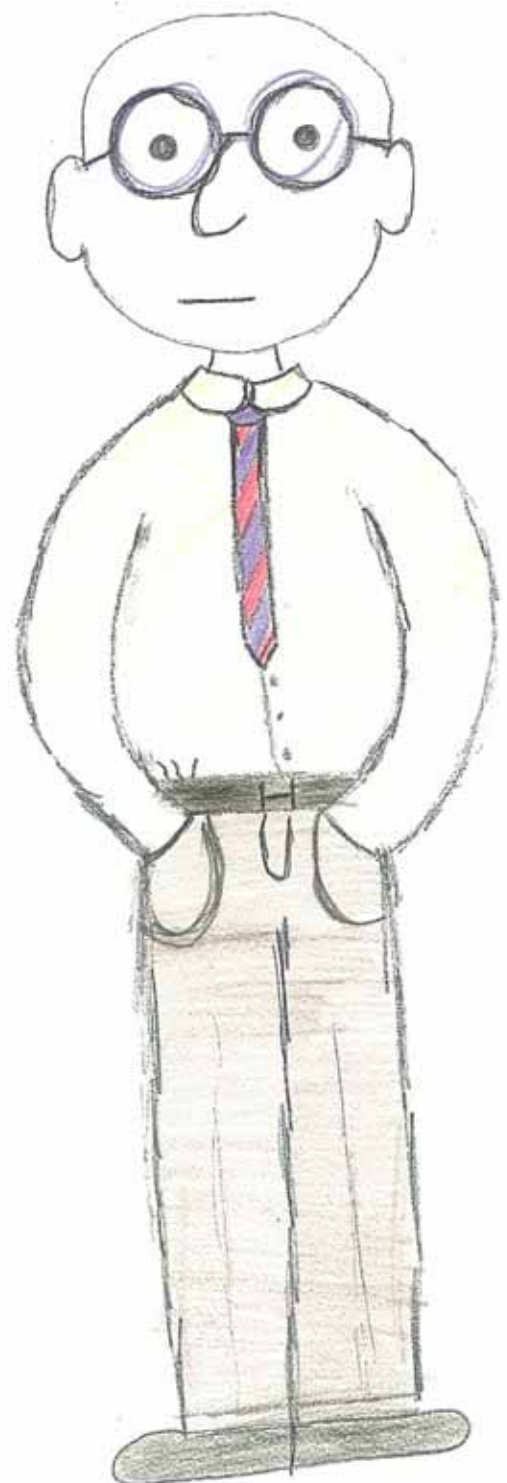
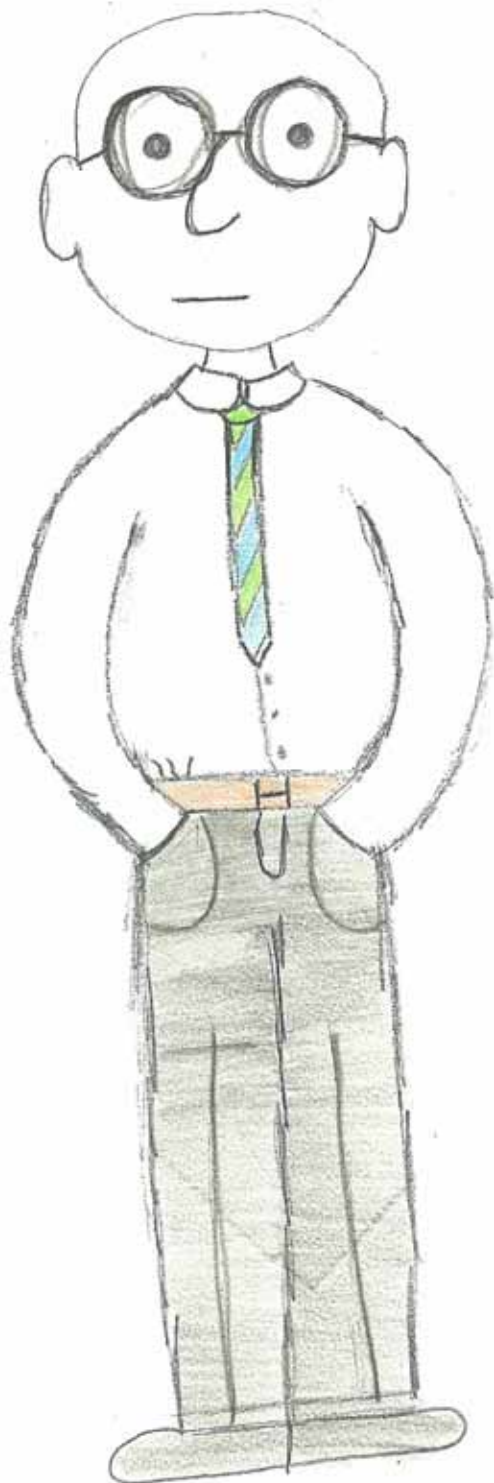
Character
3 Sketch :



Character
3 Sketch :



Colour Study of character two:



R

Colour Study of Character 3:

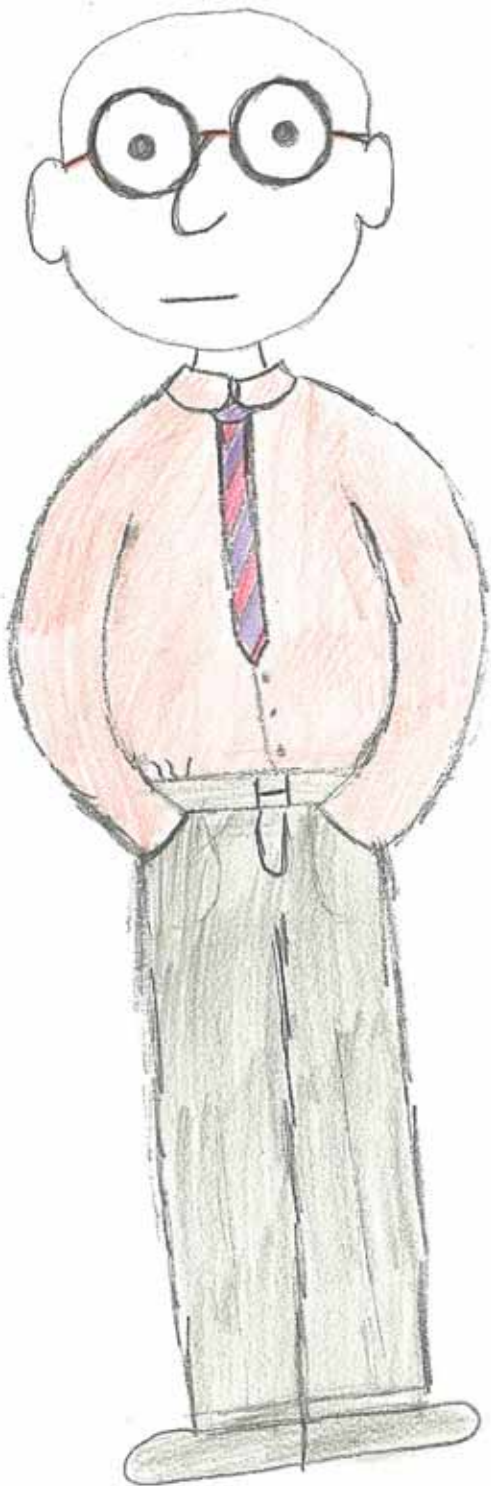
Character
3 Sketch :



Character
3 Sketch :



Colour study of
Character 2°



LITTLE MISS INNOCENT

