

ACTIVITY 2	Once upon a time... in the animation studios
The aim of the activity	Learn some animation techniques and produce an artefact, promoting the use of imagination and dexterity and the ability to cooperate.
Places where the event can be held	School and museum
Age group for the activity	6-11

B. IN THE OUT-OF-SCHOOL LEARNING ENVIRONMENT	
Educational tools	Acetate cels, indelible markers of different colours, camera
Method, technique and strategies	Participatory lesson, practical activity
PRACTICE	Make a componible frame with the cels.
Introduction of the activity	<p>First of all, some Carosello or some short cartoons from the second half of the 1900s are shown to the class, and ask the student about what could be the method of making these cartoons, since there was no computer at that time. Comment on the answers together. The operator introduces the <i>cels</i>: explains what they are, how they were used, and shows some original cels. It is also possible to show an explanatory video:</p> <p style="text-align: center;">https://www.youtube.com/watch?v=hfSkr7D3v-8&ab_channel=musilBrescia</p> <p>It is also possible, for older students, to talk about the importance of conserving and restoring these products, the technical evolution, how the work of animators has changed and what are the characteristics required nowadays (knowing how to use a computer, not necessarily knowing how to draw). It is also possible to reflect on the functioning of <i>layers</i> in graphics software.</p>
Development of the activity	<p>Planning phase</p> <p>The operator explains to the students what will be produced: a series of cels that can be superimposed to form different of scenarios. The theme is “the four seasons” and the students will have a landscape as a background and, with different cels to overlay, they will have to render the landscape summer, autumn, winter and spring, for a total of 4 scenarios.</p> <p>The operator, together with the rest of the class, chooses one of the available backgrounds (city, countryside, mountain, island) and brainstorms with the class which elements can contribute to changing the appearance of the area (snow, animals, people, objects etc.). The</p>

	<p>operator creates on the blackboard a draft of the 4 scenarios to be recreated with the elements proposed during the brainstorming.</p> <p>Realization phase</p> <p>At this point the class is divided into small groups (2-3 pupils each) and each group is given the task of creating a cel with one of the elements that emerged during the brainstorming. For example, one group will have the task of creating the snow, another to create a wolf, another to create yellowing leaves, etc. The material is distributed to each group:</p> <ul style="list-style-type: none"> • A background to use as a reference; • Sheet of acetate; • Indelible felt-tip pens of different colours; • Eraser and pencil. <p>Construction phase</p> <p>When all the groups have finished, the scenarios are "assembled" by superimposing the cels. This is a very creative phase: it is possible to create different scenarios for each season, choosing various elements to combine. At this stage it is important to let the imagination run wild. Each scenario is photographed from above.</p>
<p>Evaluation of the activity</p>	<p>The teacher favors a collective discussion with the students where they try to imagine the layers of cells of some of the shots seen at the beginning of the workshop.</p>

<p style="text-align: center;">C. AFTER OUT OF SCHOOL LEARNING ACTIVITY</p>	
<p>Educational tools</p>	<p>Software for video-making</p>
<p>Method, technique and strategies</p>	<p>Practical activity</p>
<p>PRACTICE</p>	<p>Make an artefact with the photographs</p>
<p>Introduction of the activity</p>	<p>Recall the concepts learned.</p>
<p>Development of the activity</p>	<p>The resulting photographs can be used to create different artefacts, such as a video or a collage on a billboard. It is also possible to make a small animation, by moving the elements little by little and taking a large number of photographs (for example, you can make it snow by moving a cel with white dots little by little).</p>

Evaluation of the activity	The effort is evaluated.
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APPENDIX -1:

Today cartoons and animated films are produced digitally with computers and graphics software, but how did they do it when this technology didn't exist yet? There were many techniques, one of the most used was that of *cels*. This technique consists in drawing and coloring the elements of the image on transparent sheets of acetate, which could thus be superimposed to form the frame. In this laboratory the production of cels and the construction of some shots are experimented, experiencing firsthand the work of the animator until the 1990s. It is also possible to see some original cels: Musil has an archive with over 700,000 cels used for the production of animated *Caroselli*, and is actively committed to their restoration and conservation.

One example of the final result:





