Lesson #3
Anthropomorphic Objects
Inspired by: Marty Cooper & Disney Animators

Students: Advanced art class, 11th—12th grade

Time needed: 15, 55 minute Class Periods.
Lesson Submitted by: Lars Johnson
Goal:

The students will look at the work of animation artist Marty Cooper, as well as the work of various Disney animators, informed by this work students will create unique, short animated film, based upon an object of their choosing, that tells a story without using actual words.

Objectives:

• Students create and complete a series of still life drawings of an inanimate object of their choosing. The drawings will be used as a model for developing their animated anthropomorphic objects.
• Students will look, evaluate and discuss the ways in which animation has changed over the years. They will look at examples of Disney animators creating frames for animated movies.

• Students will develop and design their object bringing it to life, using clear plastic sheeting. They will have the object interact in a setting of their choice (inspired by Marty Cooper).

• A flip book to help conceptualizing the creation process of frame by frame animation, the creation of the flip book will provide practice and reference for their later animation.

• Students will create a story board for their animation, they will have their character convey some sort of message or feeling:

• Students will create and animated their character, using tracing paper, drawing frame by frame, compiling the images into a 4-6 second animated short film to be shared via a class profile on the popular social media app “Vine.”

List of National Standards:
1. Anchor Standard #1 Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Anchor Standard #9 Apply criteria to evaluate artistic work

The Universal Constructs:
1. Creativity
2. Critical Thinking
3. Productivity and Accountability

Vocabulary:
• Still Life—is a work of art depicting mostly inanimate subject matter, typically commonplace objects
• Line drawing—a drawing done using only narrow lines, the variation of which, in width and density, produce such effects as tone and shading.
• Anthropomorphism—the attribution of human characteristics or behavior to a god, animal, or object.
• Stylization—represented in a non-naturalistic conventional form
• Animation—Still paintings, drawings, or puppets filmed to give illusion of movement (cartoons)
• Frames Per Second (fps)— The number of frames used for an animation.
• Emphasis —an area or object within the artwork that draws attention and becomes a focal point
• Rhythm— A visual tempo or beat. The principle of design that refers to a regular repetition of elements of art to produce the look and feel of movement.
• Character design—the process which comes after the characterization and consists in defining the character through physical appearance.
• Story board—a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production
Materials:

• 8.5 x 11 in paper (2 x student)
• #2 Pencil (1 x student)
• 8.5 x 11 in Sheet of plexiglass (1 x student)
• Acrylic paint (various colors)
• Paint cup/Pallet (1 x student)
• Sharpie (1 x student)
• Camera (either one per student OR students may share)
• Flip book (made by student, 1 x student)
• Sheets of tracing paper (Number of sheets based on individual need based on length/complexity of animation)
• Rulers
• Large Erasers

About the Artist:

Marty Cooper: Marty Cooper is a storyboard artist from San Jose State University, he works for the animation studio ReelFX, he was responsible for designing the story board for the major motion picture “Free Birds”. What Marty is more well known for is his unique animations shared on the popular social media app Instagram. Marty uses clear plastic sheets, white out and a sharpie marker to make creatures that either bring an object to life, or have them interact with their surroundings. Marty’s work gives his creatures human characteristics, which convey a story with out ever using words, relying solely upon the emphasis of body movement, and facial expression.

Motivation:

Students will be prompted by a question: What is art? A discussion will follow, students will be asked to give examples of what they deem as art in the traditional sense: painting, drawing, sculpture, photography. After the discussion, the students will watch the movie trailer of a recent animated film, The Princess and the Frog. Students will be asked to bring into discussion, is an animated film art? How can art be used to tell a story?

https://www.youtube.com/watch?v=uQBy6jqbmIU

Procedure:

Day 1: 55 Minutes—Introduction to animation.
Materials: 1/2 of a Post-it notepad, Pencil

Motivation: (15 minutes)
I. Students will look at motivational videos to spark discussion about art and its relation to animation.
a) Prompt: What is art?
b) Is animation considered art, why or why not?

II. Students will look at the work of Marty Cooper, specifically his videos, and stills of objects with human characteristics.

**Studio Time:** (35 Minutes):

I. Students will look at examples of flip book animation:
   a) [https://www.youtube.com/watch?v=GE8QqMiXNSE](https://www.youtube.com/watch?v=GE8QqMiXNSE) (Super Man Vs. Goku Flip book Animation)
   b) The teacher will discuss how the basics of flip book animation works: Draw image, then slightly move it/ transform the image (Repeat).
   c) The teacher will discuss what Frames per Second (fps) is: The number of frames that are flicked by during a animation. The more frames you have per second in your animation, the smoother your animation will be. Conversely, the less frames in your animation will result in a “choppier” animation.

II. Students will be each be given half of a post it note pad, for the to make their own simple flip book animation. This exercise will be helpful later on when students try and create their own full animations.
   a) Students will be told to do simple shapes, or figures for their animation.
   b) Students will be told hat this animation needs to be finished by the end of class, or if not finished by the end of class, it will need to be finished by the start of the next class.

**Closure/Clean up:** (5 Minutes)

I. With 5 minutes left students will be instructed to clean up, and store away their flip book.

II. Students will be instructed to bring in an object from home for the next class period, it can be any inanimate object: basketball, stapler, water bottle, lamp, etc.

**Day 2:** 55 Minutes— Object still-life drawings.

**Materials:** Paper, Pencil

**Introduction:** (15 Minutes)

I. Students will come into class, and recap what they learned the previous class period.
   a) Animation as art; anthropomorphic qualities; flip book animation;

II. Students will once look at how animators start an animation by doing character design.
   a) Animators start by drawing multiple views of their subject, so that they have a reference point for their further animations.
   b) They will be shown example images of disney character designs.

**Studio Time:** (35 Minutes): Students will have the majority of class time working on still life drawings of their objects.
I. Students will be given a large sheet of paper for sketches of their objects.
   a) Students will be told to begin to draw their objects observationally.
   b) These drawings will be used as a model to develop their future animations.
II. Students will be instructed to pay attention to important details identifying details of their object. Such planes of the object, that makes it appear as three dimensional as possible.
   a) This drawing is just meant to be a sketch, so it is not necessary to render the object with a realistic value structure.
III. Students must draw their object from a minimum of three different angles (Front, back, side)

Closure/Clean up: (15 Minutes)
I. Students will be instructed to clean up their drawings, and return the supplies to their proper place.
II. The teacher will tell the students to think about how they are going to animate their objects.
   a) Think about a task you can have your object complete, what your object can be interacting with or what kind of emotions can it convey?
   b) Students will be instructed to come back to class with a list of 5 different tasks and 5 different emotions that they could apply to their object. These tasks can be related to your object’s use, or it could be something totally opposite, but the task, or scene that you are trying to depict must be “thought out” enough so that it will take up the 4-6 seconds.

Day 3: 55 Minutes—Introduction to anthropomorphic characteristics.
Materials: Paper, Pencil

Introduction: (10 Minutes)
I. Students will bring their lists to class, the teacher will check for completion.
II. While the teacher is walking around checking on the lists, the rest of the students will be instructed to finish up their drawings of their objects. They should not have much left to do on their drawings, so 10 minutes should be an adequate amount of time.

Studio Time: (40 Minutes): Different ways in which an object can be given “Humanistic qualities”
I. The students will begin to bring their object “to life.”
   a) Students will learn the term anthropomorphic.
   b) Students will look at examples of anthropomorphic objects in animation, discussing how the inanimate objects have a “personality.”
   c) Pixar Lamp: https://www.youtube.com/watch?v=PGKmexNTHNE
   d) Along with the pixar lamp, the students will also look at “Lumiere” the lamp from “Beauty and the Beast.”
e) Show the following video, on how objects can be given personalities: https://www.youtube.com/watch?v=BJX0EoHx3w8 (4:40-6:25).
   This video works perfectly, as it talks about the “Impression of body movement” for Lumiere, and Cogsworth’s personality is that like a clock because he “craves order and promise.”

II. The students will discuss the differences in how the two objects are depicted differently. (Pixar Lamp vs. Lumiere)
   a) Pixar lamp— its humanization is about body movement. The way in which it moves makes us feel that it is alive.
   b) Lumiere— He has human characteristics, eyes, mouth, nose, hands even

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<thead>
<tr>
<th>Formative Assessment:</th>
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<tbody>
<tr>
<td>Teacher will prompt the student with the following questions:</td>
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<tr>
<td>How do these two different ways of depicting an object affect the way that we interact with them?</td>
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<tr>
<td>Is one more affective than the other?</td>
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<tr>
<td>How will you give your object human characteristics?</td>
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</tbody>
</table>

the implication of hair. This humanization is more literal.

III. After looking at examples of anthropomorphic objects and discussing, the students will take out their still life drawings, as well as their objects, they will go get a new piece of paper will begin animating their objects giving them human characteristics. (This step will take part with whatever time is remaining in class, and will be completed during the next 1-2 class periods)
   a) Students will draw their object from the front, back and side, just like they did in their last still life drawings, but this time they will draw their objects defining characteristics.
   b) Students will be reminded that these drawings do not need to be perfect, they are sketches, intended to work through ideas.
   c) Students will also be told that they may, if they choose, use multiple objects to create their character (example Marty Cooper’s eggs)

Closure/Clean up: (5 Minutes)
I. Students will be told with 5 minutes left to clean up and return their objects, drawings, and materials to their respected place.
II. Students will be asked to go home and look at more examples of anthropomorphic objects used in animation. Students should bring one example from Marty Cooper, and one example from any other animated movie source (Disney, Pixar, Dreamworks)

Day 4: 55 Minutes— Work time.
Materials: Paper, Pencil.
Introduction: (5 minutes)
I. Students will be prompted to recall the informations that they learned on the previous day.
II. Students will be shown a quick clip for motivation, showing the character development by Disney animators for the movie: “The Princess and the Frog”
  a) [https://www.youtube.com/watch?v=phXEvBKonvg](https://www.youtube.com/watch?v=phXEvBKonvg) (0:40—2:05)
  b) Gives a glimpse into the process of an animator, and how they take one character through the whole film. In this video the head animator for the villain, is doing a “Mock up sketch” JUST LIKE YOU GUYS!

Studio Time: (40 Minutes)
I. Students will continue working on their mock up sketches of their character.
II. Students should have their drawings done by the next class period*.

Closure/Clean up: (10 minutes)
I. Students will be told with 10 minutes left to clean up and return their objects, drawings, and materials to their respected place.

*IF NEEDED: Day 4.5: 55 Minutes—depending on how far along the class is, they may need another day to work on their mock ups. If they do need it, the class would be all work time.

Day 5: 55 Minutes — Marty Cooper-esq. (Work Time)
Introduction: (5 Minutes)
I. Students will come to class and ready to look again at the work of Marty Cooper, specifically watching a video showing Cooper’s process.
   a) First he finds a place where he wants his character to interact in or with.
   b) Then he draws on the front of the plastic sheeting with a sharpie the outline of the image he is creating,
   c) He then fills in the back with white out.
   d) He then let the white out dry
   e) Once it is finished, he holds up the image, taking a picture of the work interacting with its environment.

Studio Time: (40 Minutes)
I. As a step towards finally animating a short film, the students will create their own plastic sheet image based on their object that they have recently “brought to life”
   a) First the students must think of a place in the room where they want their object to interact with…
   b) This can be anywhere, for example: if a student used a stapler as their object and they animated it to be like a alligator with teeth, they may choose to have it interact with a large pile of paper, appearing as though it was “eating” the paper.
c) Once the student has decided on a place where they would like their object to be, they will draw their object on a piece of paper, interacting in that environment.

d) Students will then place their plastic sheet over the paper, and trace their object with sharpie.

e) Next students will flip the sheet over, and carefully fill inside the lines with acrylic paint (of their choosing)

II. Also, students will be reminded that they can, if they choose, have more than just their character in their scene, they may choose to have it interact with another object, like Marty Cooper’s work.

a) Teacher will show their example, which is this case is a pencil trying to desperate pull out another pencil from the pencil sharpener.

III. The students should have a good idea of at least where their object is going to interact, by the end of class, they will have work time during the next class period.

Closure/Clean up: (5 Minutes)

I. Students will be told with 5 minutes left to clean up and return their objects, drawings, and materials to their respected place.


Materials: Paper, Pencil, Plastic sheeting, Sharpie, Acrylic, Paint Brush, Paint container

Introduction: (5 minutes)

I. The students will come into class, grab their materials and continue working on their project.

Studio Time: (40 Minutes)

I. The students will continue working on their project, once the students have their character drawn and painted on the back, they will take their camera/phone and take a picture holding the sheet in front of them.

a) Students will either email the teacher their final image for grading.

Closure/ Clean up: (10 Minutes)

I. Students will be told with 10 minutes left to clean up and return their objects, drawings, and materials to their respected place.

II. The students will be given a written assessment as homework asking the following questions

a) The response will be due the following class period.

<table>
<thead>
<tr>
<th>Summative Assessment: Student Reflection</th>
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<tbody>
<tr>
<td>What was your thought process behind where you decided to place your character for your picture?</td>
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<tr>
<td>What kind of emotion does your image have, how did you portray that in your piece?</td>
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<tr>
<td>What do you think is successful about your picture? Conversely what do you think, if anything, was not as successful? What would you do differently?</td>
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What
Day 7: 55 Minutes—Storyboard Creation.
Materials: Paper, Ruler, Pencil

Introduction: (5 Minutes)
I. The students will bring their typed out responses to class, they will be collected by the teacher.
II. The teacher will show the students examples of a story board, used by animators to plan out their scenes.

Studio Time: (40 Minutes)
I. Students will be instructed to think about their objects as possessing some sort of “super power,” Something that turns these ordinary objects into something extraordinary.
II. Students will be given instructions on how to create a story board and will be reminded that just like their character mapping, that this step does not need to be super refined either, this is just the reference for the final project. (However, the students will also be reminded that a sketch does not mean it is sloppy or careless.)
   a) Step 1: Students must figure out how many frames per second they are going to use, this is up to the students, but the students will be reminded that the higher the fps, the smoother their animation will be (but also, they will have to draw more). A good rule of thumb is to do 6 fps, not too fast, not too slow.
   b) The students will be given a few pieces of 8.5 x 11 inch printer paper that have 6 boxes on them. (Teacher will have made copies ahead of time with enough for extras just incase a student would require more.)
   c) Students will then be able to start drawing out their storyboards.
   d) Students will be told that their storyboards must include enough details so that the frames are easy to comprehend.
   e) Their scene must be show emphasis! How are they going to show off this “amazing super power” that these objects posses?
III. Students will be encouraged to try and challenge themselves by having their object twist and turn, so that it is not just always facing directly forward.

Closure/Clean up: (10 Minutes)
I. Students will be told with 10 minutes left to clean up and return their objects, drawings, and materials to their respected place.
II. The students will be told to keep thinking about how their scene is going to “play out” as they will continue work on it the next class period.

Day 8: 55 Minute—Storyboard Development.
Materials: Paper, Pencil.
Introduction: (5 Minutes)
I. Students will come to class ready to keep working on their story boards.

Studio Time: (45 Minutes)
I. Students will continue to work on their story boards.

Formative Assessment:
The teacher will circulate around the room while the class is working, to check in on the student’s progress and to open up discussion/critique about where they are going with their plot.

Closure/Clean up: (5 Minutes)
I. Students will be told with 5 minutes left to clean up and return their objects, drawings, and materials to their respected place.

Day 9: 55 Minutes — Continued storyboard development.
Materials: Pencil, Erasers.

Introduction: (5 Minutes)
I. Students will come into class ready to work.

Studio Time: (45 Minutes)
I. Students will continue developing their story boards. Teacher will circulate through the room, providing guidance if needed.

Closure/Clean up: (5 Minutes)
I. Students will be told with 5 minutes left to clean up and return their objects, drawings, and materials to their respected place.

Day 10: 55 Minutes — Bringing Lines to Life, Day 1 of animation!

Motivation: (15 Minutes)
I. Students will come into class, and prepared to learn about full hand drawn animation.

II. Students will watch part of a video, showing the layering of hand drawn images to create a animation. https://www.youtube.com/watch?v=rkb0r2-vYK0 (2:45-3:08)

Introduction: (20 Minutes)
I. The Students after watching the video showing the layering process will be asked to bring out their post-it notepads from day one, to help in the process of creating their animation.

II. Students will be given sheets of tracing paper, but will first gather around the teacher for a in person demonstration of how you use the tracing paper to create movement.
   a) The teacher will demonstrate how by making very small changes to the character, it creates movement
   b) Discuss how each frame should have some movement in it, if there is too much movement it will look choppy, so it needs to be gradual.

Studio Time: (15 minutes)
I. Students will begin with their first frame, drawing it free hand onto the tracing paper. The next step is to take another sheet of tracing paper, and lay it on top of the previous drawing.
   a) Students will trace most of the image how it was before, but then add some changes to it.
   b) This will continue until the have made all their frames needed to animate their story board.

II. Students will not have much time to work on this day, they should have 1 or 2 frames done at least.

**Closure/Clean up: (5 Minutes)**

I. Students will be told with 5 minutes left to clean up and return their objects, drawings, and materials to their respected place.

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**Day 11:** 55 Minutes— Continued work on animating.

**Materials:** Tracing paper, Pencil, Eraser.

**Studio Time:** (45 minutes):

I. Students will continue going through the process of layering their sheets of tracing paper making the necessary changes to progress their animation.

II. Students will be reminded that it is wise to periodically go back and quickly flip through the pages to make sure that their image is being properly animated.

**Closure/Cleanup:** (10 minutes)

I. Students will be told with 5 minutes left to clean up and return their objects, drawings, and materials to their respected place.

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**Day 12:** 55 Minutes— Continued animation.

**Materials:** Tracing Paper, Pencil, Eraser.

**Studio Time:** (45 minutes):

I. Students will continue going through the process of layering their sheets of tracing paper making the necessary changes to progress their animation.

**Closure/Cleanup:** (10 minutes)

I. Students will be told with 5 minutes left to clean up and return their objects, drawings, and materials to their respected place.

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**Day 13:** 55 Minutes— Continued Animation

**Materials:** Tracing Paper, Pencil, Eraser.

**Studio Time:** (45 minutes):

I. Students will continue going through the process of layering their sheets of tracing paper making the necessary changes to progress their animation.

**Closure/Cleanup:** (10 minutes)

I. Students will be told with 5 minutes left to clean up and return their objects, drawings, and materials to their respected place.
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**Day 14: 55 Minutes— Capturing Animation.**

**Materials:** Camera (phone, tablet)/ Scanner(?)*, Editing software.

**Introduction:** (15 minutes)

I. The Students will watch as the teacher demonstrates how to capture their frames so that they can make it into an animation.

   a) Students will lay their frames on a table starting with the first frame.
   b) They will then stand above their image taking a picture with their camera.
   c) They should try to be as steady as possible, so that their animations come out smooth.
   d) Once they have finished taking their pictures they will upload their images to a video editing program (such as iMovie, or stop motion studio on iOS).
   e) The student will import the images to the program, and select the length of time for each image (fps)
   f) Remembering that the video must be 6 seconds long, that means you must divide your amount of frames by the 6 seconds to find out your fps.
   g) Once the images have been adjusted for time, then the video is ready to save.
   h) The saved video will be sent to the teacher via email/google docs.

*If the classroom had a scanner than would make for better image capturing and stability, the teacher would have to individually scan the pages for the students, as there would not be ample time in class

**Studio Time:** (30 Minutes)

I. The students will begin taking photos of their work.

II. Once the student has all of the images that they need, they will begin to upload them to the app. Following the instructions demonstrated by the teacher.

**Closure/Cleanup:** (10 minutes)

I. Students will be told with 10 minutes left to clean up and return their objects, drawings, and materials to their respected place.

**Day 15: 55 Minutes— Wrap up.**

**Materials—** Camera (phone tablet), Editing software.

**Studio Time:** (20 Minutes)

I. Students will have this time to tie up any loose ends in their project.

**Closure:** (30 Minutes)

I. The students will gather around the screen, as their animations will be shown on the projector/tv. Each student will have their 6 second video played numerous times so everyone can appreciate their work.
II. While the animation is playing, the student will have a chance to talk about their work, explaining why they chose that object, how they made modifications to their object, and what kind of “unique ability” does it posses.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating Scale</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Met all the necessary criteria: 6 second long video, created an object with humanistic qualities.</td>
<td>E G A NI P</td>
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<tr>
<td>Viewed, reflected and responded to the idea of Animation as a form of art. Applied the techniques necessary for creating a hand drawn animated short film.</td>
<td>E G A NI P</td>
<td></td>
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<tr>
<td>Utilized the appropriate rigor and difficulty when creating an animation, by using an higher frame rate.</td>
<td>E G A NI P</td>
<td></td>
</tr>
<tr>
<td>I demonstrated proper craftsmanship; the drawings for each frame of the animation were neat.</td>
<td>E G A NI P</td>
<td></td>
</tr>
<tr>
<td>I was an active participant in the class critique, I gave constructive and positive criticism to my classmates.</td>
<td>E G A NI P</td>
<td></td>
</tr>
<tr>
<td>I showed emphasis in my animation, and was able to tell a story through my animation.</td>
<td>E G A NI P</td>
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a) The rest of the class will be asked to join in open critique of their work, saying what they responded too, things they thought worked well, and other things that they thought did not work as well.

b) As this is an advanced art class, the amount of feed back and response will be reflected upon their grades, in hopes to entice the students into having dialogue with each other.

Assessment/Evaluation
Scale: **Excellent**, **Good**, **Average**, **Needs Improvement**, **Poor**.

**Artist Statement:**
Knowing now the amount of time and effort needed for making a hand drawn animated film, do you few animated movies differently? How did you “bring your object to life” other than just simply animating it?
Tell me about your object, what makes it special?
What do you think was most successful in your animation? Why?
If you could do this project over, what would you do differently? How so?

Unit Plan:
— Create a 3D version of your object out of clay.
— Create a claymation animation of that object.
— Students could create a digital animation, focusing more on the background, and color of the animations.

Cross-Curricular Connections:
This lesson connects to the english department, as well as technology such as a computer class.

I. English: Students are responsible for writing an artist statement, in reflection to their piece. But further more, there could be a collaboration between the art room and a creative writing class where the students could first plan out their story board by writing it. They could learn about plot, climax, and different writing vocabulary.

II. Technology: connection to a video production class, or photography class that uses editing software to create their projects.

Bibliography:
http://www.tribute.ca/people/aaron-blaise/11092/
http://instagram.com/hombre_mcsteez