

MultiCultural Digital Animations

Ashland Elementary School

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Ashland Elementary School
Title II-D Mini Grant Lesson/Unit Plan

4th Grade Multicultural Dance and Animation Unit

Contact Info:

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Description of Unit/Activity:

Grade 4 students will achieve a greater understanding of the characteristics of multicultural music and dance by creating a digital animation movie depicting multicultural music and dances of their own creation.

Materials:

- Laptop for each group
- Digital Webcam for each group
- SMA Animation Software
- Sony Acid Music Studio, microphones, musical keyboards
- Various art supplies for backgrounds and characters

Detail of Activities:

In physical education class, students will:

- Learn and perform various multicultural dances
- Explore the characteristics of different dances
- Working in groups of four, create and perform dances based on the traditions of other countries. Dance moves will be short, simple, consisting of only a few basic movements and lasting either 2 or 4 seconds in length.

In art class, students will:

- Be introduced to the music and dance of the cultures they will be focusing on
- Create music and dance based on these cultures (in collaboration with music and PE classes)
- Be introduced to the animation process
- Create a storyboard, breaking dance down into a sequence of movements and including an introduction
- Create artwork including backgrounds, dancers, and musical instruments
- Use a webcam to take still pictures to create the sequence of movements in the animation

- Import still pictures into MovieMaker to create an animation
- Edit the animation
- Link all four animations to create one movie
- Create a title and credits, and add transitions
- Add sound

In music class, students will:

- Be introduced to the recording process utilizing computers with interface keyboards
- Gain knowledge in how to record and edit short audio clips, and how to fuse these together into a longer piece
- Combine elements of traditional songs with elements of modern styles in the development of their own songs to accompany the animation
- Record their songs to the computer utilizing computer software (loops, virtual instruments) and real instruments (drums, percussion, keyboards)
- Gain knowledge in editing music to an animation
- Record speaking parts (from scripts) to accompany sections of the animation
- Develop background music for speaking parts
- Organize and compose music for their multicultural dance animations
- Be introduced to the use of computers to write, record, mix, and edit music using a computer and related software and hardware.
- Be given a behind-the-scenes look and hands-on experience as to how music is now commonly written and recorded
- Experience how to align recorded sounds/music with an animation

Tips to replicating this lesson:

Probably the biggest challenge in replicating this project is figuring out the basic settings of the animation/capturing software (frames per second, how many photos to take of each dance move), and how to get the pictures to line up with the music. We chose to have the students construct their song at 120 bpm's (beats per minute), and have each dance move last one or two measures, which would mean either 4 or 8 beats per dance move. To line up the animation for a 4 beat dance move, 16 photo's were taken, at 8 fps (frames per second).

Content Standards

Standard 1: Visual Arts:4.1.4.3: Use various materials, techniques, and processes to communicate and express ideas, experiences, and stories.

Standard 2: Visual Arts:4.2.4.3: Describe how different expressive features, and ways of organizing them, cause different responses.

Standard 3: Visual Arts:4.3.4.1: Explore and understand prospective content for works of art.

Standard 4: Visual Arts:4.3.4.2: Create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning.

Standard 5: Visual Arts:4.6.4.1: Identify connections among the visual arts and other arts disciplines.

Standard 6: Visual Arts:4.6.4.2: Understand that similarities exist between the visual arts and other disciplines.

Standard 7: Physical Education:3: Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.

Standard 8: Physical Education:5: Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.

Standard 9: Music:2.2.4.3: Perform expressively a varied repertoire of music representing diverse genres and styles.

Standard 10: Music:2.4.4.1: Create and arrange music to accompany readings or dramatizations.

Standard 11: Music:2.4.4.2: Create and arrange short songs and instrumental pieces within specified guidelines.

Standard 12: Music:2.6.4.2: Demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures.

Standard 13: Music:2.9.4.1 Identify by genre or style aural examples of music from various historical periods and cultures.

Standard 14: Music:2.9.4.2 Describe in simple terms how elements of music are used in various world cultures.

Technology Standards:

Standard 1: Educational Technology:1.1.8.2 - Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

Standard 2: Educational Technology:2.1.12.2 - Make informed choices among technology systems, resources, and services.

Standard 3: Educational Technology:3.1.5.2 - Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Standard 4: Educational Technology:4.1.2.1 - Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Standard 5: Educational Technology:5.1.8.4 - Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.

Standard 6: Educational Technology:6.1.8.4 - Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

Names _____

Animation Music

Today you will be using the laptops to explore music/sounds to help your group decide on which sounds or music you would like to play during your groups part of the animation. Follow the guidelines below very carefully, and fill in the appropriate information when necessary.

Review your dance move. Practice it several times in class. Think about what kind of sounds, or music, would best fit your dance move(s). (Remember, think “Highland Fling” meets “Cha Cha Slide”!)

1. Turn on the computer. To log on, you only need to hit “OK”, as we are signing in as IIM. **Let the computer fully start up.** This might take up to 2 minutes, and will be signified by the hard drive light not being lit up anymore (see Mr. Dowd for help).
2. Double click on Sony Acid Studio. **Once the program opens, wait for verbal instructions from Mr. Dowd.**
3. From the Explorer window, you will be using the folder titled “Loops”. Double click on Loops. Now, single click on the plus sign (+) next to Loops and Songs. Click on the + next to Loops.
4. You now will have some time to explore the different possible sounds you can choose to accompany your dance move. As a class, you have already decided on a drum loop and bass sound, so you will not need to explore those folders. Single click on the other possible folders here, then click on the + sign next to the sub-folders, then in the window to the right you will see your sample sound clips. Single click on these to audition (try it out) the loop. Remember, if you double click on these they will be added to the project above.

5. Your group needs to decide on **3 sounds** to accompany your dance move. This can be 3 different loops played at the same time, or one of those sounds can be your voice saying something related to the dance move (like, “now spin”, or “lawnmower”). Try and line the sounds up with your dance move!!!

In the space below, write down the name of the sounds you have decided on for you clip. Also, write down whether or not you want the bass playing during your clip.

Loop/sound 1 _____

Loop/sound 2 _____

Loop/sound 3 _____

Bass line playing during your clip? Circle one: YES NO

Use the space below to write down any other information necessary for your part of this project.

AES PHYSICAL EDUCATION

Multicultural Dance and Animation

Grade: 4

Group Members: _____

Date: _____

Directions: Please use the space below to create your own dance using moves from the Cha Cha Slide and the Highland Fling. **Keep all moves to a count of 4 beats.**

Move 1: _____

Move 2: _____

Move 3: _____

Move 4: _____

Move 5: _____

Weekly Grading Rubric For Grades K-4

Criteria	1	2	3	4	5
Participation in musical activities	Student does not participate	Student participates, but not appropriately	Student participates appropriately some of the time	Student participates appropriately most of the time	Student participates appropriately all of the time
Respect for others	Student does not respect other students' space in movement activities	Student does not respect other students' space in movement activities most of the time	Student respects other students' space in movement activities some of the time	Student respects other students' space in movement activities most of the time	Student respects other students' space in movement activities all of the time
Listening to and following directions	Student does not listen to and follow directions	Student does not listen to and follow directions most of the time	Student listens to and follows directions some of the time	Student listens to and follows directions most of the time	Student listens to and follows directions all of the time
Staying on task	Student does not stay on task	Student does not stay on task most of the time	Student stays on task some of the time	Student stays on task most of the time	Student stays on task all of the time
Respect for and use of materials	Does not use materials and supplies correctly	Does not use materials and supplies most of the time	Uses materials and supplies some of the time	Student uses materials and supplies most of the time	Student uses materials and supplies correctly
Preparation for class	Student is never prepared and ready for class	Student is rarely prepared for class	Student is prepared for class some of the time	Student is prepared for class most of the time	Student is always prepared for class

A: 28-30 B: 26-27 C: 23-25 D: 21-22 F: 20 and below