



OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

**HIGH SCHOOL ACADEMIC CAREER COURSE OUTLINE
Academic and CTE Blended Course**

Department	ART	Course Title	Art and Animation 3-4	Course Code	1045
Grade Level	10-12	Short Title	ART/ANIMATION 3-4	Grad Requirement	No
Course Length	2 semesters	Credits per Semester	5	Required	Elective Yes
CTE Industry Sector	Arts, Media, and Entertainment		CTE Pathway	Media and Design Arts	
Course Level	Introductory	X	Concentration	Capstone	
Prerequisites	Art and Animation 1-2				
Co-requisites					
Articulated with LBCC	No	Articulated with CSULB			No
Meets UC "a-g" Requirement	f or g	Meets NCAA Requirement			No
Certification	Certification Title	Mandatory		Optional	
CBEDS Title	Animation		CBEDS CODE	5702	

SEQUENCE OF COURSES: (Ed. Code Section 52314(b))

CTE	Introductory	Concentration	Capstone	Possible Post-secondary Courses, Certificates, or Degree Programs
		Art and Animation 1-2	Art and Animation 3-4	

OCCUPATIONS FOR THIS PATHWAY:

High School (diploma)	Postsecondary Training (certification and/or AA degree)	College / University (bachelor's degree or higher)
<input checked="" type="checkbox"/> Animation Assistant <input checked="" type="checkbox"/> Film Loader <input checked="" type="checkbox"/> Special Effects Animator <input checked="" type="checkbox"/> Web Designer	<input checked="" type="checkbox"/> Videographer <input checked="" type="checkbox"/> Prop Maker <input checked="" type="checkbox"/> Advertising Design <input checked="" type="checkbox"/> Special Effects Editor	<input checked="" type="checkbox"/> Animator <input checked="" type="checkbox"/> Multimedia Producer <input checked="" type="checkbox"/> Game Designer <input checked="" type="checkbox"/> Special Effects Engineer <input checked="" type="checkbox"/> User interface Designer

COURSE DESCRIPTION:

This course is an advanced study into the field of animation. Art and Animation 3-4 builds on the traditional animation skills learned in Animation 1-2, but goes much deeper into the practical applications of computers in the field of animation. Students continue to build their drawing skills both on paper and in the computer (with graphic tablets) by creating storyboards, character sketches, model sheets and more. Students will focus on the integration of drawing and computers in the production of original animations and look at the various roles involved in the process. They will work individually and in groups to create advanced animations, both in 2D and 3D. Through the production of short animated studies and more in-depth projects, students will build a

quality animation portfolio to help in their advancement to either a career or post-secondary education. In addition, students will gain an understanding and appreciation for the history of animation and of the various styles, influences and artists involved with its progression. Theories of aesthetic valuing and art criticism are infused within the curriculum all year. The California State Visual and Performing Arts Framework, as well as the California Career Technical Education Foundation Standards, drive the course purposes and outcomes.

COURSE PURPOSE: GOALS

- CONTENT**
- Students will learn to analyze the role and development of animation in past and present cultures throughout the world
 - Students will develop specific criteria for making informed critical evaluation of the quality and effectiveness of animation and apply those criteria in evaluation of their work.
 - Students will study the 12 Basic Principles of Animation and apply them to their work.
 - Students will understand the process of creating an original animation.
 - Students will learn the various jobs and skills required to make a career in the field of animation.
 - Students will be able to create and animate original characters.
 - Students will work individually and in groups to create advanced computer animations in both 2D and 3D.
 - Students will evaluate when to use different kinds of effects (visual, music, sound, graphics) to create effective productions.
 - Students will understand how technology can reinforce, enhance, or alter products and performances.
- SKILLS**
- Students will learn a broad skill set of 2D animation techniques in Flash.
 - Students will be able to create a variety of advanced 3D animations by working with Cinema 4D.
 - Students will develop and animate scenes using storyboards, animatics and lip-syncing.
 - Students will create an animation that demonstrates an understanding of the history of animation. Students will be able to demonstrate the principles of animation by incorporating them into their animation work.
 - Students will be able to create animations in a variety of styles, including traditional, frame-by-frame animation, a rotoscope-style animation and a cutout or puppet animation.
 - Students will learn the digital animation workflow by creating animations in Flash.
 - Students will learn the critical elements for maintaining and tools, equipment, software and supplies. Students will know the basic aspect of 3D animation, including modeling, texturing, lighting, animating, and rendering.
- LITERACY**
- Students will analyze and describe the use of animation principles.
 - Students will read, write and talk about traditional and contemporary animation in order to gain fluency, skills and a deeper understanding of the history and future of art and technology.
 - Students will complete a self-reflection write-up at the end of the animation production.
 - Students will critique their own work, as well as their peers', both orally and in written form.
 - Students will compare and contrast trends in animation with other events from both the art world and events throughout history.
 - Students will write art criticisms, in which they look at specific artworks or animations and describe, analyze, interpret and judge them.
- APPLICATIONS**
- Students will develop a digital portfolio in preparation for career planning and/or university.
 - Students will learn about career and post-secondary learning possibilities related to animation.
 - Students will learn about the various jobs and tasks involved in producing an animation. Students will learn about the career responsibilities of each position in an animation studio.
 - Students will learn to organize and structure work individually and in groups to obtain goals.
 - Students will experience the process of developing an animated short from development

to production.

- Students will know the basic aspect of 3D animation, including modeling, texturing, lighting, animating, and rendering.

COURSE PURPOSE: EXPECTED OUTCOMES

Art and Animation 3-4 builds on the traditional animation skills and knowledge learned in Art and Animation 1-2, and concentrates on the creative thinking, technical skills, and practical experiences students need to pursue a career in animation. Art and Animation 3-4 follows the guidelines set forth in the Media and Design Arts Pathway Standards in the Arts, Media and Entertainment Industry Sector of the California Career Technical Education Model Curriculum Standards and the Visual and Performing Arts Content Standards for California Public Schools.

Art and Animation students will learn to work on project-based artworks, using new technologies, artistic imagination, metaphoric representation, symbolic connections and technical skills. Students will focus on the integration of drawing and computers in the production of original animations and look at the various roles involved in the process. Through the production of short animated studies and more in-depth projects, students will build a quality animation portfolio to help in their advancement to either a career or post-secondary education.

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for art and animation 3-4. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

Visual and Performing Arts Content Standards (VAPA)

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
- 2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

- 2.5 Create an expressive composition, focusing on dominance and subordination.
- 2.6 Create a two or three-dimensional work of art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Careers and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).

Arts, Media and Entertainment Industry Sector Media and Design Arts Pathway Standards (PS-MD)

The Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express themselves through manipulation of physical objects. Careers in Media and Design Arts may be found in the following broad fields:

- **Visual** Traditional fine artist, photographer, designer in various media, commercial artist, and architect
- **Aural** Manipulator of sound; for example, sound engineer involved in mixing, recording, Sampling, and broadcasting
- **Written** Writer, publisher, printer, scriptwriter, poet
- **Electronic.** Computer graphics artist, computer game developer, Web designer (Many new and traditional art forms depend on electronic technology in the creative process).

A1.0 Students master appropriate visual and performing arts (VAPA) and English–language arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.

Same as VAPA Standards (same content and numbering)

A2.0 Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway:

- A2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.
- A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A2.4 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A2.5 Know the writing processes, formats, and conventions used for various media.
- A2.6 Understand technical support related to various media and design arts.
- A2.7 Know how advanced and emerging technologies (e.g., virtual environment or voice recognition software) may affect or improve media and design arts products or productions.
- A2.8 Use models, simulations, and other tests to determine optimal design solutions from a variety of options.

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

from the [California Career Technical Education Model Curriculum Standards](#), adopted by the California State Board of Education in May, 2005. Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to this course.

Foundation Standards for Arts, Media and Entertainment Industry Sector (FS-AME)

Foundation Standard 2: Communications

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
 - 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 2.5 Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document
- 2.6 Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

English Language Conventions standards (grades eleven and twelve)

- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

2.4 Listening and Speaking

Listening and Speaking Strategies and Applications standards (grades nine and ten):

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

- 2.3 Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

2.5 Multimedia

Understand the importance of technical and computer-aided design and drawing technologies essential to the language of the engineering and design industry, including reading, writing, interpreting, and creating drawings, sketches, and schematics using engineering and design industry conventions and standards; interpreting and understanding detailed information provided from available technical documents, both print and electronic, and from experienced people; and using computers, calculators, multimedia equipment, and other devices in a variety of applications.

Foundation Standard 3: Career Planning and Management.

Students understand how to make effective decisions, use career information, and manage career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6** *Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.*

Foundation Standard 4: Technology.

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

Foundation Standard 5: Problem Solving and Critical Thinking.

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem solving techniques.

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.3** *Use critical thinking skills to make informed decisions and solve problems.*

Foundation Standard 7: Responsibility and Flexibility.

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace, and community settings.

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2** *Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.*
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

Foundation Standard 8: Ethics and Legal Responsibilities.

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 *Understand the role of personal integrity and ethical behavior in the workplace.*

Foundation Standard 9: Leadership and Teamwork.

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workplace diversity, and conflict resolution.

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.3 *Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.*

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

Foundation Standard 10: Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector:

10.1 Know universal cultural concepts and identify cultural differences.

10.2 Articulate the characteristics of various art forms from past and present cultures and analyze similar themes used by various cultures in a variety of arts settings.

10.3 Understand the historic impact of the arts and technology on society.

10.4 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.

10.5 Define the factors that could affect creators, performers, and others involved in the production and presentation of the arts.

10.6 Know the appropriate skills and vocabulary of the art form.

10.7 Understand and analyze the elements of the art form.

10.8 Know key influences on the origin and evolution of art, technology, media, and performance

10.10 Use technical applications in the creative process, where appropriate.

10.12 Use a variety of strategies (e.g., personal experience, discussion, research) to comprehend, interpret, evaluate, and appreciate source and technical documents and materials.

Foundation Standard 11: Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

(Bolded numbers with italicized items are the CTE “Power” Foundation Standards addressed across the content areas)

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

This course represents a blending of visual art academic content and deep career applications. As such, the two primary sources for content focus are the Visual and Performing Art Standards (VAPA) and the *CA Career Technical Education Model Curriculum Standards(CTE)*.

Visual and Performing Arts Content Standards (VAPA)

Foundation Standards for Arts, Media and Entertainment Industry Sector (FS-AME)

Media and Design Arts Pathway Standards (PS-MD)

UNIT 1: Course Introduction & History of Animation

Understanding the history of animation

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
The essential knowledge and skills common to all pathways in the Arts,	Understand class rules, procedures, responsibilities, and expectations. FS-AME 7.2 Use classroom as an art studio	KEY ASSIGNMENTS/ ASSESSMENTS What is Animation?	BASIC TEXT CORRELATION Adobe Illustrator 9:

<p>Media, and Entertainment sector: FS-AME 10.0</p> <p>The key technical and technological requirements applicable to various segments of the Media and Design Arts pathway PS-MD A 2.0</p> <p>The history of animation including key innovations, animations and animators. FS-AME 10.2, VAPA 3.0</p> <p>The historical and contributions and cultural dimensions of the visual arts. VAPA 3.0</p> <p>The past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. FS-AME 3.5, FS-AME 10.3</p> <p>The various jobs & careers related to the field of animation. VAPA 5.0, FS-AME 3.1, 3.2, 3.5</p> <p>The personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers. FS-AME 3.1,</p>	<p>and follow classroom & tool safety procedures. FS-AME 7.1</p> <p>Understand past, present, and future technological advances as they relate to a chosen pathway FS-AME 4.1</p> <p>Identify the various methods of creating animation. FS-AME 10.6</p> <p>Apply artistic processes and skills in original works of art. VAPA 2, FS-AME10.6</p> <p>Apply problem-solving strategies and critical thinking skills to make informed decisions and solve problems. FS-AME 5.1, FS-AME 10.10, VAPA 1.0,</p> <p>Identify various animation techniques used in the past and present. VAPA 3.0, FS-AME 10.2</p> <p>Explore animation in various cultures and contexts. VAPA 3.3, FS-AME 9.5, FS-AME 10.1</p> <p>Compare and contrast similar styles of work of art done in electronic media with those done with materials traditionally used in the arts. VAPA 1.6, PS-MD 1.6</p> <p>Create an animation in the style of an animation technique from the past VAPA 2.3</p> <p>Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). FS-AME 2 1.3</p> <p>Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. FS-AME 2, 1.4</p>	<p>Review what was learned in 1-2 History of Animation</p> <p>Sketchbook or Journal</p> <p>Students will research a particular style of animation and/or an animator or studio.</p> <p>Digital Portfolio</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Careers in Animation</p> <p>Vocabulary for Animation</p> <p>Create an animation in the style of an animation technique from the past</p> <hr/> <p>Career Connections:</p> <p>Animator Animation Assistant Advertising Design Cartoonist Commercial Illustrator Computer and Videogame Designer Film Loader Graphic Designer Game Designer Media and Design Artist Multimedia Designer Prop Maker Special Effects Animator Special Effects Designer Special Effects Editor User interface Designer Web Designer Videographer Web Designer</p>	<p><u>Metacreations Painter 6:</u></p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Lightfoot Animation Lessons Adobe CS3 or CS5 Suite (Photoshop, Illustrator, Flash & After Effects) Maxon Cinema 4D R11.5 Studio Bundle Digicel Flipbook pencil test software Apple 20" iMac computers Wacom Tablets (Intuos 4 Medium or Bamboo Fun Pen & Touch) Video Tutorials Worksheets Films/videos Prints PowerPoint's</p> <p>KEY VOCABULARY</p> <p>Zoetrope Praxinoscope Magic Lantern Thaumatrope Flipbook Anime Claymation / Stopmotion Cell Animation Flash Animation CGI / 3D Animation Rotoscope Cutout Animation Elements of Art Line Shape Space Form Color Value Texture</p> <p>Principles of Design Balance Rhythm Pattern Movement Proportion Variety Emphasis Unity Harmony Variety</p>
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UNIT 2: Drawing in Flash

Creating original, hand-drawn graphics in Flash

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<p>How to use Flash. FS-AME 10.6, FS-AME 10.10</p> <p>Technological resources to produce information,</p>	<p>Use the drawing tools & techniques in Flash to create graphics for animation.</p> <p>Use the component steps</p>	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Review the Elements of Art</p> <p>Review the Principles of Design</p>	<p>BASIC TEXT CORRELATION</p> <p><u>Adobe Illustrator 9:</u> <u>Metacreations Painter 6:</u></p>

<p>products, and services. FS-AME 4.2</p> <p>The copyright and intellectual property laws and regulations, and use and cite propriety information appropriately. FS-AME 8.2</p> <p>The writing processes, formats and conventions used for various media. PS-MD A2.5</p> <p>The importance of technical and computer-aided design and drawing technologies essential to the language of the engineering and design industry, including reading, writing, interpreting, and creating drawings, sketches, and schematics using engineering and design industry conventions and standards; FS-AME 2.5</p> <p>The four components of art criticism: Describe, Analyze, Interpret and Judge VAPA 4.3</p>	<p>and skills required to design, edit, and produce a production for audio, video, or electronic presentation. PS-MD A 2.2</p> <p>Use technology to create a variety of audio, visual, written, and electronic products and presentations PS-MD A2.3</p> <p>Use technical applications in the creative process, where appropriate. FS-AME 10.10</p> <p>Create original drawings using computer software</p> <p>Apply artistic processes and skills in original works of art. VAPA 2.0</p> <p>Apply problem-solving strategies and critical-thinking skills to make informed decisions and solve problems. FS-AME 5.3</p> <p>Understand technical support related to various media and design arts PS-MD A 2.6</p> <p>Perceive and respond to works of art, by using the vocabulary of the visual arts to express their observations. VAPA 1.0</p> <p>Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. FS-AME 2, 1.4</p> <p>How to analyze and assess their own artwork. VAPA 4.0</p>	<p>Students will create original content by drawing with a graphics tablet directly into Flash.</p> <p>Students will learn the four components of art criticism: Describe, Analyze, Interpret and Judge Written critique using the four components of art criticism</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS Hand Drawing techniques</p> <p>Introduction to Flash</p> <p>History of Flash and animators</p> <p>Flash Basics</p> <p>Students will create a multi-layered background using perspective.</p> <p>Vocabulary test</p> <p>Performance tasks; frequent checks for understanding</p> <p>Written critique using the four components of art criticism</p> <p>Using the rubric on page 20 the student's work must be at least partially proficient to get credit in the class.</p>	<p>SUPPLEMENTAL RESOURCES/MATERIALS Lightfoot Animation Lessons Adobe CS3 or CS5 Suite (Photoshop, Illustrator, Flash & After Effects) Maxon Cinema 4D R11.5 Studio Bundle Digicel Flipbook pencil test software Apple 20" iMac computers Wacom Tablets (Intuos 4 Medium or Bamboo Fun Pen & Touch) Video Tutorials Worksheets Films/videos Prints PowerPoint's</p> <p>KEY VOCABULARY Symbols Fills Strokes Gradients Layers Masks Vector Bitmap Perspective (1 Point, 2 Point, Atmospheric) Layouts Elements of Art Line Shape Form Value Space Color Texture Principles of Design Balance Pattern Proportion Emphasis Harmony Rhythm Movement Variety Unity Variety Art Criticism /Critique Describe Analyze Interpret Judge</p>
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UNIT 3: Flash Animation

Methods & Techniques for creating animation in Flash

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
The 12 Basic Principals of Animation and how	Use the basic functions of Flash, including navigating the user interface and ways to use Flash as a tool to create different styles	KEY ASSIGNMENTS/ ASSESSMENTS Produce quick animation	BASIC TEXT CORRELATION Adobe Illustrator 9:

<p>they apply to their work. FS-AME 10.6</p> <p>Technical design contributes to a presentation. PS-MD A 2.1</p>	<p>of animation. FS-AME 10.6, FS-AME 10.10</p> <p>Apply artistic processes and skills in original works of art. VAPA 2.0</p> <p>Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. FS-AME 4.2</p> <p>Use technology to create a variety of audio, visual, written, and electronic products and presentations PS-MD A2.3</p> <p>Analyze the way in which technical design contributes to a used for various media. PS-MD A 2.5</p> <p>Apply problem-solving strategies and critical thinking skills to make informed decisions and solve problems. FS-AME 5.3</p> <p>Use the selected media skillfully, editing appropriately and monitoring for quality FS-AME 2 2.6</p> <p>Use the component steps and skills required to design, edit, and produce a production for audio, video, or electronic presentation. PS-MD A 2.2</p> <p>Use a variety of strategies (e.g., personal experience, discussion, research) to comprehend, interpret, evaluate, and appreciate source and technical documents and materials .PS-AME 10.12</p> <p>The writing processes, formats and conventions used for various media. PS-MD A2.5</p> <p>Employ the conventions of art criticism in writing and speaking about works of art VAPA 4.5</p>	<p>studies focusing on the principles of animation</p> <p>12 Principles of Animation: Squash and Stretch Anticipation Staging Straight Ahead Animation Pose-to-Pose Animation Follow Through / Overlapping Action Slow-In and Slow-Out (Easing) Arcs Secondary Action Timing & Spacing Exaggeration Solid Drawing Appeal</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Create a traditional 2D based animation cycle</p> <p>Create a rotoscope-style animation</p> <p>Create a cutout-style animation</p> <p>Performance tasks; Frequent checks for Understanding</p> <p>Written critique using the four components of art criticism</p> <p>Using the rubric on page 20 the student's animation must be at least partially proficient to get credit in the class.</p>	<p><u>Metacreations Painter 6:</u></p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Lightfoot Animation Lessons Adobe CS3 or CS5 Suite (Photoshop, Illustrator, Flash & After Effects) Maxon Cinema 4D R11.5 Studio Bundle Digicel Flipbook pencil test software Apple 20" iMac computers Wacom Tablets (Intuos 4 Medium or Bamboo Fun Pen & Touch) Video Tutorials Worksheets Films/videos Prints PowerPoint's</p> <p>KEY VOCABULARY</p> <p>Tweens (motion & shape) Symbols (Movie Clips & Graphics) Onion Skin Easing (In & Out) Keyframes IK (Inverse Kinematics)</p> <p>Art Criticism /Critique Describe Interpret Analyze Judge</p>
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UNIT 4: Animated Short

Group production of an original animated short feature

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<p>The key roles involved in producing an animation FS-AME 9.1</p> <p>Responsibilities of each</p>	<p>Apply problem-solving strategies and critical-thinking skills to make informed decisions and solve problems. VAPA 5.0, FS-AME 5.1, FS-AME 5.3</p>	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Students will develop an original animated short that focuses on a central theme or</p>	<p>BASIC TEXT CORRELATION</p> <p><u>Adobe Illustrator 9:</u> <u>Metacreations Painter 6:</u></p>

<p>position in an animation studio. FS-AME 7.3, FS-AME 9.3</p> <p>That individual actions can affect the larger community. FS-AME 7.4</p> <p>How to organize and structure work individually and in groups to obtain goals FS-AME 7.3</p> <p>The importance of accountability and responsibility in personal, community and workplace roles. FS-AME 7.2</p> <p>The characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting. FS-AME 9.1</p> <p>The process of developing an animated short from development to production. VAPA 2.1</p>	<p>Create a two or three dimensional work of art that addresses a social issue. VAPA 2.6</p> <p>Use technological resources to gain access to, manipulate, and produce information, products, and services. FS-AME 4.2, FS-AME 10.10</p> <p>Use technical applications in the creative process, where appropriate. FS-AME 10.10</p> <p>Design and publish documents by using advanced graphic programs. FS-AME 1.8</p> <p>Use technology to create a variety of audio, visual, written, and electronic products and presentations PS-MD A2.3</p> <p>Develop and refine skill in the manipulation of digital imager(either still or video) VAPA 2.3</p> <p>Use the component steps and skills required to design, edit, and produce a production for audio, video, or electronic presentation. PS-MD A 2.2</p> <p>Apply artistic processes and skills in original works of art. VAPA 2.0</p> <p>Deliver multimedia presentations: Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. FS-AME 2 2.6</p> <p>Analyze the way in which technical design contributes to a presentation. PS-MD A 2.1</p> <p>Analyze, assess, and derive meaning; including the aesthetic qualities, from their animation VAPA 4.0</p> <p>Use the writing processes, formats and conventions used for various media. PS-MD A2.5</p> <p>Derive meaning from their works of art according to the elements and principles of art and aesthetic qualities. VAPA 4.0</p> <p>Apply problem solving strategies and critical-thinking skills to make informed decisions and solve problems. FS-AME 5.3</p> <p>Use the writing processes, formats and conventions used for</p>	<p>social cause</p> <p>Students will write an artists statement that explains how and why they came up with their animation and articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in their work animation.</p> <p>Students will complete a self-reflection write-up at the end of the animation production</p> <p>Students will use the four components of art criticism: Describe, Analyze, Interpret and Judge to analyze their animation and the work of others.</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Create an original script</p> <p>Develop original characters</p> <p>Design a storyboard based on a script and character sketches</p> <p>Animate a character talking</p> <p>Vocabulary test and Performance tasks; frequent checks for understanding</p> <p>Using the rubric on page 20 the student's 3D animation must be at least partially proficient to get credit in the class.</p>	<p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Lightfoot Animation Lessons Adobe CS3 or CS5 Suite (Photoshop, Illustrator, Flash & After Effects) Maxon Cinema 4D R11.5 Studio Bundle Digicel Flipbook pencil test software Apple 20" iMac computers Wacom Tablets (Intuos 4 Medium or Bamboo Fun Pen & Touch) Video Tutorials Worksheets Films/videos Prints PowerPoint's</p> <p>KEY VOCABULARY</p> <p>Script Storyboard Animatic Animations Jobs: Director Lead Animator In-between Animator Clean-Up Artist Background Artist Layout Artist Script Writer Storyboard Artist</p> <p>Art Criticism /Critique Describe Interpret Analyze Judge</p>
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	<p>various media. PS-MD A2.5</p> <p>Employ the conventions of art criticism in writing and speaking about works of art VAPA 4.5</p>		
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UNIT 5: 3D Animation
Animating in 3-Dimensions with Maya

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<p>The many uses of 3D Animation</p> <p>The wide variety of jobs in the 3D world. FS-AME 10.0, VAPA 5.0</p> <p>The scope of career opportunities and know the requirements for education and training. FS-AME 3.3</p> <p>The writing processes, formats and conventions used for various media. PS-MD A2.5</p>	<p>Apply problem-solving strategies and critical-thinking skills to make informed decisions and solve problems. VAPA 2.0, FS-AME 5.3</p> <p>Use technological resources to gain access to, manipulate, and produce information, products, and services. FS-AME 4.2</p> <p>Use the basic user interfaces of Maya. FS-AME 10.6</p> <p>Use 3D space works and the various tools involved.</p> <p>Develop and refine skill in the manipulation of digital imager (either still or video). VAPA 2.3</p> <p>Know the component steps and skills required to design, edit, and produce a production for audio, video, or electronic presentation. PS-MD A 2.2</p> <p>Use technical applications in the creative process, where appropriate. FS-AME 10.10</p> <p>Use technology to create a variety of audio, visual, written, and electronic products and presentations PS-MD A2.3</p> <p>Use the writing processes, formats and conventions used for various media. PS-MD A2.5</p> <p>Apply problem-solving strategies and critical thinking skills to make informed</p>	<p>KEY ASSIGNMENTS/ ASSESSMENTS Students will model and animate an original 3D character</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS Students will create 3D models using various modeling, texturing and lighting techniques</p> <p>Students will create a short commercial utilizing 3D text that focuses on a theme or social issue</p> <p>Students will create a physics-based animation using the MoGraph module</p> <p>Demonstrate skills in Maya</p> <p>Create highly realistic animated scenes</p> <p>Apply Physics and Dynamics to their animations</p> <p>Create 3D Text Titles</p> <p>Vocabulary test</p> <p>Students will complete a self-reflection write-up at the end of the production.</p> <p>Students will use the four components of art criticism: Describe, Analyze, Interpret and Judge to critique their models and 3D animations.</p> <p>Using the rubric on page 20 the student's 3D animation</p>	<p>BASIC TEXT CORRELATION</p> <p><u>Adobe Illustrator 9:</u> <u>Metacreations Painter 6:</u></p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Lightfoot Animation Lessons Adobe CS3 or CS5 Suite (Photoshop, Illustrator, Flash & After Effects) Maxon Cinema 4D R11.5 Studio Bundle Digicel Flipbook pencil test software Apple 20" iMac computers Wacom Tablets (Intuos 4 Medium or Bamboo Fun Pen & Touch) Video Tutorials Worksheets Films/videos Prints PowerPoint's</p> <p>KEY VOCABULARY Modeling Texturing Materials Lighting Rendering NURBS Modeling Primitive Objects Spline Objects Deformers MoGraph Objects (Cloner, Fracture, Text) Effectors Rigid Body Tag IK (Inverse Kinematics)</p>

	<p>decisions and solve problems. FS-AME 5.3</p> <p>Model, Texture, Light, Animate and Rendering. VAPA 2.0</p> <p>Apply artistic processes and skills in original works of art. VAPA 2.0</p> <p>Employ the conventions of art criticism in writing and speaking about works of art VAPA 4.5</p> <p>Use props, visual aides, graphs and electronic media to enhance the appeal and accuracy of presentations. FS-AME 2 1.7</p>	<p>must be at least partially proficient to get credit in the class.</p>	<p>Art Criticism /Critique</p> <p>Describe Interpret</p> <p>Analyze Judge</p>
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UNIT 6: Digital Portfolio / Demo Reel

Creating a demo reel of student work

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<p>The importance of creating and promoting a demo reel of their work. VAPA 2.1</p> <p>About careers in and related to the visual arts. VAPA 5.4</p> <p>How to make effective decisions, use career information and manage careers plans FS-AME 3.0</p> <p>The important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills and preparation of a portfolio. FS-AME 3.6</p> <p>How to apply for an animation job or postsecondary school. FS-AME 3.5, FS-AME 8.3</p> <p>The key technical and technological requirements applicable to various segments of the Media and Design Arts pathway PS-MD A 2.0</p>	<p>Demonstrate and apply the concepts contained in the foundation and pathway standards. FS-AME 11.0</p> <p>Compare and contrast similar styles of art done in electronic media with those done with materials traditionally used in the visual arts VAPA 1.6</p> <p>Apply artistic processes and skills in original works of art. VAPA 2.1</p> <p>Develop and refine skill in the manipulation of digital imager(either still or video) VAPA 2.3</p> <p>Use technology to create a variety of audio, visual, written, and electronic products and presentations PS-MD A2.3</p> <p>Use technical applications in the creative process, where appropriate. FS-AME 10.10</p> <p>Describe the principles of design used in reel, focusing</p>	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Students will create a demo reel of their work by putting their animation together into a video</p> <p>Students will complete a resume and reflective write-up at the end of the production.</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Students will look at a variety of reels</p> <p>Use video editing software to prepare their work for their reel</p> <p>Use audio editing software to create and/or edit music</p> <p>Create an animation demo reel showcasing their best work</p> <p>Vocabulary test</p>	<p>BASIC TEXT CORRELATION</p> <p><u>Adobe Illustrator 9:</u> <u>Metacreations Painter 6:</u></p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Lightfoot Animation Lessons</p> <p>Adobe CS3 or CS5 Suite (Photoshop, Illustrator, Flash & After Effects)</p> <p>Maxon Cinema 4D R11.5 Studio Bundle</p> <p>Digicel Flipbook pencil test software</p> <p>Apple 20" iMac computers</p> <p>Wacom Tablets (Intuos 4 Medium or Bamboo Fun Pen & Touch)</p> <p>Video Tutorials</p>

<p>The importance of technical and computer-aides design and drawing technologies essential to the language of the engineering and design industry, including reading, writing, interviewing, and creating drawings, sketched, and schematics using design industry conventions and standards; interpreting and understanding detailed information provided from available technical documents, both print and electronic, and from experienced people; using computers, calculators, multimedia equipment, and other devices in a variety of applications. PS-MD 2.5</p>	<p>on dominance and subordination VAPA 1.2</p> <p>Apply problem-solving strategies and critical-thinking skills to make informed decisions and solve problems. FS-AME 5.3</p> <p>Use props, visual aides, graphs and electronic media to enhance the appeal and accuracy of presentations. FS-AME 2 1.7</p> <p>Employ the conventions of art criticism in writing and speaking about works of art VAPA 4.5</p> <p>Develop a career plan that is designed to reflect career interests, pathways and postsecondary FS-AME 3.3</p> <p>Write job applications and resumes; provide clear and purposeful information and address the intended audience appropriately FS-AME 2.5</p> <p>Deliver multimedia presentations; combine text, images and sound and draw information from many sources, use the selected media skillfully, editing FS-AME 2 2.6</p> <p>Apply appropriate interviewing techniques: demonstrate knowledge of the subject or organization and respond correctly and effectively to questions. FS-AME 2 2.3</p>	<p>Students will do a research paper on career opportunities and the requirements for education and training</p> <p>Colleges that include animation</p> <p>Grants, Loans and financial aide information for colleges</p> <p>What jobs are available in this field?</p> <p>Resume Writing</p> <p>Important strategies for self-promotion</p> <p>Promoting Your Reel</p> <p>Interviewing skills</p> <p>Describe the principles of design used in reel, focusing on dominance and subordination</p> <p>Using the rubric on page 20 the student's reel must be at least partially proficient to get credit in the class.</p> <p>Students will use the four components of art criticism: Describe, Analyze, Interpret and Judge to analyze their reels and others in a class critique.</p> <p>Research on future technologies</p>	<p>Worksheets Films/videos Prints PowerPoint's</p> <p>KEY VOCABULARY Portfolio Demo Reel Resume</p> <hr/> <p>Career Connections:</p> <p>Animator Animation Assistant Advertising Design Cartoonist Commercial Illustrator Computer and Videogame Designer Film Loader Graphic Designer Game Designer Media and Design Artist Multimedia Designer Prop Maker Special Effects Animator Special Effects Designer Special Effects Editor User interface Designer Web Designer Videographer Web Designer</p>
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KEY ASSIGNMENTS:**Content-Specific Assignments:****KEY ASSIGNMENTS:**

Drawing in Animation for Flash	<p>Students learn to draw for animation in a Flash software program. Students will practice hand drawing contour lines, gestures and from direct observation. These still-life drawings will be photo referenced in Flash to create high quality images. Emphasis will be on the elements of art, line, texture, value, form, color and shape and a grading rubric which includes criteria, composition, craftsmanship, creativity, accuracy and participation.</p> <p>Students will learn the key tools in Flash, with an introduction to symbols, backgrounds, layouts, strokes and gradients. With this knowledge students will create an original context by drawing with a graphics tablet directly into Flash. Students will be graded on a rubric which includes the principals of design and animation, the creativity of their work, the accuracy, criteria and the level of participation or involvement. Students will be introduced to four components of the Feldman art criticism model: describe, analyze, interpret and judgment and use these skills to assess their own work, as well as the works of others, verbally in class and in written form as part of their evaluation process.</p>
Animated Short	<p>Students will be introduced to the Animated Short; its history, animators, and careers. They will learn how to do original stories, scripts, character development, storyboards, animatic, lip sync and sound design for their own animated short that will revolve around a social issue. Students will work in groups to create a text-based short commercial that promotes or brings awareness to a social cause. Students will write an artists statement that explains how and why they came up with their animation and articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in their animation. Students will share their animations in an exhibit or public arena to get feedback. Students will write a self-reflection at the end of their animation that uses the four components of art criticism and describes the relationship of themselves as the artist, the process of the animated short, the finished product, and what they hope the viewers will learn from their animation.</p>
3D Animation	<p>Students will learn the many uses of 3D animation through the history, animators, and careers of the art form. They will learn the basic skills in 3D and create original 3D models using various modeling, texturing and lighting techniques. Students will create a physics-based animation using the MoGraph module, and create 3D text titles. Students will then demonstrate their learning's by modeling and animating an original 3D character that will be rigged and animated in a walk cycle. Students and classmates will use the four components of art criticism: describe, analyze, interpret and judge to critique their models and animations with the whole class. Key vocabulary and notes will be addressed in the student's sketchbooks, as well as requirements for art colleges and which art colleges offer 3D animation as a major. Students will complete a self-reflection write-up at the end of the production. Grading will be on criteria, composition, craftsmanship, creativity, accuracy and participation.</p>
Animation Demo Reel	<p>Students will be exposed to a wide variety of animation reels to learn about their history and purpose and to see what their own reel should look like at the end of this unit. Students should analyze and articulate either written or verbally how society influences the interpretation and message of an animation reel. Students will look at their own animations with a critical eye and select their best work to create their own demo reel. This should be put together in an attractive and precise video that showcases them as an artist. Students will develop written criteria for the selection of their body of work from their demo reel that represents</p>

	<p>significant achievement. Then they will present the reel in a whole class setting to practice real life skills of promoting their talents.</p> <p>Included in this unit are postsecondary schools for animation, important strategies for self-promotion, how to fill out job applications, interviewing skills, resume writing and key technological requirements applicable to various segments of the Media and Design Arts pathway.</p> <p>Students should investigate and report on the essential features of modern and emerging technologies that affect visual arts and the definition of visual arts. Students should be able to discuss their findings using appropriate visual art vocabulary either in a research paper or verbally in class,</p>
<p>Written Assignments</p>	<p>Students will investigate and do a research project on a master artist of animation and write an analysis including; biography, expressive characteristics, personal direction and style, and the impact of their works. The research project should include appropriate grammar, sentence structure, punctuation, footnotes, and paragraph structure. Students must follow appropriate copy write and plagiarism laws and present their paper in a professional manner. Students should be able to discuss their selection using appropriate visual art vocabulary and explain how the animator used the art elements to express their ideas.</p> <p>Sketchbooks for vocabulary, ideas, processing, analyzing and responding to the visual arts.</p> <p>Written Assignments and Research – Student response to written assignments, including research of historical time periods, cultures, design methods and processes and techniques used in the course.</p> <p>Written Self-Evaluations and Critiques - Student assessment of their own progress; learning to assess accurately their own growth and that of fellow students using the Feldman model of art criticism; description, analyze, interpretation and judgment..</p> <p>Create and present an artist proposal, which utilizes the learned animation vocabulary and historical/cultural references.</p>
<p>Assessment Methods and/or Tools</p>	<p>Student achievement in this course will be measured using multiple assessment tools including but not limited to:</p> <ul style="list-style-type: none"> • Performance Tasks - Student response and performance that demonstrates the level of mastery of material, organizational skills, and expressive abilities. Includes daily sketchbook exercises. • Written Assignments and Research – Student response to written assignments, including research of historical time periods, cultures, design methods and processes and techniques used in the course. • Tests and Quizzes-Student response to unit tests and quizzes • Self-Evaluations and Critiques-Student assessment of their own progress; learning to assess accurately their own growth and that of fellow students using the Feldman model of art criticism; description, analyze, interpretation and judgment. • Participation – Student attendance and participation in class discussions, critiques, and group projects, as well as involvement and participation in related activities outside of the course (school productions). <ul style="list-style-type: none"> • Culminating Projects – Student performance in producing design-based projects and digital portfolio and reel • Portfolio(digital) – Student developed and selected collection of work created throughout the course (including critiques and self-evaluations) • End of Course Exam

Scope and Sequence for Art and Animation:

- | | |
|---|------------------------|
| <p>1. Introduction to Course</p> <p>a. Course Introduction</p> <ul style="list-style-type: none"> ▪ What is Animation? (key assignment) ▪ Why study Animation? ▪ Show samples of previous students work ▪ Review syllabus ▪ Review self-Critiques and Rubrics ▪ Go over classroom procedures and organizational skills <p>b. History of Animation (key assignment)</p> <ul style="list-style-type: none"> ▪ Innovations in Animation ▪ Types of Animation ▪ Key Animators ▪ Important Animations ▪ Careers in Animation ▪ Vocabulary for Animation ▪ Research Project on Animation(key assignment) <p>c. Sketchbook or Journal Introduction (key assignment)</p> <p>d. Digital Portfolio (key assignment)</p> <ul style="list-style-type: none"> ▪ What is a portfolio? ▪ Purposes for portfolio's, including history and artist's sample ▪ Stress the importance of keeping a portfolio to record ideas, drafts, notes, definitions, timelines and sketchbook writings and prompts. ▪ Establish daily use of a warm-up for the class, this could be a daily drawing, vocabulary, prompt, or timeline. | <p>2 weeks</p> |
| <p>2. Drawing in Animation for Flash (key assignment)</p> <p>a. Contour, Gesture and Observational drawing skills</p> <p>b. Photograph reference drawing with a Grid</p> <p>c. Key tools in Flash</p> <p>d. Understanding Symbols</p> <p>e. Backgrounds and Layouts</p> <p>f. Strokes and Gradients</p> <p>g. Art Criticism using steps of formal critiquing, based on the Feldman model, description; analysis; interpretation; and judgment (key assignment)</p> | <p>2 weeks</p> |
| <p>3. Animating with Flash (key assignment)</p> <p>a. Introduction to Flash</p> <p>b. History of Flash and animators</p> <p>c. Flash Basics</p> <p>d. Vocabulary for Flash</p> <p>e. Traditional Animation</p> <ul style="list-style-type: none"> ▪ Straight Ahead ▪ Pose to Pose <p>f. Rotoscope Animation</p> <p>g. Cutout / Puppet Animation</p> <p>h. Careers using Flash Software</p> <p>i. Art Criticism using steps of formal critiquing, based on the Feldman model, description; analysis; interpretation; and judgment (key assignment)</p> | <p>10 weeks</p> |
| <p>4. Animated Short (key assignment)</p> <p>a. What is an Animation Short?</p> <p>b. History of the Animated Short</p> <p>c. Careers in Animated Short</p> | <p>12 weeks</p> |

- d. Vocabulary for the Animated Short
- e. Project Theme-using a Social Cause/Brainstorm
- f. Artist Statement on How They Came Up with Idea
- g. Who Does What?
- h. Story and Script
- i. Character Development – Character Model Sheets
- j. Storyboard
- k. Animatic
- l. Lip Sync
- m. Sound Design
- n. Animated Short – Putting it all together
- o. Whole Class critique/Sharing
- p. Public Showing/Feedback
- q. **Art Criticism using steps of formal critiquing, based on the Feldman model, description; analysis; interpretation; and judgment (key assignment)**
- r. Write an artist's statement, a self-reflection, or a self-critique
- s. Promoting the animated short

For service learning have students brainstorm and use the computer to research important issues and causes they could incorporate into this project as the central theme of their animation. Students should sketch and collaborate with their art teacher about their idea. Then have a showing in a public arena/or gallery to promote their cause through their animation.

5. 3D Animation (key assignment)

12 weeks

- a. **What is 3D Animation? (key assignment)**
 - History
 - Animators
 - Careers in 3D Animation
 - Vocabulary for 3D Animation
 - Analyze and Articulate Interpretation/Message of an Animation
- b. **Modeling (key assignment)**
 - Box Modeling
 - Point Modeling
 - NURBS Modeling
- c. **Materials (key assignment)**
 - The Material Editor
 - Animating Materials
- d. **Lighting (key assignment)**
 - Types of Lights and Settings
 - Shadows
 - Sky Object
- e. **Rendering (key assignment)**
 - Render Settings
 - Global Illumination
- f. **Animating (key assignment)**
 - Keyframes
 - Timeline and F-Curves
 - Animating with Splines
- g. **The MoGraph Module (key assignment)**
 - The Cloner Object
 - The Fracture Object
 - Rigid Body Tag
 - Text Object
 - Effectors; Random, Delay, Formula, etc.
 - Text based 3D Commercial Project – Social Awareness

h. Character Animation (key assignment)

- Joints, IK Chains and Binding
- Modeling a Character Me
- Rigging a Character
- Animating a Character Walk Cycle

i. Art Criticism (key assignment)

- Using the Feldman Model of art criticism; Description, Analysis, Interpretation; and Judgment
- Whole Class Critique
- Write an artist's statement, self-reflection or self-critique

For service learning have students brainstorm and use the computer to research important issues and causes they could incorporate into this project as the central theme of their 3D animation. Students should sketch and collaborate with their art teacher about their idea. Then have a showing in a public arena/or gallery to promote their cause through their animation.

6. Student Animation Demo Reel/Digital Portfolio (key assignment) 2 weeks

- a. What is a Reel?
- b. History of the Reel
- c. Animators and Industry Leaders
- d. Vocabulary and terms for Demo Reel
- e. Criteria for Student Demo Reel
- f. How to Analyze your Own Work
- g. Learning Video Editing Software
- h. Editing your Reel
- i. **Whole Class Critique on Student's Reels, using Art Criticism (the Feldman model of art criticism; description, analyze, interpretation and judgment) and animation vocabulary (key assignment)**
- j. **Write an Artist's Statement, a Self-Reflection, or a Self-Critique (key assignment)**
- k. **Market Outlook/Job opportunities (key assignment)**
 - Research paper on career opportunities and the requirements for education and training
 - Colleges that include animation
 - Grants, Loans and financial aide information
 - What jobs are available in this field?
- l. **Resume Writing (key assignment)**
 - Important strategies for self-promotion
- m. Promoting Your Reel
 - Interviewing skills
 - Preparation of portfolio
- n. Emerging Technologies

For service learning have students brainstorm and use the computer to research important issues and causes they could incorporate into this project as the central theme of their reel. Students should sketch and collaborate with their art teacher about their idea. Then have a showing in a public arena/or gallery to promote their cause.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles:

Visual Arts Instructional Methods

1. Teacher lecturing, modeling and instruction
2. Teacher demonstrations
3. Peer collaboration and tutoring
4. Daily sketchbook exercises
5. Visual aids
6. Vocabulary study
7. Tests and quizzes
8. Guided and independent reading
9. Graphic organizers
10. Timelines of art history
11. Research assignments
12. Creation of student portfolios
13. Class critiques
14. Culminating projects

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider 	<ul style="list-style-type: none"> • Think (Write)/Pair/Share • Idea Wave • Choral Response • Give One, Get One • Socratic Seminar • Cooperative Discussion Groups 	<ul style="list-style-type: none"> • Restate in Notes • Response Boards • Graphic Organizers • Folded Paper • Ticket Out of Class 	<ul style="list-style-type: none"> • Hand Signals • Model with Hand Motions • Stand up/ Sit down • Point to Examples

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Students

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Hands-On Lab's | <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Current Events |
| <input type="checkbox"/> Inquiry Activities | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Thematic Units | <input type="checkbox"/> Career Choices |
| <input type="checkbox"/> Short/Long-term projects | <input type="checkbox"/> Summarization | <input type="checkbox"/> Field Experiences | <input type="checkbox"/> Guest Speakers |

<p>Literacy Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Before Reading <input type="checkbox"/> During Reading <input type="checkbox"/> After Reading <input type="checkbox"/> Text Structure <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Learning Logs <input type="checkbox"/> Nonfiction <input type="checkbox"/> Functional <input type="checkbox"/> Word Wall 	<p>SDAIE Strategies for English Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lower the Affective Filter (including Processing Time) <input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) <input type="checkbox"/> Acquisition Levels <input type="checkbox"/> Language Sensitivity <input type="checkbox"/> Grouping Strategies <input type="checkbox"/> Multiple Intelligences <input type="checkbox"/> Adapt the Text <input type="checkbox"/> Interactive Learning (Manipulatives & Visuals) <input type="checkbox"/> Home/School Connection (including Cultural Aspects) 	<p>Strategies for Students with Disabilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> IEP Accommodations (refer to student's IEP document or IEP summary sheet) <input type="checkbox"/> Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals) <input type="checkbox"/> Think Alouds <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Learning Centers <input type="checkbox"/> Manipulatives & Visuals <input type="checkbox"/> Peer Assisted Learning 	<p>Differentiation for Advanced Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Depth and Complexity <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Acceleration <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Independent Study
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Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

TEXTBOOKS:

Basic Textbook: Read in entirety Excerpts used
 All About Techniques in Drawing for Animation Production (2006), Barrows

SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

- Lightfoot Animation Lessons
- Adobe CS5 or CS56 Suite (Photoshop, Illustrator, Flash & After Effects)
- Maya 3-4
- Digicel Flipbook pencil test software
- Apple 20" iMac computers
- Wacom Tablets (Intuos 4 Medium or Bamboo Fun Pen & Touch)
- Video Tutorials
- Worksheets
- Films/videos
- Prints
- PowerPoint's

RESOURCES:

Documents

- Visual and Performing Arts Content Standards for California Public Schools (2001): www.cde.ca.gov/be/st/ss/documents/vpastandards2009.doc

District Offices

- Visual Art Curriculum Office (562) 997-8000 (ext. 8316)

- K-12 visual art standards, curriculum, professional development, all-district VAPA events
- CTE Framework:<http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>
- CTE Standards:<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>.
- CTE Online:<http://www.cteonline.org>

ASSESSMENT METHODS AND/OR TOOLS:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Diagnostic/Diagnose	Formative/Monitor	Summative/Evaluate
Teacher Developed Assessments	Pretests	Participation	Projects
	Critiques	Guided practice/ Exercises	Final Assessment and Evaluation
	Written Assignments Journals/Portfolios	Teacher/Student performance assessments and evaluation/critiques	Portfolio
		Tests	

PERFORMANCE STANDARDS CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards

Rubric: Animation Projects

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
<u>Composition</u> Use of Principles of Animation	Student shows very little or no understanding of the Principles of Animation.	Student shows some understanding of the Principles of Animation.	Student effectively applies his/her understanding of the Principles of Animation.	Student's work is highly effective in the application of the Principles of Animation.	
<u>Craftsmanship</u> Quality and neatness of work	Not presented according to the specifications of the project.	Student shows limited craftsmanship; there are some errors regarding neatness or application.	Student shows effective craftsmanship; there are few errors regarding neatness or application.	Student shows highly effective craftsmanship; there are no errors regarding neatness or application.	
<u>Creativity</u> Originality and level of creative thought	No extra thought is put into the creative aspects of this project.	Limited extra thought is put into the creative aspects of this project.	Some extra thought is put into the creative aspects of this project.	Obvious extra thought is put into the creative aspects of this project.	
<u>Accuracy</u> Animation is drawn correct and accurate, plays smoothly	Animation does not play back smoothly at all	Animation plays back somewhat accurately, several errors remain	Animation plays back mostly accurate, contains few errors	Animation plays perfectly, no errors can be seen.	
<u>Participation</u> Level of participation shown on class project	Student makes no effort on class projects, needs constant reminders	Students make little effort on class projects, usually needs reminders	Student makes a good effort in class, occasionally needs to be reminded	Student always puts forth his/her best effort, never off task	

Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100-90%	Exemplary
	B+	89 – 85%	4
Proficient	B	84 – 80%	Accomplished
	C	79 – 70%	3
Partially Proficient	D	69 – 60%	Developing 2
Non or Limited Proficient	F	Below 60%	Beginning 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

Suggested Grade Weighting:

Studio & Laboratory assignments	50%
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- o Research-based projects
- o Creative projects
- o Group & individual projects
- o Design based projects

Portfolio	10%
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- o Organizational system for artwork done though out the year

Participation & Attendance	20%
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- o Individual and group participation
- o Time management and task participation

Written Assignments	10%
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- o Research papers, time periods, cultures, schools of art, design processes and techniques
- o Written critiques

Test and Quizzes	10%
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- o Tests and Quizzes are given at the end of each unit to prove mastery of content
- o Tests will be short essay, fill in the blank, true or false and prompts about key concepts and vocabulary

Homework and Sketchbook	5%
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- o Discovery drawings and assignments
- o Extra credit drawings
- o Notes reinforcing class lessons

Critiques	5%
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- o Written self-evaluations
- o Student assessment of their own progress

Submitted by:	Sandra Lucas
Submission Date:	May 2011
School/Office:	Visual Arts
Curriculum Writing Team Members:	Ryan Blackwell Mariam Enwia Sandra Lucas
Original Board Approval Date:	June 2011
Revised Board Approval Date:	

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