

ANNA GENSLER

Examples of Student Work

### **Animated Video Assignment:**

Kent Osborne, who is an Emmy award winning writer and storyboard artist who has worked on animated shows such as *Sponge Bob* and *Adventure Time*, will be a special guest in class today. He has brought boxes full of his storyboarding work for various shows and we are lucky enough to be able to go through them. Kent will speak to us about his own experiences working on some of the most successful animated shows of the 2000s and the process behind creating work that is both clever and resonates with viewers. We will investigate the brainstorming process, storyboarding, voice acting, and the role that humor plays in animated art.

Kent's Emmy win was for an episode of *Adventure Time* about a dog who desperately wants to become a brick. Yes, you read that right. The episode follows this dog's problem and his quest to fix it by becoming a brick. Now, for next week, you each must create your own animated video that is focused on a problem that you are having.

### **Methods:**

1. Pick a problem you are currently facing or something that's stressing you out. Your problem can be as big as the threat of nuclear war or as small as the fact that you've run out of toothpaste. Your problem can be absolutely real or it can be more fantastical, like wanting to become a brick!
2. Once you have your idea, storyboard your concept. Your storyboard should be between 5-10 images that are drawn out on paper. Remember the storyboards that Kent showed us; these should be simple drawings, but they should clearly convey the arc of your story and any movement that takes place.
3. Get together in groups of three and share your storyboards with each other. Now is your opportunity to get feedback from one another and make any necessary tweaks in your story. Pay attention to clarity of the narrative, timing, and how humor plays a role in your stories.
4. Using either digital or analogue animation techniques, it is now time to turn your storyboard into a full animated video. The video must be between 1 and 4 minutes long. We will hold a viewing next week for your videos and each student will have 25 minutes to discuss their work and get feedback.

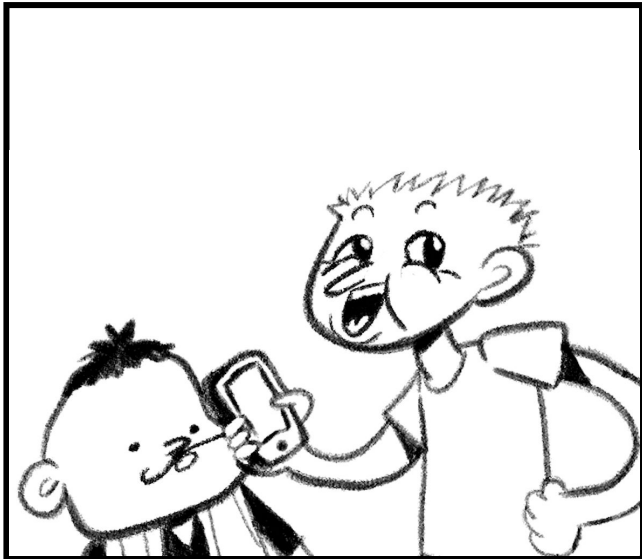
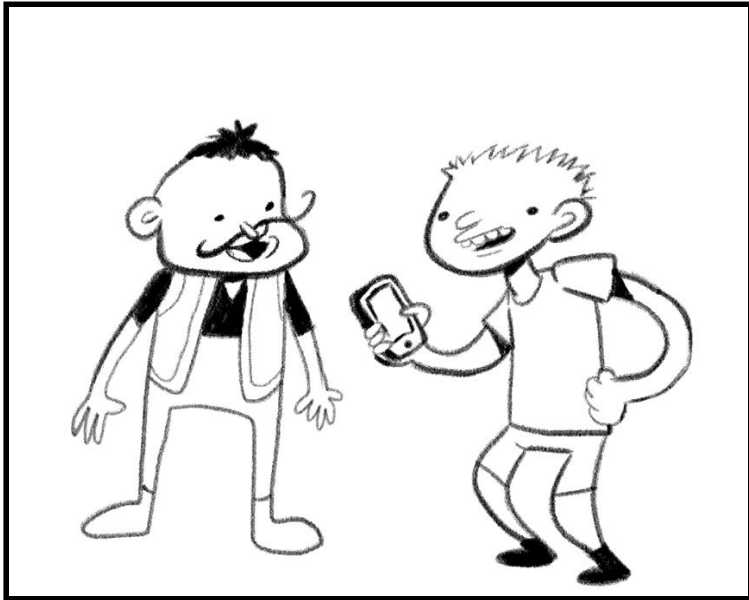
### **Work Included:**

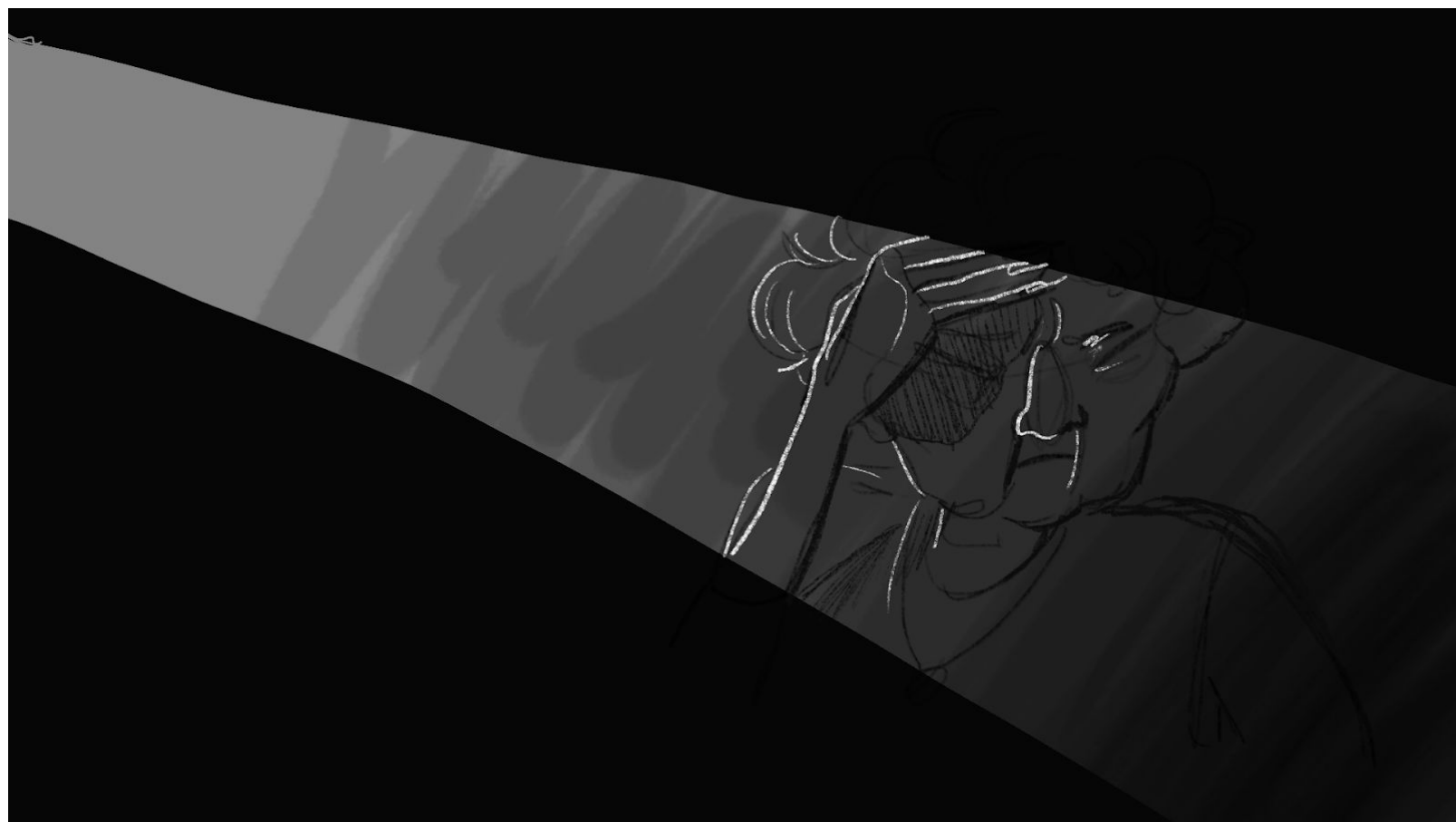
*The Voice Recording* by Cullen Dirgins (sophomore, film/animation/ video)

*Grandma Wars* by Elisha Gillette (junior, film/ animation/ video)

*Here's Some More Homework* by Camille Chew (graduate student, graphic design)

*The Blob* by Elisa Alvarez (foundations, freshman)









HERE'S SOME HOMEWORK

OKAY

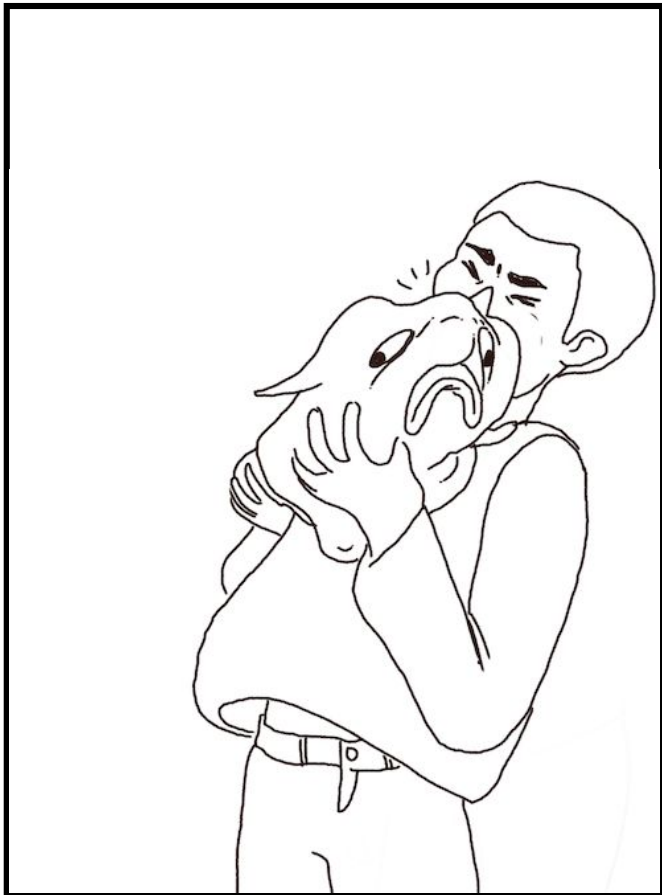
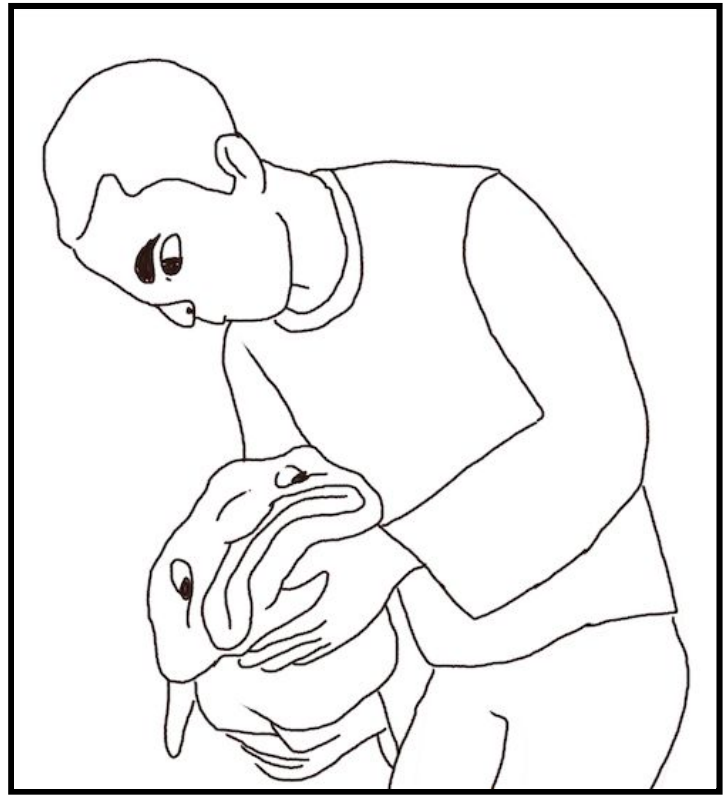
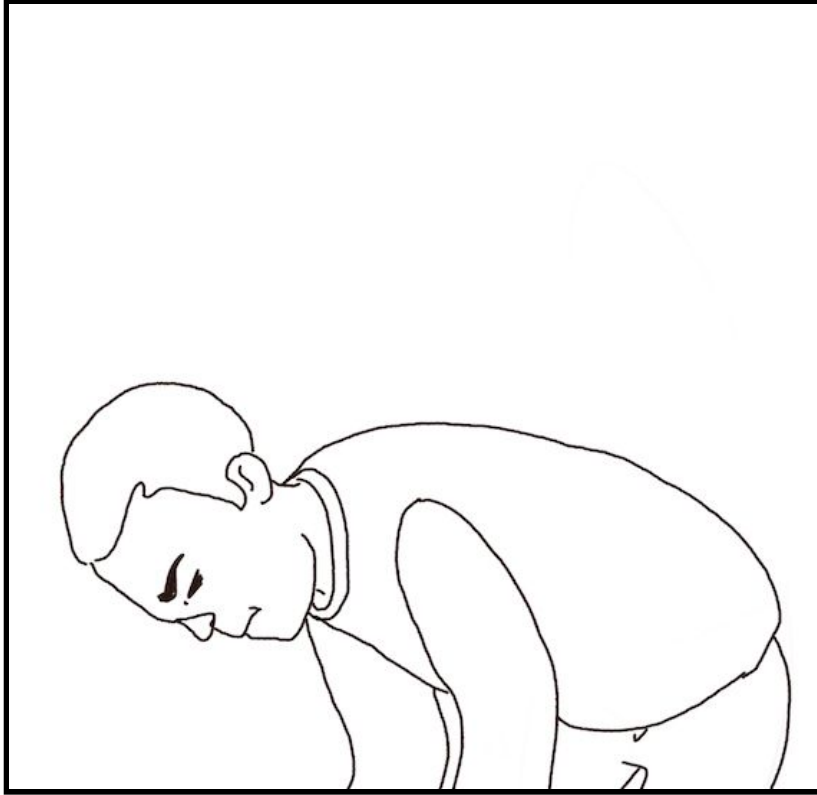


HERE'S SOME MORE HOMEWORK



I DID THIS TO MYSELF





### Internet Based Art Assignment:

In the year 2019, social media is more than just a platform to message your friends; it is the primary means in which we consume the majority of our information. People are living more and more of their lives online, which in turn means that art itself is existing more and more on these platforms as well. The artist who does not embrace platforms such as Instagram, Facebook, and Tumblr for their work is the artist who will be left behind in the dust. This assignment will act as a testing ground for students to investigate how their own art practice can exist in the realm of social media.

### Methods:

We will pass a bowl around the room and each randomly select a piece of paper from it. Each paper will have a different internet hashtag or popular meme written on it. (Examples include: #throwbackthursday, #mystrangesuperpower, #twinning, #itsnotyouitsme, and #howtoconfuseamillennial.)

1. Read what hashtag or meme you selected.
2. Each of you will use your selected hashtag or meme as a jumping off point to inspire your own internet based art piece. While the piece should be inspired by the hashtag or meme, the goal is to create a new spin on an old idea. Make it your own!
3. This work can be any medium, but it must be an *internet based* piece. Be sure to keep in mind where you envision your piece existing on the internet and how people might interact with it there. Do you see your piece on Instagram? Youtube? Snapchat? Some other place I've never heard of? Think about how these decisions shape the art you are making and why it fits best on that platform.
4. Post your finished work to your platform of choice. For the next week, keep notes on how viewers interact with your piece online.

### Evaluation:

Next week, we will hold a critique where we view each piece solely on the internet based platform that you posted it to. There should be a clear logic as to why your piece exists on the specific platform and evidence that the piece uses its internet site specific-ness in a way that makes sense and enhances the work. Evaluation criteria will also include creativity of concept, clarity of vision and your technical mastery.

### Work included:

*The Uncomfortable Chihuahua* by Madison Sheldon (sophomore, graphic design)

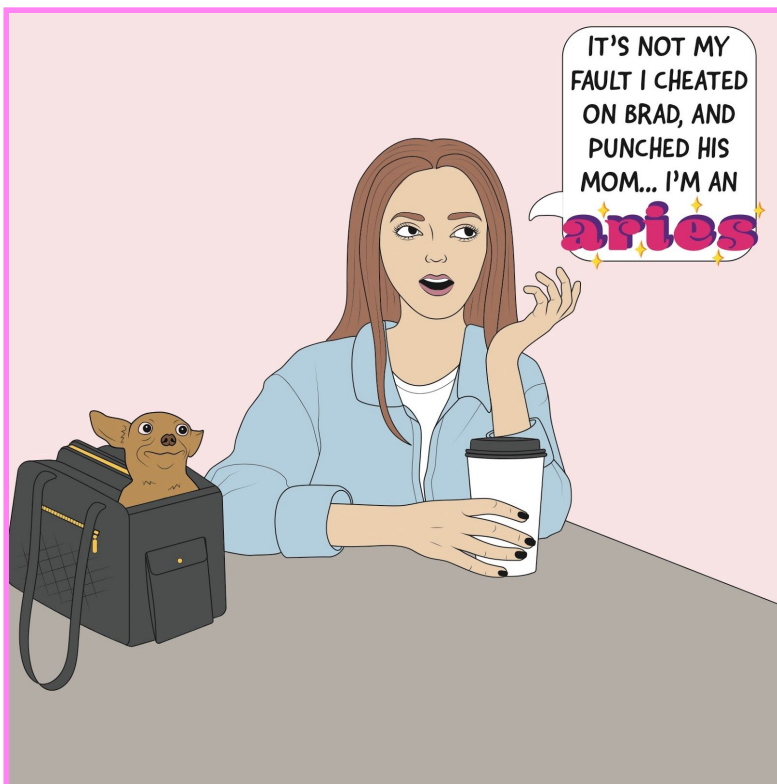
*This is Fine* by Libby Mars (junior, painting)

#throwbackthursday by Camille Chew (graduate student, graphic design)

#mystrangesuperpower by Cullen Dirgins (sophomore, film/ animation/ video)

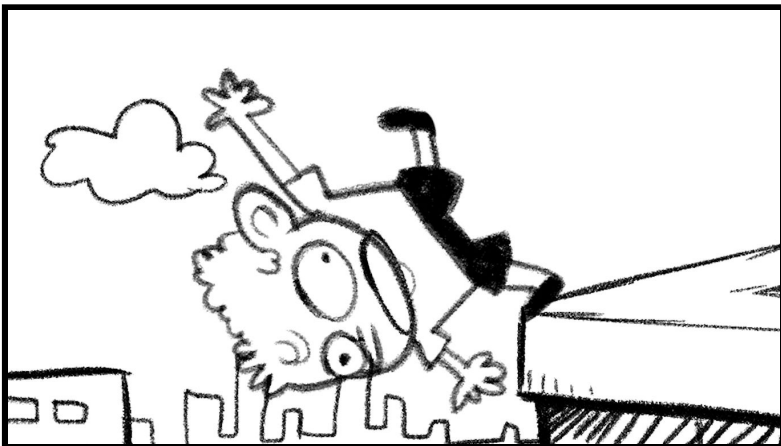
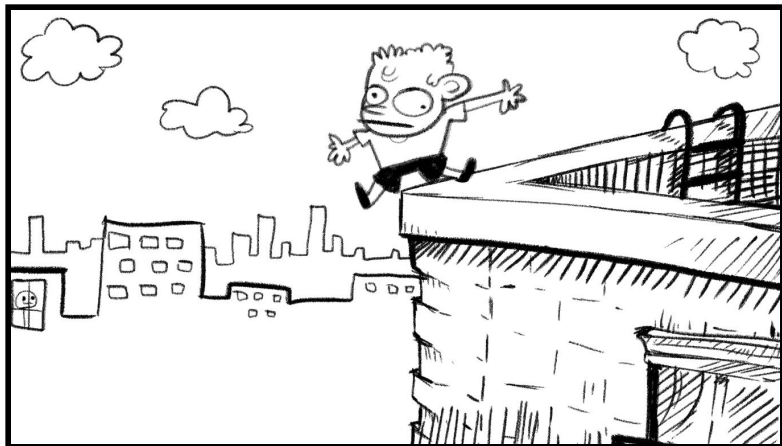














### Political Cartoon Assignment:

Does the current state of the world make you angry? Depressed? Feel the need to curl up in bed with a pint of Ben and Jerry's and cry? Donald Trump, North Korea, golden showers, Brett Kavanaugh... it's a never ending stream of horrible news. While most days it seems easier to bury our heads in the sand, today we will be facing these current events head on by creating our own political cartoons.

### Methods:

There are various newspapers from this week on the table to share.

1. Choose one and spend the first ten minutes of class reading. What articles stand out to you? Does something upset you? Make you laugh? Has someone done something especially horrible today? You are encouraged to jot down notes on your findings as you read.
2. Once you've completed your notes and reading, quickly choose three topics from the newspaper that stood out to you the most. Now, take 10 minutes to sketch a drawing to represent each of these topics. Don't worry, these drawings are supposed to be quick and dirty.
3. When you've finished your three drawings, pair up with a friend or in groups of three and pitch your cartoon ideas with each other. Hold a mini-critique in order to determine which rough idea has the most potential moving forward. Help each other brainstorm captions to go along with the cartoons. Come up with as many as you can.
4. Based on your group discussion, you will choose your strongest sketch to turn into a fully realised cartoon. This will include a drawing and a caption or text to go along with it.

### Evaluation:

We will present our finished work to each other next class in a cold critique. This means that when it is your turn to share your cartoon with the class, you will not be permitted to speak or explain the work. Keep this in mind while making your piece, as it will be evaluated by its ability to clearly and concisely communicate your idea to the class without additional explanation.

Evaluation of this piece will also be based off of creativity of your concept, the strength of your research, as well as your technical drawing abilities. There should also be a clear progression between the three steps of the drafting process.

### Work included:

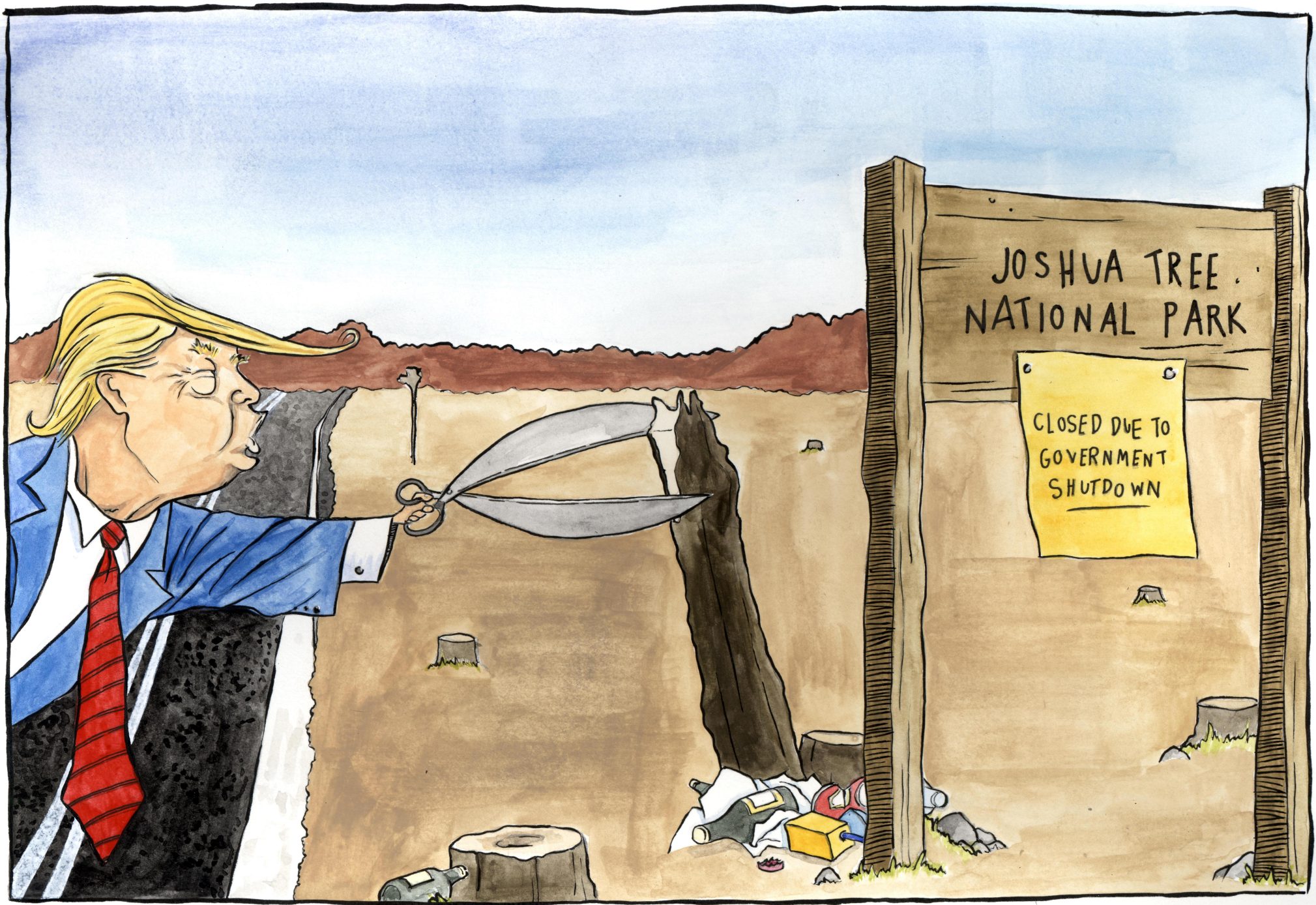
*Trump's Shutdown* by Jada Postadan (sophomore, graphic design)

*Alien Invasion* by Madison Sheldon (sophomore, graphic design)

*Twitter Wars* by Elisa Alvarez (freshman, foundations)

*Days Since Government Shutdown* by Joe Barty (sophomore, Film/ animation/ video)











will that be a hamberder  
or a cup of covfefe?

