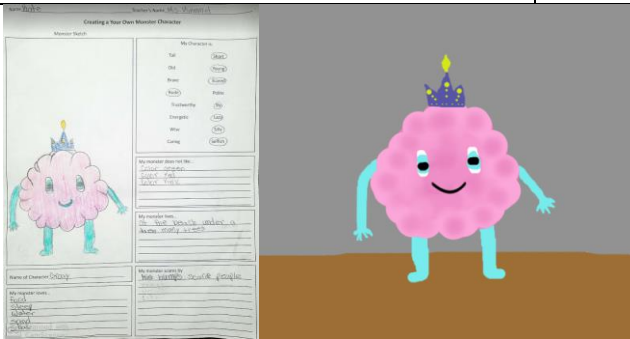# Monster Animation

(Elementary 4-5)
Film and Animation

The students will learn what makes an interesting character. They will take this information, and create their own monster character. The students will determine character traits, character likes and dislikes, and where their character lives. Once they have finished constructing a monster character, they will learn how to use an animation software, Krita, to bring their monsters to life.

Standards	LAFS.5.W.1.3 -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. VA.4.C.3.3 -Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines. VA.4.S.1.2 Explore and use media, technology, and other art resources to express ideas visually. VA.4.S.3.3 Follow procedures for using tools, media, techniques, and processes safely and responsibly.

Resources	https://themonsterproject.org/	
Materials	• Character PowerPoint • Monster Character Worksheet • Color pencils • Pencils	• Scanner • Krita (https://krita.org/en/) • Computer
Examples		

Focus Questions	• What makes an interesting character? • What are character traits and how are they used to create a character? • How do animators design characters based on the character's personality? • How should your monster look based on the character traits chosen for your monster? • After you have finished animating your character, is there something you would go back and change? • What was the most difficult part of animation? What can we do next time to make it easier?

Steps:

Day 1	Introduction to lesson and Character development (30 min)

1. Start the lesson with posing these questions:
-Who is your favorite character?
-Why is this your favorite character?
2. Call on about 3-4 students to answer
3. Pose the next question:
-What makes an interesting character?
4. Ask the students what character traits are and why are they use?
5. Have the class watch the Pixar short *Piper*
-Ask the students to determine what the character traits are for the main character.
6. Next, play the video that discusses how a character designer comes up with the "Look" of the character.
-Ask the students some of the advice that the character designer mentioned in the video. How can they apply this to their own projects?

Day 2 &3	Starting to Plan the Monster Character (55 min)

1. Discuss with the students what the Monster Character Sheet is, and how they are going to fill out.
2. The students should answer the questions on the sheet before they start to draw and color their monsters.
3. The students may need two class sessions in order to complete their character sheet.
4. Once the students are finished with their character sheets. The teacher should scan the student's papers into the computer with a scanner. The students will use the copy when they animate in Krita.

Day 4	Introduction to Animation (30 min)

Before starting this part of the lesson, Krita needs to be installed onto the computers.
1. Open up the program Krita on the teacher computer.
2. Walk the students through:
-How to open Krita
-How to create a new document
-How to access and use the paint color, brushes, and the eraser
3. Have the students take the class to experiment and explore the tools discussed.

Day 5	Learning How to Animate (45min)

1. Reflect on what the students completed in the previous class.
- Where can we find the Eraser tool?
- How can I get different brushes?
- What do I do if I want to change my brush color?
2. Today we are going to animate a ball!
3. First, I want us to think back to our flipbooks/zoetropes. Who can tell me how we got our pictures in our flipbooks/ zoetropes to move?
4. The same way that we made our images on the pages move is the same way that we will make our ball move.

5. Explain to the students that the frames at the bottom are like pages or squares in the previous project.
6. With that, have the students create a circle on the page in the bottom left corner.
7. Show the students where the Move tool is and how to use this tool on their circle.
8. Have the students press the next frame as they move the ball across the screen.
9. After a few frame the students can press play and see their animation take shape.

Day 6-8	Copy the Monsters

During this lesson the students will begin to draw their monsters on the computer screen. Before they can do this, the teacher will need to scan their monster worksheets that they completed previously. The students will use their paper drawings as a template.
1. The students will have a quick refresher on what they have learned to do so far in Krita.
2. Once on the computer, the students will create a new file and Name it Student Name_Monster.
3. The students should open their papers on krita.
4. They will need to create a layer every time they create a new body part (ie: left leg, right leg, body, etc.

Day 9-10	Animating the Monsters

1. Once the students are finished copying their paper monsters to digital, they can decide how they would like to animate their monster.
2. The can choose to have the monster wave, smile, or both. (The students who are gifted will be required to do both)
3. Remind the students on how we animated the ball in the previous section of the lesson.
4. Demonstrate how the students can animate their monster's hand moving.

Day 11	Finalizing the Animations

1. Explain to the students what exporting is and how we can use this for our animations.
2. The students will log into their computers and open their monsters.
3. Once the project is open, the students can export them into a video.

Day 12	Evaluating the Projects

1. At the beginning of class ask the students to look back on their projects and see what was easy, fun, difficult, and what did they take away the most?
2. What would they change about their monster characters?
3. As a class, we will watch everyone's monster animation.

*If you have the time or want to extend the lesson, the students could get into groups and write a story with each other's monsters as the characters.