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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Web Technologies |
| **Lesson/Unit Title** | Motion Graphics & Animations |
| **TEKS Student Expectations** | **130.308.(c) Knowledge and Skills**  (6) The student creates and modifies web and digital media designs. The student is expected to:  (B) identify, create, modify, and use common file formats such as text, image, video analog and digital, and audio files;  (C) select, create, modify, and integrate effective digital content such as vector-based and raster graphics, motion graphics, video, and audio;  (E) demonstrate proper use of folder structure hierarchy |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of the lesson, students will be able to use an image manipulation program to create simple custom and automated animated GIFs for the web.  **Specific Objectives:**   * Students will be able to create an animation * Students will understand the process of creating an animation * Students will understand the components of an animation * Students will be able to create a custom animation from individual image layers |
| **Rationale** | It is important for students to understand the process and components of animation and imaging in this emerging society of high tech creativity. |
| **Duration of Lesson** | 4 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * GIF * HTML * Raster graphic * Vector-based * Motion graphic * Analog * Digital |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Lab 1 Handout: Automated Animations * Lab 2 Handout: Custom Animations * Motion Graphics & Animations Quiz - KEY * Student Files folder   **Materials Needed:**   * Copies of Lab 1 and Lab 2 * Copies of quiz * Each student will need a copy of the Student Files Folder provided with this lesson.   **Equipment Needed:**   * Each student will need a computer with the latest version of an image manipulation program. To find a program, the student can perform a web search for “image manipulation program”. |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The instructor should ask students about websites that have animation on them. The instructor should also emphasize that animation on a website can be very distracting to the visitor, and the web designer should carefully consider what type of animation to include. |
| **Direct Instruction \*** | 1. Animations Overview (NOTE: Provide each student with a copy of the Student Files Folder. Students should follow along and complete a practice animation together).    1. How animations work    2. What are animated GIFs?    3. Required software    4. Required knowledge    5. Methods of creating animated GIFs 2. Creating custom animation    1. Preparing an image for editing    2. Combining two images    3. Creating multiple frames for the animation    4. Editing each frame of the animation    5. Merging layers and frames    6. Previewing the animation    7. Saving the animation 3. Using the built-in animation tools    1. Adding text    2. Applying the animation filter    3. Saving the animation 4. Combining two animations    1. Importing an animation as a new layer    2. Saving and finalizing the animation 5. View animation in a web page 6. Students complete hands-on labs    1. Using animation filters    2. Creating a custom animation |
| **Guided Practice \*** | Students will create a custom animation together as a class.  Students will also add an automated animation feature to their custom animation. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | The instructor should provide the students with two hands-on labs they must complete on their own. The first lab will walk the students through creating an animation. The second lab will walk the students through creating a custom animation. |
| **Lesson Closure** | Students will incorporate all the concepts introduced in the lesson by completing the hands-on labs. Students will then practice these concepts. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  The instructor should periodically check to make sure students understand the concepts and are successfully keeping up with the group exercise.  **Formal Assessment**  The students should complete the labs individually to reinforce and ensure an understanding of the concepts introduced. The final product the students produce from the labs should resemble the completed labs in the instructor’s key folder. |
| **References/Resources/**  **Teacher Preparation** | Using your favorite internet browser, perform a web search for “image manipulation program”. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will gain a basic understanding of animations and how they work. Following the lesson, students can learn more complex animation topics.  Because this lesson introduced animation for the web, students should also learn web development. The HTML Scripting lesson will introduce students to creating web pages using HTML and will go through inserting images. Once both lessons are complete, students can create their own websites with custom animations on banners and logos. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, TSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)