

COURSE TITLE: PIXAR STORYTELLING: STEM to STEAM (This course is closed for registrations)
WA CLOCK HRS: 60
OREGON PDUs: 60
PENNSYLVANIA ACT 48: 60

NO. OF CREDITS: 6 QUARTER CREDITS
[semester equivalent = 4.00 credits]

INSTRUCTOR: Debora Supplitt
supplitt@comcast.net

COURSE DESCRIPTION:
This course meets OSPI's STEM requirements

Art, history, science, math, and literature can come alive through digital storytelling, a skill that is now simple and entertaining to learn thanks to the partnership with Pixar Studios and Khan Academy. Short video modules covering the craft of storytelling will take you through the steps for creating animated stories and presentations. A large variety of lessons that incorporate art, science, technology, math, and design are available for different grade levels (5/6, 7/8, 9-12).

Participants will go through two volumes of Pixar short films videos and will develop their own storytelling activity sheets using handouts from Teachers Pay Teachers and hands-on activities provided by Khan Academy. This course is geared to teachers and their students, grades 4-12 and to home school educators. It's an excellent way to fulfill STEM/STEAM requirements as well as to provide students with skills for the 21st century.

Test and other materials: Pixar Short Films Volume 1 and Volume 2 can be purchased new for \$12.99 each from:
<https://www.amazon.com/Pixar-Short-Films-Collection-1/dp/B000V1Y44G>

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Recognize and evaluate how Art, Science, Math, Technology and Design apply to interactive animation.
- Apply aesthetic judgment and critical thinking skills in order to develop blended STEAM Storytelling lessons and/or units.
- Demonstrate specific understanding of the technical, conceptual, and critical vocabulary and terms in animation art.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor

numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Pixar Short Films Volume 1 and Volume 2 will showcase the development of the first Computer Generated (CGI) Short Film, "The Adventures of Andre and Wally B" 1984. This short film, developed in collaboration with Lucas films and Pixar animation, was groundbreaking and helped spark the film industry's interest in computer animation. View the shorts that take you through the storytelling journey. These short films changed the animation and entertainment world. Pixar Short Films Volume 1 and Volume 2 can be purchased new for \$12.99 each from: <https://www.amazon.com/Pixar-Short-Films-Collection-1/dp/B000V1Y44G>

PLUS

Plot Chart Diagram Arc - Pixar Short Films Study (w/ Answer Keys) Free download from Teachers Pay Teacher: <https://www.teacherspayteachers.com/Product/Plot-Chart-Diagram-Arc-Pixar-Short-Films-Study-w-Answer-Keys-912822>

- ***Pixar Short Films Volume 1 and Volume 2 (two separate videos)***

ISBN# ASIN: B000V1Y44G and ASIN: B0091NWBK4

by Pixar and Disney Studios

Discover these short films and witness the magic of the visual masters of storytelling.

These dazzling short films have changed the face of CGI animation and entertainment.

Witness the development of the first CGI shot to the amazing animated shorts of today.

Dual discs in DVD and Blu-ray will provide access for any classroom presentation.

- ***Plot Chart Diagram Arc-Pixar Short Film Study (w/answer key)***

by Created For Learning. Teachers Pay Teacher

This resource is a Free Download from Teachers Pay Teachers. Plot Charts are a necessary story analysis skill. Your students will be begging for more storytelling activities as they watch Pixar Short Films and analyze the plot.

- ***Walt Disney Pixar Short Films Collections DVD Factory Sealed***

by PIXAR SHORT FILMS COLLECTION 1

[Buy from Amazon](#)

MATERIALS FEE

Pixar Short Films Volume 1 and Volume 2 can be purchased new for \$12.99 each at Amazon.com.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Getting To Know You; Introduction

Getting To Know You:

Write a 250-500 word response to the following questions and post your answers in the online response box.

- Please introduce yourself (i.e. teaching assignment, location, level, etc.).
- Discuss why you chose this course?
- What is your background?
- Describe your previous experience, if any, with S.T.E.A.M. and Computer Animation.
- Describe your classroom or home based setting, what age or grade and finally for what disciplines you would like to integrate

and develop your lessons and unit plan for.

Post your response to the Assignment Response Prompt Box.

Assignment #2: John Lasseter and Pixar Short Films

View the following video:

1. "A Day in the Life of John Lasseter", YouTube 25:10 <https://www.youtube.com/watch?v=iZre2MUyvoQ>
2. Download and print: Plot Chart Diagram Arc – Pixar Short Films Study (w/ Answer Keys) pdf file: <https://www.teacherspayteachers.com/Product/Plot-Chart-Diagram-Arc-Pixar-Short-Films-Study-w-Answer-Keys-912822>
3. Review and select the Plot Chart Diagram Arc - Pixar Short Films Study Power Point presentations that will work best for your setting.

Plus

4. Choose five (or more) short films from Pixar Short Films: Volume 1: The Adventures of Wally and Andre must be viewed as a reference point to the first computer generated video. Available on Amazon.com
5. Choose five (or more) short films from Pixar Short Films: Volume 2. Available on Amazon.com
6. Write a 2-3 page word document covering two or more of the following topics:
 - Discuss the videos and evolution of Pixar computer animation.
 - Discuss the foundational storytelling downloaded resource: *Plot Chart Diagram Arc-Pixar Short Films Study (w/ Answer Keys)*.
 - Express your opinion on why and how these videos integrate S.T.E.A.M. into the classroom curriculum.

Assignment #3: The Kahn Academy: Pixar In A Box Modules

Create a Resource file on your desktop and or keep an physical binder to keep your findings and resources within easy access.

Sign into Kahn Academy account at: <https://www.khanacademy.org/partner-content/pixar>.

In the Search bar, enter Pixar in A Box.

- Click on Pixar in a Box | Partner Content | Kahn Academy
- Scroll down and view: *Pixar Film Making Pipeline Video* <https://www.khanacademy.org/partnercontent/pixar/start/introduction/v/pipeline-video>
- Copy, save, print and review the eleven-page "Learners Guide" document, and keep in your resource folder or binder.
- Go to: the "[Educator's Guide](#)": Copy, save, print and review the eight-page "[Educator's Guide](#)" document. (File in your resource folder or binder). <https://www.khanacademy.org/partner-content/pixar/start/introduction/a/educator-guide>
- Choose a level to review and find your lessons-5-6 lower level lessons, 7-8 mid-level lessons or 9-12 higher-level lessons.
- From the "[Educator's Guide](#)" under "Find Your Lesson" select the grade level they wish to explore for their grade level, age ability and/or setting.
 - 5-6=15 lessons
 - 7-8= 6 lessons
 - 9-12=7 lessons
- "Find Your Lesson" access, download, copy and paste into a word document the lessons for the level you have selected. Store in your resource binder, folder or desktop folder
- Return to the Pixar In A Box HOME page. Click on "The Art of Storytelling" for your next assignment.
- Write a one to two page document discussing:

How the "Educators and Learners Guide" could help to support a S.T.E.A.M.(Science, Technology, Engineering/Design, Art and Math) curriculum.

PLUS

Given a STEM to STEAM core model (Science, Technology, Engineering/Design, Art and Math choose two core areas and include in your discussion paper, the careers highlighted in the Kahn Academy's Pixar Studio that align with STEM design and how they align with S.T.E.M. to S.T.E.A.M model.

Assignment #4: The Art of Storytelling

View the six (6) videos in “The Art of Storytelling” and complete the four (4) activities that correspond to the videos. Not all videos have activities to post.

Video 1: Introduction to storytelling:

<https://www.khanacademy.org/partnercontent/pixar/storytelling/we-are-allstorytellers/v/storytelling-introb>

Video 2: Your Unique Perspective:

<https://www.khanacademy.org/partner-content/pixar/storytelling/we-are-all-storytellers/v/video1-final>

Activity 1: Expressing memories

A: Think of a memory that you remember vividly. It should be a memory that comes easily to you.

B: Why do you think you remember this so well? Try connecting one or more emotions to his emotions to his memory.

C: Now try and express your memory and emotion in some way. The goal is to get it *out of your head*. Here are some ideas for what you could do.

- Verbally: Tell your memory to someone that you know. Can you make them feel the emotion?
 - Written: Write your memory in less than a page. Do the emotions come out in your words?
 - Visually: Express your memory using only lines and shapes. Do the emotions come out in your drawings?
- Here is a linked [example](http://www.peonqueen.com/ArtSpace/temp_exhib/art1/line.html). http://www.peonqueen.com/ArtSpace/temp_exhib/art1/line.html

Video 3: Your Favorite Stories:

<https://www.khanacademy.org/partner-content/pixar/storytelling/we-are-all-storytellers/v/video2-stories>

Activity 2: Your three favorite films

A: Identify the three films that you would take to a deserted island....

B: Why do you think you connected with these stories?
Come up with at least one reason or each.

C: What, if anything, do these three films have in common?
How are they different?

Video 4: What if....:

<https://www.khanacademy.org/partner-content/pixar/storytelling/we-are-all-storytellers/v/video3-final>

Activity 3: What if...

A: Return to your 3 favorite films and try reframing each of them in terms of a "what if" statement. Share these with someone (written or verbally) and see if they can guess what movie it is from!

B: Now it's your turn. Come up with 3-5 of your own "what if" ideas.
Post your activities in the Assignment Response Prompt Box.

Video 5: World and Characters:

<https://www.khanacademy.org/partner-content/pixar/storytelling/we-are-all-storytellers/v/video-4-world-character>

Activity 4: Characters & Worlds

A: Return to your 3 films. Identify the worlds and characters in each.

- Write these down. Who are the main characters?
- Is there a character you identify with most?
- Where does the movie take place? Is it one world or multiple worlds?

B: Try mixing a character and world from different movies.
Try this a few times and see what happens.

C: Return to your three "what if" statements from the previous exercises.
Pick your favorite one.
Can you imagine a possible character and world?

D: Optional: Draw or write about what life would be like in this "what if" world.
Post your activities in the Assignment Response Prompt Box.

Video 6: Advice:

<https://www.khanacademy.org/partner-content/pixar/storytelling/we-are-allstorytellers/v/video-5-launch>

Review the Glossary and maintain a journal of glossary terms.

Glossary of terms can be found at the end of the these sections:

1. We are all storytellers
2. Character

3. Story Structure.

Your written response will be the four (4) activities that correspond to the six (6) videos.

All the written responses to the videos should be posted in the assignment #4 response prompt box.

Assignment #5: Characters

View the seven (7) videos in “Character” and complete the five (5) activities that correspond to some of the videos.

Video 1: Introduction to Character:

<https://www.khanacademy.org/partner-content/pixar/storytelling/character/v/piab-characters>

Warm Up: Activity

Warm Up – Elevator test:

- This is an activity you can return to many times during the creation of a character.
- Pick a character from one of your favorite films. How would they respond to being trapped in an elevator? Draw or write a single page about what happens.
- Return to a character you are in the process of creating and do the same thing.
- *Disclaimer: One does not literally have to get locked in an elevator to do this exercise!*
Post your activities in the Assignment Response Prompt Box.

Video 2: Internal vs. External Features:

<https://www.khanacademy.org/partner-content/pixar/storytelling/character/v/character->

Activity 1: Internal & External Features

- Return to your three favorite films and identify a main character in each.
 - Identify three of their external features.
 - Identify three of their internal features.
 - Identify three internal and external features of someone that you know.
 - Return to one of your character ideas from the last lesson. Brainstorm some possible answers to the following questions (feel free to work alone or in a group)
 - External features:
 - Is your character a human, animal, object?
 - What kind of clothing do they wear?
 - How does your character move?
 - What's the first thing you'd notice when looking at them from a distance?
 - Internal features:
 - What do they like to do?
 - What do they fear?
 - What emotion do they most often feel?
 - How would they respond if trapped in an elevator?
- Post your activities in the Assignment Response Prompt Box.

Video 3: Wants and Needs:

<https://www.khanacademy.org/partner-content/pixar/storytelling/character/v/2-character>

Activity 2: Wants vs. Needs

A: Return to the main characters from your three favorite films. Identify a want and a need for each character.

For example: In Monsters Inc. Sulley wants to be the best scarer but he needs to be a father figure.

B: Try to identify one of your own wants and needs.

C: Return to your character idea from the previous exercise. Brainstorm answers to the following questions:

- What do they want most?
- Who do they want to become?
- What might they need in order to succeed?

Post your activities in the Assignment Response Prompt Box.

Video 4: Obstacles:

<https://www.khanacademy.org/partner-content/pixar/storytelling/character/v/character-3>

Activity 3: Obstacles

A: Return to your three favorite films. Identify one obstacle the

main character you selected faces in each.

- B: Identify an obstacle that you've faced in your life. What was it preventing you from getting?
- C: Return to the character that you are developing. Brainstorm a few possible obstacles they might face.

Post your activities in the Assignment Response Prompt Box.

Video 5: Character Arc:

<https://www.khanacademy.org/partnercontent/pixar/storytelling/character/v/character-4>

Activity 4: Character Arc

A: Identify the arc of the main character in your 3 favorite films.

- What do they want at the beginning?
- What did they realize they need by the end?

B: How have you changed as a result of overcoming an obstacle?

C: Brainstorm ideas for how your character might change as a result of the obstacles you've identified in the previous exercise?

- What might they want at the beginning?
- What might they realize they need at the end?

Post your activities in the Assignment Response Prompt Box.

Video 6: Stakes:

<https://www.khanacademy.org/partner-content/pixar/storytelling/character/v/stakes>

Activity 5: Stakes

A: Return to the main characters from your three favorite films.

- What was one important choice they had to make where the stakes were high?
- What were the stakes?
- Can you identify them as internal, external or philosophical?

B: Think about a difficult choice you had to make in your own life. What was at stake?

C: Return to one of the obstacles your character might face from the previous exercise.

Now think of the choice this obstacle forces them to make.

Answer the following:

- What are the possible stakes of this choice?
- Can you come up with an internal, external or philosophical stake which applies to this choice?

Post your activities in the Assignment Response Prompt Box.

Video 7: Advice:

<https://www.khanacademy.org/partner-content/pixar/storytelling/character/v/character-6>

Your written response will be the five (5) activities that correspond to the seven (7) videos. All the written responses to the videos should be posted in the assignment response prompt box.

Post to the online Assignment Prompt Box

Assignment #6: Story Structure

View the seven (7) video clips in "Story Structure" and complete the five (5) activities.

Video 1: Introduction to Story Structure:

<https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/piab-storystructure>

Video 2: Story Spine:

<https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/video1afine>

Activity 1: Beats

A: Beats can show the most important moments in your story. They show WHAT is

happening, not HOW. Choose a format (outline form, using index cards, sketchbook, etc.) to identify and describe the beats that are part of the structure in each of your three favorite films.

- B:** Play the “Story Spine game” with a group of people. Go around in a circle and improv the development of a story. Start with “once upon a time” and have one person at a time spontaneously fill in the blank for each line.
- C:** Develop a story spine for your own film idea. Try sharing your spine with someone and iterating a few times...

Post your activities in the Assignment Response Prompt Box.

Video 3: Theme:

<https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/video2b-fine>

Activity 2: Theme

- A:** Describe the moral or theme of your three favorite films. Can you identify the lesson that the main character(s) learns by the end of the film?
- B:** Think of a story from your *own life*. What was the moral of your story? What did *you* learn and why?
- C:** Return to the story you are developing and try the following:
- Brainstorm ideas for the moral in your own story (return to the needs of your main character from the Character lesson)
 - Try retelling your original story spine in order to reinforce (clarify) the moral at the end.

Post your activities in the Assignment Response Prompt Box.

Video 4: Act 1:

<https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/video2b-fine>

Activity 3: Act 1

- A:** Identify the First Act in your three favorite films.
- Who is/are the main characters, and why do we care about them?
 - Where and when does the story take place?
 - How do we learn what type of movie it is?
 - What is the inciting incident? (how is the world disrupted?)
 - What or who is the antagonist?
- B:** Now dream up what you want to present in the first act of your own film.
- Ask yourself Who/What/When/Where
 - Try fitting it into the first three steps story spine, and flesh each step out with 3-4 sentences....

Post your activities in the Assignment Response Prompt Box.

Video 5: Act 2:

<https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/video-4-structure>

Activity 4: Act 2

- A:** Identify the Act 2 in your three favorite films.
- What is the want/goal of the main character(s) at the start of Act 2?
 - What (if any) is the point of no return or turning point (when the character learns something and changes their path)?
 - What (if any) is the low point?
 - What did the character learn by the end of the second act?
- B:** Now develop the information you want to present in Act 2 of your own film

- What is the want/goal of your main character(s) at the start of Act 2?
- Why does your character reach a low point, if any?
- Describe the point of no return or turning point (where your character learns something new and realizes their needs.)
- Try fitting this into the Act 2 steps of the story spine (fill each step out with 3-4 sentences.)

Post your activities in the Assignment Response Prompt Box.

Video 6: Act 3:

<https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/video5a-fine>

Activity 5

A: Identify Act 3 in each of your three favorite films.

- What was the crisis?
- How is it resolved?
- How does the main character demonstrate that they learned what they needed?
- What was the theme or moral?
- Was the character arc emotionally satisfying? Why or why not?

B: Now develop the information you want to present in Act 3 of your own film.

- What is the crisis?
- How could it be resolved?
- How will the main character demonstrate that they learned what they needed?
- What is the theme or moral?
- Do you think the audience will find the ending emotionally satisfying? Why?

Post your activities in the Assignment Response Prompt Box.

Video 7: Advice:

<https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/advice-final>

Your written response will be the five (5) activities that correspond to the seven (7) videos. All the written responses to the videos should be posted in assignment #6 response prompt box. Post to the online Assignment Prompt Box.

Assignment #7: Visual Language

View the eight (8) video clips in Story Structure and complete the five (5) activities.

Video 1: Visual Language:

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/visual-language>

Video 2: Line:

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/visual-line>

Activity 1: Lines

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/a/visual-activity-1>

- A:** How is line used to convey meaning and emotion within the frame below?
Can you identify the primary direction of lines that direct your eyes to different parts of the frame?
- B:** On a blank sheet of paper write down two different feelings that you've had recently (one at the bottom left, and the other at the bottom right). Visually represent the feeling on the left as a line traveling across the paper to the right. Then transform the line as it starts to take on characteristics of the feeling on the right. For example:
- C:** Create a character with just one line and give it a name and short description. Try creating additional characters using multiple lines.

Post your activities in the Assignment Response Prompt Box.

Video 3: Shape

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/video2>

Activity 2: Shape

A: Study the above image for a few minutes.

- Can you locate the main shapes in this image?
- How does shape influence where you look and what meaning and emotion is conveyed?

B: Find a frame from one of your three favorite films. Notice how shapes are used.

- What are the unique characteristics that help establish the mood and story?
- On a piece of paper, draw the composition using the simple shapes. Feel free to overlay each frame and trace on top of it with a highlighter.

C: For your own story, identify the main shape for your main character(s).

- What does the shape of the character imply?
- Does their shape change over time?
- Put this character in a scene from your story and try sketching out the composition using simple shapes. Post your activities in the Assignment Response Prompt Box.

Video 4: Space

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/video-3-testfinal>

Activity 3: Space

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/a/visual-activity-3>

A: Study the above image for a few moments and then answer the following questions:

- How is the illusion of depth achieved?
- Are there any objects that show size differences?
- Can you see how shapes and lines contribute to the depth of this scene?
- Try answering the same questions using the frame you found from one of your favorite films.

B: Try the following:

- On a piece of paper, draw a horizontal line and place an “x” somewhere on it. This will be your vanishing point.
- Now, draw squares of different sizes, some above, below, to the left and right of the vanishing point.
- Using a ruler, connect the corners closest to the vanishing point with straight lines and see if you can establish a sense of depth.

C: Try creating an image from your original story that displays the illusion of depth using positioning, weight, location, and size of lines or objects.

Post your activities in the Assignment Response Prompt Box.

Video 5: Motion

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/video-3-testfinal>

Activity 4: Movement

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/a/visual-activity-4>

A: What kind of movement (motion lines or line of action) is implied in the above images? Compare the role lines play in achieving a sense of movement in both.

B: On a piece of paper, try drawing motion lines that indicate the speed or direction of a simple shape (for example, a bouncing ball).

- Find a frame from one of your three favorite films which shows movement. On a sheet of paper, swiftly sketch the line(s) of action or motion lines that provide the sense of movement in the image.

C: Draw a character from your story performing different movements.
Use line of action to guide each pose.

- Combine line of action in a character with motion lines to create a scene
- with lots of movement from your story. Don't be shy with your use of lines and shapes!

Post your activities in the Assignment Response Prompt Box.

Video 6: Tone

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/video5-testzz>

Activity 5 Tone:

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/a/visual-activity-5>

A: In the above image, how is tone used to help create emphasis and direct the viewer's eye?

- What mood is conveyed?
- What kind of contrast is used (low, higher, highest?)

B: Draw a row of 7 boxes. At one end, make the box as dark as possible. At the other end, leave the box empty. Fill in the rest of the boxes so that they gradually go from dark to light. You can do this with a pencil, pen, marker, paintbrush or anything else!

C: On the sheet of paper you drew your movement lines, try adding shading to show different values of light and dark. Try to create emphasis and help direct your viewer's eye to the most important element of your scene.

Post your activities in the Assignment Response Prompt Box.

Video 7: Color

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/video5-testzz>

Activity 6: Color

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/a/visual-activity-6>

A: In the above image, how is color used to help create emphasis and direct the viewer's eye? What mood or emotion is conveyed? What kind of colors are used (similar, contrasting, complementary?)

B: Looking at the frame from one of your favorite films, notice how color influences the emotional impact of the scene.

- With color pencils, pastels, crayons or markers on paper, create a version of this frame using different colors.
- How does this change the meaning of the scene?

C: Return to your story spine from the previous lesson. For each beat, compose an image that directs the viewer's eye, conveys meaning, expresses emotion, and supports your story point. This is where your understanding of visual language can start to shine through!

Post your activities in the Assignment Response Prompt Box.

Video 8: Advice:

<https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/visual-advice>

Your written response will be the six (6) activities that correspond to the seven (8) videos. All the written responses to the videos should be posted in the assignment #7 response prompt box.

Post to the online Assignment Prompt Box.

Assignment #8: Film Grammar

Review the seven (7) videos on "Film Grammar" and complete the five (5) activities:

Video 1: Introduction to Film Grammar:

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/v/film-grammar-overview>

Video 2: Major vs. Minor Beats:

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/v/major-minor-beat>

Activity 1: Major and minor beats

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/a/exercise-1-film>

A:

Pick a scene or sequence from one of your three favorite movies and do the following:

- What is the major beat in the story that it depicts?
- Break this major beat down into a bullet point list of minor beats.
- Remember, each minor beat represents one event or idea (this happens, this happens, this happens...).

B: Pick two major beats from your own story spine and break them down into a bullet point list of minor beats.

Post your activities in the Assignment Response Prompt Box.

Video 3: Basic Shot Types:

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/v/basic-shot-type>

Activity 2: Basic shot types

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/a/exercise-2-film>

A: Pick a scene or sequence from one of your favorite movies, review it, and answer the following questions:

- Can you find a moment where changing shot types (wide shot, medium shot, close-up) help emphasize a story point?
- How does the staging and framing heighten the emotional impact of the scene?
- Can you find a shot where the rule of thirds is followed?

B: Return to the minor beats you identified in your story from the previous exercise. For each beat choose a shot type which would work well (wide, medium, close) and then do the following:

- Sketch the frame for each of these three shots from the camera's point of view. Remember to consider what you want the audience to know, and what you want them to feel.
- Consider using either "centering" or "rule of thirds" to place your subjects within the frame.
- To help you visualize the staging, imagine looking down on each of the three shot types. Put the camera and character(s) where you imagine they need to be in order to create the shot type. Add any notes, lines, or details that would indicate direction for camera or character.
- Check out the lesson on [Virtual Cameras](#) to learn how different shots are created in Pixar films.

Post your activities in the Assignment Response Prompt Box.

Video 4: Extreme Shots:

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/v/filmgrammar-3>

Activity 3: Extreme & Angles

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/a/exercise-3-film>

A: Choose a scene from one of your favorite films which contains an extreme shot or angle.

- What kind of extreme shots or angles are used?
- How do these shots help the story?
- What emotional effect do they have?
- When looking at framing of these shots, can you identify where aspects of Visual Language (line, shape, space, movement, tone and color) are used to create emphasis and lead the viewer's eye?

B: Return to the minor beats from your own story you identified in the previous exercises.

- Identify at least one minor beat where you think an extreme shot or angle might work well.
- Why did you choose this shot from a story perspective?
- How do you think the shot will help emphasize the emotional impact

of that moment?

Post your activities in the Assignment Response Prompt Box.

Video 5: Dynamic Shots:

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/v/dynamicshots>

Activity 4: Dynamic shots

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/a/exercise-4-film>

A: Find a scene from one of your 3 favorite movies that creates drama by using dynamic shots.

- What kind of dynamic shots are used in this scene?
- How do these shots improve the storytelling?
- Do these shots affect the emotional impact of the scene?

B: Identify a moment in your own story where you might want to use dynamic shots.

- What kind of camera movement would be most effective? Why?
- What effect will this have on the your story?
- What effect will this have on the emotional impact of the scene?

Post your activities in the Assignment Response Prompt Box.

Video 6: Storyboarding

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/v/storyboarding-scene>

Activity 5: Storyboarding

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/a/exercise-5-film>

A: Finally, it's time to apply what you've learned and practiced to the story idea you're developing. For this exercise you should set aside at least an hour where you can really focus on your storyboarding.

- Choose a scene from your story and break it down into minor beats.
- Each beat should represent one or two shots.

B: As seen in the previous video work through visualizing the staging, framing, and motion used to communicate each idea in the scene using simplified drawings.

- For the first iterations, go ahead and make lots of mistakes so you get them out of the way as you continue to rework and refine your scenes.
- Go ahead and add descriptive words that would help others understand and follow your vision.
- Use lines, arrows, frames within frames, directional lines, etc. that would visually indicate direction, shot types, or anything else needed to convey your ideas.
- You can find plenty of blank storyboard templates online, or you can draw your own. You can also use index cards, which are easier to pin up and move around when you want to show it to someone else.

Post your activities in the Assignment Response Prompt Box.

Video 7: Advice

<https://www.khanacademy.org/partner-content/pixar/storytelling/film-grammar/v/filmgrammar-advice>

Your written response will be the five (5) activities that correspond to the seven (7) videos. All the written responses to the videos should be posted in the assignment #8 response prompt box. Post in the online Assignment Response Box.

Assignment #9: Review and Discussion

This is the last assignment for Clock Hour Participants. Make sure you contact the instructor stating that you are now completed the assignments required for this course.

- Discuss in a one to two page document how you would utilize the founder of Pixar, Pixar videos, Story Plot downloads, and online modules for your setting.
- Include the grade level, program or setting.

Post to the Assignment Response Prompt Box.

Clock Hours, PDUs, CEUs, and Act 48 participants must complete Section C - The Integration Paper to be awarded hours for this course.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #10: 400 and 500 Level

Pixar Lesson Plans

Select a Lesson Plan template or Google STEAM Lesson Plan Template. Here are two examples:

1. <https://sites.google.com/a/freeholdtwp.k12.nj.us/steam/home/curriculumPlanning/STEAM-Lesson-Template>
2. <http://steamedu.com/wp-content/uploads/2016/07/2016-STEAM-Lesson-Plan-Template-and-Instructions-5July16.pdf>

Choose one of the three hands-on activities outlined in the Pixar In A Box Educators guide.
<https://www.khanacademy.org/partner-content/pixar/start>

Using your chosen lesson plan template develop three lesson based on the Pixar hands on activities that best fits the needs of your setting.

PLUS

From the area selected create 10-25 multiple-choice questions that can serve as a formative (pre-test) and summative (post test) assessment to administer to a future class.

OR

Choose one of the five Pixar sections The Art of Storytelling, Characters, Story Structure, Visual Language or Film Grammar. Using your chosen lesson plan template develop three lessons based on the selected sections.

PLUS

From the area selected create 10-25 multiple-choice questions that can serve as a formative (pre-test) and summative (post) assessment to administer to a future class.

Copy, paste and print this assessment for your resource folder or binder.

Post to the online Assignment Prompt Box.

Assignment #11: Pixar STEAM Unit Plan

- Create a Unit of a minimum of 5 lessons created from the five Categories The Art of Storytelling, Characters, Story Structure, Visual Language or Film Grammar based on the content from this course.
- Discuss in 3-5 page word document how this Pixar Storytelling unit could be used in your classroom, what materials and devices would be necessary to have available. Discuss the common core subjects might be bridged using your developed unit plan and the learning outcome your students would achieve as a result of implementing your Pixar unit.

Post to the online Assignment Response Box.

Assignment #12: (500 Level ONLY)

Option A)

- Develop and administer to your class or group of students a pre-and post-assessment on Pixar, Masters of Storytelling.
- Include any vocabulary and technique questions that students may have.
- Write a 3-page paper showing your developed pre and post assessment results
- Describing the any pre formative, summative data that you gathered on any pre-and post-testing assessment you developed.

OR

Option B)

- Develop a Power Point, maximum of 15 slides; presentation on Pixar in the Box and how this courses videos and activities crossed the any subject other curriculum areas.
- Include any created examples and/or student samples.
- This presentation should be available to present to administration, staff, teachers and/or your classroom students.

OR

Option C)

- Another assignment of your own choice with your instructor's prior approval.

Post to your Assignment Response.

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Debora Supplitt M.F.A-A.Ed./M.Ed. received her Masters (M.Ed.) and Bachelor of Art (B.A.) degree from San Francisco State University and Masters of Fine Arts in Art Education (M.F.A.-A.Ed.) from Boston University. She has worked with students of all levels, including preschool, elementary, middle school, high school and professional educators, since 1980. She is certified in Washington, Oregon and California in Pre/K-12-Adult Special and Elementary Education and is highly qualified in the core areas of Art, Music, Reading, and Special Education as well as being a trained Intervention Specialist. Debora knows the importance of providing a creative environment where all students and teachers can thrive. Presently she is working in her dream position as a full time middle school Art Teacher. Debora provides classroom teachers with the tools and resources needed to integrate art into the daily curriculum and is always busy developing new, creative and fun workshops for teachers. She is passionate about providing exciting, meaningful, useful and fun filled continuing education for all teachers.

BIBLIOGRAPHY

PIXAR STORYTELLING: STEM to STEAM (This course is closed for registrations)

Created for Learning, 2013. Teachers Pay Teachers, Plot Chart Diagram Arc - Pixar Short Films Study (w/ Answer Keys). Accessed June 2017. <https://www.teacherspayteachers.com/Product/Plot-Chart-Diagram-Arc-Pixar-Short-Films-Study-w-Answer-Keys-912822>

Disney Studios, 2011. A Day in The Life of John Lasseter. Running Time: 25:10. Accessed June, 2017. <https://www.youtube.com/watch?v=iZre2MUyvoQ>

Disney Studios and Pixar, 2007. Pixar Short Films Collection; Volume 1. Running Time: 54 minutes. ASIN: B000V1Y44G Accessed June, 2017. <https://www.amazon.com/Pixar-Short-Films-Collection-1/dp/B000V1Y44G>

Disney Studios and Pixar, 2012. Pixar Short Films Collection; Volume 2. Running Time: 1 hour 15 minutes. ASIN: B0091NWBK4 Accessed June, 2017. https://www.amazon.com/Pixar-Short-Films-Collection-2/dp/B0091NWBK4/ref=sr_1_1?s=movies-tv&ie=UTF8&qid=1497723096&sr=1-1&keywords=pixar+short+films+collection+volume+2

Lasseter, J. 2016. John Lasseter Looks Back 30 Years of Pixar. 6:35 Accessed June, 2017. https://www.youtube.com/watch?v=f_PwPK_zKKU

Kahn, S. 2015. Kahn Academy: Pixar/Disney Modules accessed June, 2017.

- Effects Overview https://www.khanacademy.org/partner-content/pixar/effects/particle/v/effects-overview?ref=Pixar_Recommended_videos
- Introduction to Virtual Cameras https://www.khanacademy.org/partner-content/pixar/virtual-cameras/virtual-cameras-1/v/virtual-cameras?ref=Pixar_Recommended_video
- Introduction to Combinatorics https://www.khanacademy.org/partner-content/pixar/crowds/crowds-1/v/intro-crowds?ref=Pixar_Recommended_videos
- Welcome to Rigging https://www.khanacademy.org/puppies/piab-sandbox/rigging/v/rig-overview?ref=Pixar_Recommended_videos
- Math Meet Artistry https://www.khanacademy.org/partner-content/learnstorm-weekly-activities-home/ls-weekly-activity-eight/weekly-activity-8-get-started/v/intro-animation?ref=Pixar_Recommended_videos

Introduction: Pixar Pipeline

<https://www.khanacademy.org/partner-content/pixar/start/introduction/v/pipeline-video>

Introduction to Virtual Cameras

https://www.khanacademy.org/partner-content/pixar/virtual-cameras/virtual-cameras-1/v/virtual-cameras?ref=Pixar_Recommended_video

Introduction to Combinatorics

https://www.khanacademy.org/partner-content/pixar/crowds/crowds-1/v/introcrowds?ref=Pixar_Recommended_videos

Welcome to Rigging

https://www.khanacademy.org/puppies/piabsandbox/rigging/v/rigoverview?ref=Pixar_Recommended_videos

Math Meet Artistry

https://www.khanacademy.org/partner-content/learnstorm-weekly-activities-home/ls-weekly-activityeight/weekly-activity-8-get-started/v/intro-animation?ref=Pixar_Recommended_videos

Introduction: Pixar Pipeline

<https://www.khanacademy.org/partner-content/pixar/start/introduction/v/pipeline-video>