



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	Visual/Performing Arts			<b>Course Title</b>	Art & Animation 1-2		
<b>Course Code</b>	1044	<b>Grade Level</b>	9-12	<b>Course Length</b>	1 year	<b>Credits/Semester</b>	5
<b>Required for Graduation</b>			<b>Meets H.S. Grad Requirement</b>			<b>Elective Credit</b>	Yes
<b>Prerequisites</b>	None						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-g" Requirement</b>		Yes (f) (g)		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION:**

Art and Animation is a course in which students express their visual creativity through drawing, storytelling, and other visual mediums. Throughout the course students will explore the international history and evolution of animation. Students will demonstrate creative self-expression as they learn basic drawing skills, techniques for original character design, the natural flow and movement of objects, and background development which includes an in depth study of perspective drawing and layout. Instruction will be given in the following areas: Elements of art and principles of design; perspective drawing and layout, historical and cultural development of animation, and computer art basics and applications. The five components in the California State and Performing Arts Framework as well as Long Beach Unified School District Content Standards are integrated into the curriculum.

**GOALS: (Student needs the course is intended to meet)**

Students will:

- Develop and expand artistic perception, recognizing that the elements of art, the principles of design, and color theory constitute the underlying language of the visual arts. (*Component 1 - Artistic perception*)
- Develop and expand visual arts knowledge and skills to imaginatively express original visual and animated ideas. (*Component 2 - Creative Expression*)
- Develop knowledge of historical and cultural developments and their influence on modern animation, filmmaking, and the internet. (*Component 3 - Cultural and Historical context*)
- Develop a base for making informed aesthetic judgments. (*Component 4 - Aesthetic Valuing*)
- Develop an awareness of art related careers. (*Component 5, Connections, Relations & Applications*)
- Develop and recognize how the visual arts interact with other academic disciplines, such as reading, writing, and mathematics. (*Component 5, Connections, Relations & Applications*)

## **PERFORMANCE OBJECTIVES:**

Students will:

### **Standard 1, Artistic Perception**

- Acquire artistic knowledge, perception and technical skills through visual projects. **(1)**
- Learn visual techniques to solve movement and compositional problems and challenges. **(1)**
- Use the visual art elements of line, value, shape & form, color, and texture to organize an animated sequence of images. **(1)**
- Learn how the design principles of balance, movement, rhythm, contrast & emphasis, proportion and unity are used in the design process of animating a scene. **(1)**
- Execute one, two and three point perspective drawings as well as inclined planes and cast shadows. **(1)**
- Develop knowledge of the basic vocabulary used in the various related processes. **(1)**

### **Standard 2 Creative Expression**

- Develop original pencil sketches in thumbnail, storyboard, rough and cleaned-up formats. **(2)**
- Be able to recognize the basic types of materials and processes used in creating animation projects. **(2)**
- Produce aesthetically pleasing original artwork, using freehand artists' tools supplemented by computer software. **(2)**
- Use computer software to create, manipulate, and modify hand drawn images. **(2)**

### **Standard 3 Historical and Cultural Context**

- Acquire an understanding of cultural diversity by studying international expression, form and technique in animations. **(3)**
- From an historical perspective, understand how animated works of art have been shaped and molded by the materials & processes of the time period. **(3)**
- Gain an awareness of historical and current costume design from many cultures to augment character development and increase their appreciation for professional animation. **(3)**
- Understand that animated media preserves the past, reflects the present, and helps invent the future in every culture. **(3)**

### **Standard 4 Aesthetic Valuing**

- Develop a portfolio/notebook of their work as a tool for preservation, presentation and assessment, and demonstrate his/her personal aesthetic sense by determining the contents of the portfolio, using a set minimum number of pieces. **(4)**
- Be able to perform visual, verbal and written presentations. **(4)**
- Perform a self-evaluation of each project, identifying and articulating performance objectives met through the project. **(4)**
- Develop a personal aesthetic and system of criteria for the evaluation of animation, character design and layout. **(4)**

### **Standard 5 Connections, Relations, & Applications**

- Be able to identify various career paths and job opportunities available for computer artists and animators. **(5)**
- Creatively express and communicate ideas and feelings through image and media. **(5)**
- Use art museums, technology, and /or multimedia to gain exposure to the arts. **(5)**
- Apply what they learn with other disciplines. **(5)**

## OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

<u>Unit</u>	<u>Title and Activities</u>	<u>Time Allotment</u>
1	Course Overview	1 Day
2	Drawing Fundamentals 2D	1 Week
3	Drawing Fundamentals 3D	1 Week
4	Drawing Fundamentals Perspective	3 Weeks
5	Project 1: Bouncing Ball (Squash and Stretch) Animation History and Development	2 Weeks
6	Original Animation Sub Project	
7	Project 2: Secondary Action	1 Week
8	Character Design "The Model Sheet" International animations-Research and Critique	2 Weeks
9	Project 3: Cycling Animation "A walk cycle"	2 Weeks
10	Project 3B: "A Walking Character"	1 Week
11	Project 3C: "Panning Background", layout design	1 Week
12	Computer Intro/Overview: Procedures and Basics The Internet and Animation-Research and Critique	2 Weeks
13	Computer Drafting: Perspective Backgrounds	1 Week
14	Drawing Fundamentals: Character Design	1 Week
15	Computer Design Basics: Scanning and Painting	2 Weeks
16	Project 4: Cycling Animation, "A four legged run cycle"	2 Weeks
17	Project 4B: Cycling Animation on the computer	2 Weeks
18	Drawing Fundamentals: Storyboarding, thumbnail sketches	2 Weeks
19	Script Writing: The Short Story in script format Character development and design across cultures	2 Weeks
20	Project 5: An original animated sequence script, storyboard, character design Career Paths in Animation	3 Weeks
21	Computer Animation: Keyframes, Motion, and Timing	2 Weeks
22	Project 6: A Jumping Sequence Reading and writing an animation timing chart	2 Weeks

\*Awareness of career paths and post-secondary educational opportunities will be stressed throughout the entire course.

\*Guest speakers and fieldtrips will reinforce career paths and educational opportunities.

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

- Animation Projects
- Drawing/computer Assignments
- Cooperative Learning (Group Projects/Team Projects)
- Demonstrations
- Vocabulary Lists
- Individual Instruction

- Lectures
- Class Discussions
- Critique and Evaluation
- Applied Mathematics
- Role playing and enactment
- SDAIE active learning
- Guest speakers
- Field trips
- Internet research projects
- eguidance.com

**MATERIALS USED IN TEACHING THE COURSE:** In addition to the basic text a variety of instructional tools will be used to meet the needs of all students

### **Text and Supplementals**

- Art Talk; Regans ; 2000 or before; Glencoe/McGraw Hill
- Design Fundamentals For The Digital Age, by Holtzschue and Noriega
- Lightfoot Ltd. Animation Lesson Books, Nataha and Siomi Lightfoot
- The Illusion of Life, Frank Thomas and Ollie Johnston
- Layout and Design Made Amazingly Simple, by Brian Lemay
- The Advanced Layout and Design Workbook, by Brian Lemay
- Cartoon Animation, by Preston Blair
- The Villppu Drawing Manual, by Glenn Villppu
- Flash MX Studio, Friends of ED publisher
- The Art of The Storyboard: Storyboarding for Film, TV, and Animation, by John Hart
- Designing Multimedia, by Lisa Lopuck
- Instructional Videos
- Reproductions
- Prints

\*\*The Internet is used as a resource tool for research and development.

**EVALUATION:** Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

- Point based grading rubrics
- Portfolios: digital, video and/or web
- Curriculum based assessments
- Classroom critique

### **Sample grading policy for this class:**

A= 90% - 100%	Projects	50% of grade
B= 80% - 89%	Class participation	10% of grade
C= 70% - 79%	Quizzes and tests	10% of grade
D= 60% - 69%	Portfolio/notebook	20% of grade
F= Below 59%	End of Course Exam	10% of grade

**Sample Grading Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Criteria</b>	Fulfilled the project criteria. Showed personal initiative, quality, and/or craftsmanship in expanding the project goals. Great personal investment.	Fulfilled the project criteria. The project shows investment and competence.	Fulfilled most of the project criteria. The project shows promise that the student has the ability to comprehend and execute the given task content.	Did not fulfill the project criteria. Shows little effort and/or personal investment.	Did not attempt to fulfill the project criteria. Did not do the assignment. Shows no personal investment
<b>Artistry</b>	The student demonstrates a strong knowledge and awareness of the elements of art and the principles of design by creating a work of art that commands attention.	The student uses the elements of art and the principles of design to improve the project's readability and function	The student attempts to use the elements of art and the principles of design and the work shows promise and potential achievement.	The student attempted to use the elements of art and the principles of design but demonstrated little understanding of how these principles are put into play.	Did not attempt to use the elements of art and the principles of design and shows no knowledge of their use.

Submitted by: Geraldine Walkup

School/Office: Visual/Performing Arts

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