



Image: Still from *Is this Farming*.

### **Exploring Animation and Different Points of View**

**Overview: Learning and Activity Sequence for Grades 6-8**

**Suggested Time to Complete: 3 to 4 Sessions of 30-45 minutes**

**The Goal:** Exploring animation, point of view, and character through examples from the Public School Film Festival.

**The Objective:** Students will learn about points of view, characters and animation, explore animations from other students, and create a different point of view for a retelling of the story.

#### **Essential Questions:**

1. What are some identifying factors for determining different points of view in storytelling?
2. How can you retell a story from a different perspective?
3. How does telling a visual story through animation differ from writing a story?
4. What are some visual storytelling techniques?

**Overview:**

In this sequence of lessons, students will learn about storytelling and animation techniques and identify different techniques for visual storytelling. Students will then create a character that reimagines a story told by a different point of view.

- Lesson 1: Watch and identify the moral of the story for *Is this Farming*.
- Lesson 2: View related resources and discuss the three types of point of view.
- Lesson 3: Introduce students to storyboards and reimagine a story from a different point of view.

***DISCLAIMER:*** Resources in these activities contain external internet links. In other words, once a student links to a video or to one of the recommended images, they are on an external site and have access to whatever the site has placed online. As with all independent student engagement, it is strongly recommended that parents or guardians actively supervise each student's independent research.



The Moral of the  
Story Is...

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### **SESSION 1: The Moral of the Story**

**Lesson Objective:** In this lesson, students learn about identifying the moral of a story. Students will watch *Is this Farming* and answer questions about the meaning of the animated short film.

**Materials:**

- laptop, tablet, or phone
- Wifi

**Resources:**

- <https://youtu.be/doESve6kjol?t=651>

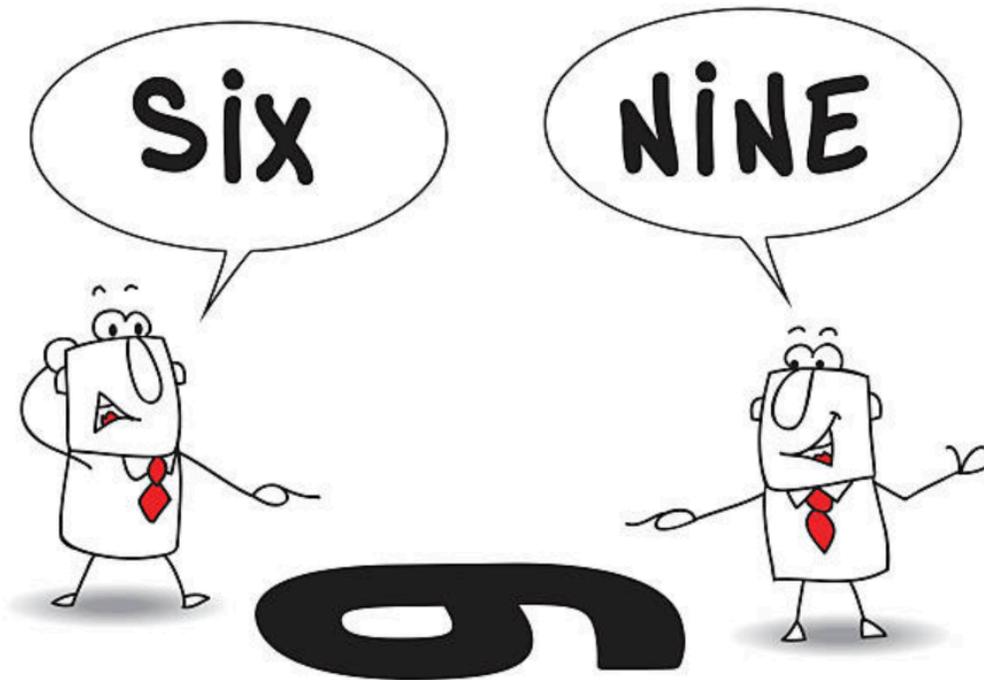
**ACTIVITY:** Watch *Is this Farming*: [Mayor's Office of Media & Entertainment presents 3rd Annual NYC Public School Film Festival](#), Start Time: 10:51

In *Is this Farming*, the main character, a mouse, finds a kernel of corn and grows a cornstalk. It takes patience and perseverance to cultivate crops, but are the results worth it?

**Discussion Questions**

1. What do you think is the moral of this story?
2. What are some acts of patience that you've experienced in your everyday life?

3. Was it worth the time and effort it took?
4. Was there a time that you took the extra time to do something, even though you knew that not doing it would have been easier? What was that like?
5. Does this story remind you of another story or fable? Which one/s, and why?



## **SESSION 2: Point of View**

**Lesson Objective:** In this lesson, students will identify and compare the points of view from three different animations.

### **Materials:**

- laptop, tablet, or phone
- Wifi

### **Resources:**

- <https://youtu.be/doESve6kjoI?t=651>
- <https://youtu.be/B5vEfuLS2Qc>

**ACTIVITY:** Watch [First person vs. Second person vs. Third person - Rebekah Bergman](#). Introduce students the three major points of view in storytelling:

- First person is the “I/we” perspective.
- Second person is the “you” perspective.
- Third person is the “he/she/it/they” perspective.

**ACTIVITY:** Students will watch the 3 following short films and compare and contrast the types of storytelling for each.

**Mayor's Office of Media & Entertainment presents 3rd Annual NYC Public School Film Festival**

*Is This Farming*, Start Time: 10:51, End Time: 11:56

*To Every End*, Start Time: 11:58, End Time: 14:25

*Self Confidence*, Start Time: 15:20, End Time: 17:50

**Discussion Questions:**

1. Which story fits under first person point of view?
2. Which story fits under second person point of view?
3. Which story fits under third person point of view?
4. How can the viewer tell the difference between the three major types of storytelling?



### **SESSIONS 3 & 4: Tell Your Story from 3 Points in Time**

**Lesson Objective:** In this lesson, students rewatch one of the animations from Session 2 and then tell key elements of their own stories at different points in time.

#### **Materials:**

- laptop, tablet, or phone
- Wifi
- Blank paper
- Pen/Pencil
- Colored Pencils

#### **Resources:**

- Storyboard handout *MovingImage\_Week19\_Gr6-8\_FilmFestPOV\_Resource.pdf*
- <https://youtu.be/doESve6kjoI?t=651>

#### **ACTIVITY:**

Rewatch the animation *To Every End*, Start Time: 11:58, End Time: 14:25.

1. As a group, discuss the three points of time shown in the life of a star.

Next, working Individually, students will create three panels a storyboard that illustrates three important points in their life over the past year, showing *something that changed*.

Some examples could be getting taller, or change in life during Covid19.

1. First, decide on the most important events or times that you want to show from the past year. What is happening? Who is present besides you? What is the setting? Notice the composition of the frame. Is it a close up? A medium shot? Or a wide shot?
2. Draw your three panels. What is happening in each? How does it show a change in you over time?
3. Remember, you don't have to be a visual artist to create the drawings in a storyboard. Feel free to draw something that is fun and easy for you. You can draw stick figures, abstract shapes, etc. The most important thing is to think about how each frame tells your story.
4. Now use the handout to write captions below each square. (imagine that you are creating a layout that is similar to a graphic novel or a comic book).
5. Add captions (one sentence) under each frame that describe what is happening. In addition to writing the action, you can also add the dialogue that might be happening between the characters in the frame.

**Resources:**

[The Art of Animation and Motion Graphics | Off Book](#)

to see lots of animation examples and hear animators talk about their work.

Go to [Studio Binder](#) to see storyboards from movies like Aliens, Star Wars and more.

**Alignment to the NYC DOE Blueprint for Teaching and Learning:  
Moving Image  
Middle School Benchmark Indicators**

**Making Moving Images**

Conceive of, plan and execute all stages of a project.

Demonstrate a personal point of view through the creation of their productions

**Media Literacy**

Demonstrate the ability to be critical viewers capable of understanding the component parts of a media work, and able to articulate their point of view/taste regarding what they watch.

**Making Connections**

Understand that media can illuminate and illustrate understanding of self, other content areas, and their culture.

**Community Resources**

Share work as collaborative learners by presenting to class, school, parents, or community.

**Alignment to the NYS Learning Standards for the Arts**

Artistic Processes			
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
Anchor Standards & Process Components			
<input checked="" type="checkbox"/> <b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> <li>&gt; IMAGINE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work. <ul style="list-style-type: none"> <li>&gt; PLAN &amp; MAKE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 3:</b> Refine and complete artistic work. <ul style="list-style-type: none"> <li>&gt; EVALUATE &amp; REFINE</li> <li>&gt; PRESENT</li> </ul>	<input checked="" type="checkbox"/> <b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation. <ul style="list-style-type: none"> <li>&gt; SELECT</li> <li>&gt; ANALYZE</li> <li>&gt; INTERPRET</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation. <ul style="list-style-type: none"> <li>&gt; REHEARSE, EVALUATE, &amp; REFINE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work. <ul style="list-style-type: none"> <li>&gt; PRESENT</li> </ul>	<input checked="" type="checkbox"/> <b>Anchor Standard 7:</b> Perceive and analyze artistic work. <ul style="list-style-type: none"> <li>&gt; SELECT</li> <li>&gt; ANALYZE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 8:</b> Interpret meaning in artistic work. <ul style="list-style-type: none"> <li>&gt; INTERPRET</li> </ul> <input type="checkbox"/> <b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work. <ul style="list-style-type: none"> <li>&gt; EVALUATE</li> </ul>	<input checked="" type="checkbox"/> <b>Anchor Standard 10:</b> Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. <ul style="list-style-type: none"> <li>&gt; RELATE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 11:</b> Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. <ul style="list-style-type: none"> <li>&gt; INTERRELATE</li> </ul>