



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

Animation 2

Content Area: Visual Arts
Grade Span: 9-12
Revised by: Irina Nikitovic
Presented by: Rebekah Sterlacci
Approval date: August 2023

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COURSE OVERVIEW

Description		
<p>This full-year class will enable students to apply animation, computer, and design skills learned in the <i>Introduction to Animation</i> course. They will be introduced to more advanced animation concepts, software applications, and techniques used in the industry. Each unit will introduce a new concept and, in most cases, a project will demonstrate understanding and mastery.</p>		
Goals		
<p>Students will continue to animate in a 2D program such as Adobe Flash/Animate to demonstrate more complex concepts in animation art as well as explore the software in greater depth. They will then transition into 3D animation learning basic fundamentals and learn software associated with this medium. Other topics addressed in the course include web-based applications, game design and immersive tools such as Augmented Reality. The final project will be using an animation technique selected by the individual student.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Animation Essentials	3-4 weeks
Unit 2	From Image to Animation	3-4 weeks
Unit 3	Introduction to 3D Animation	1 week
Unit 4	Creating a Short Movie Using 3D Animation	8-10 weeks
Unit 5	Interactivity - Non-Linear Animation	4-5 weeks
Unit 6	Immersive Experiences	3-4 weeks
Unit 7	Character and Story	8-9 weeks
Resources		
<p>Suggested Resources: All units will use the following resources:</p> <ul style="list-style-type: none"> • Teacher presentations, demonstration, and handouts • A Learning Management System such as Schoology for distribution of assignments, assessments and delivery of file from students. • Internet resources including online tutorials, <i>youtube</i> videos. • A sketchbook for drawing practice, designing, planning • Computers with appropriate software for projects such as Adobe Creative Cloud (Adobe Animate, Illustrator, Photo Shop), and the animation program Blender. <p>See each unit for additional specific resources.</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

Unit 1: Animation Essentials

This unit will review core concepts and techniques learned in *Introduction to Animation*. Activities will reinforce these necessary skills as a starting point for this Advanced course. Topics include:

- Review of concepts and technology from Introduction course
- The Production Process, the storyboard, scripts, and lip sync
- Identify the 12 Principles of Animation
- Walk/run cycles and Line of Action
- Create a short stick-figure animation, using the tools of production.
- Using the Principles of Animation.
- Practice drawing on paper - weekly sketches.

Unit 2: From Image to Animation

This unit will teach students how to take a static image such as a painting or photograph, and manipulate and disassemble it in Photoshop to be imported into an animation program. Topics include:

- Animators and filmmakers inspired by other works of art
- The Critique Process
- Bring a static work of art to life through animation
- Using a photo editing software program
- Working with Layers
- Exporting an image file
- Importing an image file into an animation program as a bitmap image

Unit 3: Introduction to 3D Animation

Students will be introduced to concepts, vocabulary, procedures, and skills inherent in 3D animation.

Topics include:

- How 3D computer graphics differ from 2D computer graphics
- Stages of 3D Graphics production - Modeling, Mapping, Lighting, Animation, and Rendering
- Working in a 3-Dimensional space
- Understanding Transformations - Translate (move), Rotate , and Scale

Unit 4: Creating a Short Movie Using 3D Animation

Students will explore applications to create 3D objects and worlds. Topics include:

- Review and reinforce concepts from previous unit
- Adding story, motion, and time to create animation
- Programs used to create 3D animation

Unit 5: Interactivity - Non-Linear Animation

Students will explore the concept of Interactivity through web applications and game design. Topics include:

- What makes something interactive?
- Hypermedia - definition and applications
- Designing for mobile devices
- Non-linear web and game design

- Game Genres, Levels, Characters and Worlds
- Game Engines and Artificial Intelligence

Unit 6: Immersive Experiences

Students will be introduced to the concept of Interactivity via "Immersive technologies." Topics discussed will include:

- History of Virtual Reality (VR)
- Applications of VR
- What makes an experience "immersive?"
- What are the potential uses for VR?
- What is the difference between Virtual, Mixed, and Augmented Reality?
- How are VR, MR, and AR used?
- What apps are available to create AR?

Unit 7: Character and Story

This unit will allow the student to select a form of animation and complete a short film from start to finish. Format can be stop motion, claymation, 2D animation, or 3D animation. The final piece must be story and character-driven. This project will act as a final work of art for the year. Drawing skills, storytelling, mechanics of motion, lip-sync, sound, and animation camera techniques will be integral parts of this project.

State Standards

Anchor Standard 1 Generating and Conceptualizing Ideas

Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

Anchor Standard 2 Organizing and Developing Ideas

Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Accomplished	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2b	Redesign an object, system, place, or design in response to contemporary issues.
Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3 Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6 Conveying Meaning Through Art	
Proficient	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
Anchor Standard 7 Perceiving and Analyzing Products	
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8 Interpreting intent and meaning	
Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence

	found in the work and its various contexts
Accomplished	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Advanced	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
Anchor Standard 9	Applying criteria to evaluate products.
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Proficient	
1.5.12prof.Cn10a.	Document the process of developing ideas from early stages to fully elaborated ideas
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change

Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

UNIT 1: Animation Essentials

Summary and Rationale	
<p>This unit will review core concepts and techniques learned in <i>Introduction to Animation</i>. Activities will reinforce these necessary skills as a starting point for this Advanced course. Topics include:</p> <ul style="list-style-type: none"> Review of concepts and technology from Introduction course The Production Process, the storyboard, scripts, and lip sync Identify the 12 Principles of Animation Walk/run cycles and Line of Action Using the Principles of Animation and tweens Practice drawing on paper - weekly sketches. 	
Recommended Pacing	
<p>This unit should take about 3-4 weeks</p>	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2 Organizing and Developing Ideas	
Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Accomplished	

1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2b	Redesign an object, system, place, or design in response to contemporary issues.
Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3 Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place

Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6	Conveying Meaning Through Art
Proficient	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
Anchor Standard 7	Perceiving and Analyzing Products
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8	Interpreting intent and meaning
Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Accomplished	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Advanced	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Anchor Standard 9	Applying criteria to evaluate products.
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Proficient	
1.5.12prof.Cn10a.	Document the process of developing ideas from early stages to fully elaborated ideas
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Animation is a motion and time-based medium created by sequence of images.
- Animation is an artform with specific aesthetics and skillsets.
- Successful animation uses a strong theme or story and relatable characters.
- Successful animation uses the 12 Principles of Animation

Unit Essential Questions

- How does animation differ from other art media?
- How does an animator apply the core techniques and skills to create animated movies?
- How are the 12 Principles of Animation applied?

Objectives

Students will know:

Unit Skills

- There are various types of animation
- How to make an animation from start to finish.
- That The Production Cycle assists in the design and creation of any time-based medium.
- That tools such as the storyboard and concept art help to design the movie.
- The basic vocabulary and terminology of animation
- About the 12 Principles of Animation developed by Disney animators and used by professionals today.
- What are the various camera angles and shots used in filmmaking.

Students will be able to:

- Demonstrate familiarity of basic terms and techniques in animation.
- Use the Production Cycle.
- Use a simple 2D program to create at least one short animation action.
- Show working knowledge of tweens in creating animation.
- Display an understanding of motion cycles such as walking and running.
- Use a sketchbook as a tool for practice and planning.
- Use action lines and simple shapes in their character drawings.

Resources

Suggested Resources:

Handouts and Reference Guides

Books and lessons by famous Animators, past and present

Sketchbook

Adobe Creative Suite

LMS (Schoology)

Online examples, tutorials and videos

Suggested Assessments - sketchbook drawings, vocabulary quiz, simple 2D animation (i.e. stick-figure) to demonstrate mastery of software and walk or run cycle using the tools of production.

UNIT 2: From Image to Animation

Summary and Rationale	
<p>This unit will teach students how to take a static image such as a painting or photograph, and manipulate and disassemble it in Photoshop to be imported into an animation program.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Animators and filmmakers get inspired by other artist's works • Selecting a work of art • Learning the Critique Process • Using a photo editing software program • Working with Layers • Exporting an image file • Importing an image file into an animation program as a bitmap image • Animating sections of or an entire image. 	
Recommended Pacing	
<p>This unit would take approximately 4 weeks</p>	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
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Advanced	
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Anchor Standard 2 Organizing and Developing Ideas	
Proficient	
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1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
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Proficient	
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1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
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Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
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	connections to global issues, including climate change
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- The steps of Critique can assist a viewer in understanding a work of art.
- Filmmakers have often used paintings as a reference or inspiration for a movie or animation.
- Animation allows us to use our imagination and take a still image or design or painting further than its original form.

Unit Essential Questions

- How do we evaluate a work of art?
- What is Adobe Photoshop?
- How have filmmakers and animators been influenced by other art media such as photography, painting, or by art history?
- Can we take a painting or photograph and animate it?

Objectives

Students will know:

- Paintings inspire other artists to interpret or recreate the original work.
- Use of color, line, texture, shape, and value can enhance the mood of a painting.
- That they can separate some of the elements to modify or enhance the painting as an animation.
- The 4 Steps of Critique are: Description (what do you see?), Analysis (how is the work organized?), Interpretation (what is the artist communicating?), and Judgment (is it successful?).

Students will be able to:

- Select a famous painting or photograph and research the artist and painting to identify the style and art historical context of that work.
- Import digital photos into a computer and manipulate the image using Adobe Photoshop.
- Learn how to use some of the basic features in Photoshop.
- Use paint tools available in Adobe Photoshop if they need to modify part of the painting or photograph.
- Import the image and the moveable parts from Photoshop into the Animation program.
- Consciously maintain or change the feeling of the work through animation.

Resources

Suggested Resources:

Handouts and Reference Guides
 Books and lessons by famous Animators, past and present
 Sketchbook
 Adobe Creative Suite
 LMS (Schoology)
 Art history books and websites

Online examples, tutorials and videos

The 4 Steps of Critique process

Film such as *Loving Vincent*

Suggested Assessments - sketchbook drawings, Photoshop quiz,

Animating a Work of Art Rubric

UNIT 3: Introduction to 3D Animation

Summary and Rationale	
<p>Students will be introduced to concepts, vocabulary, procedures, and skills inherent in 3D animation.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • How 3D computer graphics differ from 2D computer graphics learned in <i>Introduction to Animation</i> • Stages of 3D Graphics production - Modeling, Mapping, Lighting, Animation, Rendering • Working in a 3-Dimensional space • Understanding Transformations - Translate (move), Rotate, and Scale • Weekly sketches pertinent to the unit. 	
Recommended Pacing	
<p>This unit takes about 4-5 class sessions</p>	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2 Organizing and Developing Ideas	
Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Accomplished	

1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2b	Redesign an object, system, place, or design in response to contemporary issues.
Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3 Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place

Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6	Conveying Meaning Through Art
Proficient	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
Anchor Standard 7	Perceiving and Analyzing Products
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8	Interpreting intent and meaning
Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Accomplished	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Advanced	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Anchor Standard 9	Applying criteria to evaluate products.
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Proficient	
1.5.12prof.Cn10a.	Document the process of developing ideas from early stages to fully elaborated ideas
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- The computer, as an art medium, has allowed filmmakers and animators to visualize and produce 3-Dimensional worlds.
- Most animated films in production today use 3D animation.
- The technical advances in 3D animation allow computer games to appear more realistic and experiential.
- 3D animation allows for a more immersive experience in a variety of applications.
- 3D computer graphics is very complex; animation is a part of the process.

Unit Essential Questions

- What is 3D animation?
- What is the difference between 2D and 3D animation?
- How does 3D animation work?
- What are some of the processes in 3D computer graphics?

Objectives

Students will know:

- 3D animation developed as a result of computer technology.
- 3D animation places a 3-Dimensional object into a 3-Dimensional environment. It is not the illusion of space.
- The difference between a shape and a form.
- In 3 dimensions, the Cartesian Coordinate system uses x, y, and z axes.
- 3D animation involves working with objects and their surfaces, applying light, shade, and textures.
- It is important to understand space in 3 dimensions in order to create 3D graphics.

Students will be able to:

- Describe the difference between 2D and 3D space
- Describe the process of 3D animation.
- Use appropriate terminology associated with 3D computer graphics.

Resources

Suggested Resources:

Introduction to 3D software handouts

Glossary of terms for 3D graphics

- Teacher presentations, demonstration, and handouts
- A Learning Management System such as Schoology for distribution of assignments, assessments and delivery of file from students.
- Internet resources including online tutorials, youtube and vimeo videos.

Suggested Assessments - sketchbook drawings, Vocabulary and fundamentals quiz

UNIT 4: Creating a Short Movie Using 3D Animation

Summary and Rationale	
Students will explore applications to create 3D objects and worlds. Topics include: <ul style="list-style-type: none"> • Review and reinforce concepts from previous unit • Adding story, motion, and time to create animation • Programs used to create 3D animation 	
Recommended Pacing	
This unit could take about 8-10 weeks.	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2 Organizing and Developing Ideas	
Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Accomplished	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Cr2b	Redesign an object, system, place, or design in response to contemporary issues.
Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3 Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6	Conveying Meaning Through Art

Proficient	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
Anchor Standard 7	Perceiving and Analyzing Products
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8	Interpreting intent and meaning
Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Accomplished	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Advanced	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
Anchor Standard 9	Applying criteria to evaluate products.
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.

Accomplished	
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10.	Synthesizing and relating knowledge and personal experiences to create products
Proficient	
1.5.12prof.Cn10a.	Document the process of developing ideas from early stages to fully elaborated ideas
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Animation in 3D is only part of the process.
- Building objects and environments are the first steps.
- Objects and cameras move in a 3-Dimensional space rather than along a 2-Dimensional picture plane.

Unit Essential Questions

- What are some of the software programs used in 3D computer graphics?
- What is the interface or workspace like in this kind of program?
- What are some of the tools and procedures we need to know about to create a 3D computer graphics movie?
- What are the steps to make a 3D animation?
- What kind of coding or programming is needed to make a movie?

Objectives

Students will know:

- There are 5 basic steps - Modeling objects, Applying texture to the objects, Building and lighting a scene, Animating the objects and scene, and Rendering the final piece.
- Other aspects of animation include character design.
- The "Animation Pipeline" production process for movies and special effects.
- The 12 Principles of Animation apply to 3D animation just like traditional animation.
- Lighting and camera moves are similar to a live action film.

Students will be able to:

- Use a program with pre-existing 3D objects and environment and learn to work in the 3D space while coding actions.
- Create simple 3D shapes, apply light and texture.
- Manipulate form to create objects (additive, subtractive, extrusion).
- Create motion using Transformation tools
- Weekly sketches pertinent to the unit.

Resources

Suggested Resources:

Adobe Creative Suite - various programs which have apps and tools to create 3D objects
 Alice 3.0 - program with pre-existing models, characters, and environments, Allows students to learn basic coding
 Blender - an Open Source full-feature program
 Autodesk software
 Handouts and Reference Guides
 Sketchbook
 LMS (Schoology)
 Online examples, tutorials and videos

Suggested Assessments - sketchbook drawings, projects using the appropriate software.

UNIT 5: Interactivity: Non-Linear Computer Animation

Summary and Rationale	
<p>Students will explore the concept of Interactivity through web applications and game design. Topics include:</p> <ul style="list-style-type: none"> • What makes something interactive? • Hypermedia - definition and applications • Designing for mobile devices • Non-linear web and game design • Game Genres, Levels, Characters and Worlds • Game Engines and Artificial Intelligence 	
Recommended Pacing	
<p>Depending on the lesson/s selected for this unit, it can take from 3-4 weeks.</p>	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2 Organizing and Developing Ideas	
Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Accomplished	

1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2b	Redesign an object, system, place, or design in response to contemporary issues.
Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3 Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
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Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
Proficient	
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Accomplished	
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Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
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Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place

Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6	Conveying Meaning Through Art
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Anchor Standard 7	Perceiving and Analyzing Products
Proficient	
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1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
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Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8	Interpreting intent and meaning
Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
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Advanced	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Anchor Standard 9	Applying criteria to evaluate products.
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10.	Synthesizing and relating knowledge and personal experiences to create products
Proficient	
1.5.12prof.Cn10a.	Document the process of developing ideas from early stages to fully elaborated ideas
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.
Instructional Focus	
Unit Enduring Understandings	

<ul style="list-style-type: none"> • Hypermedia is the term developed to describe non-linear activities in computing technology. • Most stories, films, and traditional animation are linear with a beginning, a middle, and an end. • Non-linear media allows the viewer to choose different paths and outcomes. • The computer and telecommunications have had a significant impact on the way non-linear art is created and displayed. • Online games and multimedia presentations with links are examples of non-linear animation.
<p>Unit Essential Questions</p>
<ul style="list-style-type: none"> • What is Hypermedia? • What is the difference between linear and non-linear animation? • What are examples of non-linear animation?
<p>Objectives</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • Examples of new art media are computer-generated 2D and 3D images, interactive installations, web-based art, animation, and programmed sculptures. • Hypermedia involves the use of non-linear actions. • Hypermedia allows a viewer to select multiple options (text, links, pictures) to go in a variety of directions in a document or among separate documents. • That web interface designers use color and design standards to help a user navigate through a web site. • Game designers use a variety of aesthetic techniques to create a mood. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define terms such as Hypermedia, Interactivity, and Artificial Intelligence. • Describe different works created today by artists working and experimenting with new technology. • Understand how a website is created. • Demonstrate a comprehension of the Game Design process. • Create at least one product for a mobile device. • Appreciate online and computer games based on their knowledge of how they are created. • Use software to create an interactive project.
<p>Resources</p>
<p>Suggested Resources: Handouts and Reference Guides Sketchbook Adobe Creative Suite LMS (Schoology) Online examples, tutorials and videos Game development software, ie Autodesk Unity</p> <p>Suggested Assessments - sketchbook drawings, vocabulary quiz, game or web-based project</p>

UNIT 6: Immersive Experiences

Summary and Rationale	
<p>Students will be introduced to the concept of Interactivity via "Immersive technologies"</p> <p>Topics discussed will include:</p> <ul style="list-style-type: none"> • History of Virtual Reality (VR) • Applications of VR • What makes an experience "immersive?" • What are the potential uses for VR? • What is the difference between Virtual, Mixed, and Augmented Reality? • How are VR, MR, and AR used? • What apps are available to create AR? 	
Recommended Pacing	
<p>Depending on the lesson/s selected for this unit, it can take from 2 to 3 weeks.</p>	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2 Organizing and Developing Ideas	
Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Accomplished	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2b	Redesign an object, system, place, or design in response to contemporary issues.
Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3 Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a

	specific place
Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6	Conveying Meaning Through Art
Proficient	
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
Anchor Standard 7	Perceiving and Analyzing Products
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8	Interpreting intent and meaning
Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Accomplished	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Advanced	

1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
Anchor Standard 9	Applying criteria to evaluate products.
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10.	Synthesizing and relating knowledge and personal experiences to create products
Proficient	
1.5.12prof.Cn10a.	Document the process of developing ideas from early stages to fully elaborated ideas
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Throughout history, artists have been fascinated by new technologies and this is true today.
- There are galleries and other venues where artists can freely experiment and display work in new media which allows the viewer and artwork to interact.
- Digital artists have explored the potential of immersive technology for expanding a viewer's experience.
- The computer and telecommunications have had a significant impact on the way art today is created and displayed.

Unit Essential Questions

- What are some of the new emerging technologies that could influence how artists work?
- If art moves forward with new technology, what will art look like in the future?

Objectives

Students will know:

- The Virtual Reality industry mainly provided VR devices for medical, flight simulation, automobile industry design, and military training purposes from 1970 to 1990.
- Converging advances in technology, software, mobile devices and app developments have led to a surge in VR, MR, and AR development.
- Virtual Reality (VR) immerses users in a fully artificial digital environment. In some cases, users can move in a digital environment and hear sounds. Special headsets or visual aids are currently necessary to experience VR.
- Augmented Reality (AR) overlays virtual objects on the real-world environment. An example of this is the popular game, Pokemon Go. Smartphones have been used for a variety of AR apps but special headsets such as Google Glass can display content on a small screen in front of a user's eye.
- Mixed Reality (MR) not only overlays but anchors virtual objects to the real world. It combines elements of both AR and VR, where real-world and digital objects interact. Mixed reality technology is just now starting to take off with Microsoft's HoloLens.

Students will be able to:

- Identify different forms of immersive apps.
- Explore various apps which use immersive technology.
- Use a 3D object they created in class for an AR project.

Resources

Suggested Resources:

Handouts and Reference Guides
Sketchbook
Adobe Creative Suite
LMS (Schoology)
Online examples, tutorials and videos
VR viewers

Suggested Assessments - sketchbook drawings, vocabulary quiz, a simple AR project using phone apps

UNIT 7: Character and Story

Summary and Rationale	
<p>This unit will allow the student to select a form of animation and complete a short film from start to finish. Format can be stop motion, claymation, 2D animation, or 3D animation. The final piece must be story and character-driven. This project will act as a final work of art for the year. Drawing skills, storytelling, mechanics of motion, lipsync, sound, and animation camera techniques will be integral parts of this project.</p>	
Recommended Pacing	
<p>This project will take approximately 8-9 weeks to complete.</p>	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2 Organizing and Developing Ideas	
Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Accomplished	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2b	Redesign an object, system, place, or design in response to contemporary issues.

Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3 Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6 Conveying Meaning Through Art	
Proficient	

1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
Anchor Standard 7	Perceiving and Analyzing Products
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
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1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
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Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Accomplished	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Advanced	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
Anchor Standard 9	Applying criteria to evaluate products.
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	

1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10.	Synthesizing and relating knowledge and personal experiences to create products
Proficient	
1.5.12prof.Cn10a.	Document the process of developing ideas from early stages to fully elaborated ideas
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- All of the tools and procedures learned in this course will assist the student to create a complete animated movie.
- Character Animation and the 12 Principles of Animation will enhance the final project.
- Setting deadlines and goals will help to complete the project on time.

<p>Unit Essential Questions</p>
<ul style="list-style-type: none"> • How do artists create a complete animation with strong story and characters? • What kind of project would illustrate some of the techniques and themes covered throughout the year?
<p>Objectives</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • How to use the Production Process and scheduling to produce a movie on time. • The 12 Principles of Animation help to give life and personality to characters. • Animation principles are used in 2D and 3D computer animation as they have been in traditional animation. • Sound is important in animation. • Animation must have a strong theme or story for the audience to relate to it. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate animated films based on their knowledge of how they are created and the technical developments in the field. • Use software tools from prior experience. • Make sketches using some of the Principles of Animation. • Create concept art for their characters. • Create complete storyboards with details in color and with camera information. • Create practice drawings of animator's standards such as "The Walk Cycle" and "Head Turning on an Arc." • Demonstrate the following in the project: Character development, Storyboarding, Dialogue, Communicating with the Camera: Basic types of shots, Editing: Cuts and Transitions, and The Power of Sound. • Create a final project which reflects and demonstrates real-world experience and knowledge of animation.
<p>Resources</p>
<p>Suggested Resources: Handouts and Reference Guides Sketchbook Software pertinent to the project LMS (Schoology) Online examples, tutorials and videos Books and lessons by famous Animators, past and present</p> <p>Suggested Assessment - Final project - Benchmark rubrics, planning materials, final rubric.</p>