Animation Overview

Content Area: **Art**
Course(s): **AIRBRUSH**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

This course will focus on the elements of art and principles of animation as applied to two- or three-dimensional animation. This course emphasize interactive use of drawing and design fundamentals, storyboarding, composition and imaging, shadows/ shades, audio and sound creation and editing. Students will be introduce the twelve principles of animation and stress the importance of them while creating original story-driven animation. It will introduce 3D modeling using DAE objects, stop motion, still framing, lighting and rendering. The techniques introduced will be used in Photoshop CS5 with the assistance of digital tablets, digital cameras, DLSR cameras, and clay. The course highlights the importance of visually exploring and discussing the creative process through skill development and critique.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy	S		

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Textbooks and other resources

Mac Computers   CS5 Adobe Illustrator/ Photoshop   Digital Projector   Digital Cameras

DLSR Cameras

Bamboo Digital Tablets   Universe Data shared drive   Internet

Standards

COURSE BENCHMARK OBJECTIVES

1. To familiarize students with the variety of jobs which exist in art and related fields 1.1.5.D.1 (M).

2. To continue influence students to current styles and trends within visual communication 1.3.2.D.3 (M).

3. To provide students with the professional materials employed by the commercial artist in order to experience the use of tools and techniques appropriate to the field 8.1.8.A.5 (M).

4. To guide students through the professional creative working process 1.4.5.B.4 (M).

5. To demonstrate procedures employed in the professional presentation of artwork through Digital tablets, Mac Adobe Photoshop program 1.4.12.B.2 (M).

6. To provide experiences for students to become involved in working on "real world projects" 1.4.12.B.3 (M).

7. To provide students with opportunities to apply their knowledge of the principles of animation and elements of art to commercial visual communication 1.4.8.A.7 (M).

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 Principles of Animation The students will be introduced to animation elements, principles and focusing on a specific skill per element. The students will understand that the elements & principles of design are the guiding concepts for developing animation. Students will be introduced to Adobe CS5 Photoshop.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M)	1, 2	1-2 weeks	Completed project in association with a rubric Student progress

	1.3.12.D.2 (M)			
	1.3.12.D.3 (M)			Time on task
	1.4.12.A.1 (M)			
	1.4.12.A.2 (M)			
	1.4.12.A.4 (M)			
	8.1.8.A.5 (M)			
Unit 2 <u>Basic Animation: Flipbook & Claymation</u> Students will create a basic flip book and storyboard to show real story-driven animation shorts. Anticipation, staging, squash and stretch will be stressed during this unit.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M) 8.1.8.A.5 (M)	1, 2	2-3 weeks	Completed project in association with a rubric Student progress Time on task
Unit 3 <u>Personal Animation/ DAE Models</u> Students will create a realistic object such as a chair, airplane or car. The 3-D model they create will have realistic shading, highlights and fully color. They will understand that most companies use realistic,DAE 3- D objects in boardroom presentations. Principles of arc, timing, slow in slow out are all stressed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.5 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M) 8.1.8.A.5 (M)	1, 2	3-4 weeks	Completed project in association with a rubric Student progress Time on task
Unit 4 <u>Anime/ Cartoon Tablet Drawing Animation</u> Students will create a totally original anime/ cartoon character on Bamboo tablets, to be put into an animation skit. They will further develop their skills in Adobe Illustrator and Photoshop to	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M)	1, 2	5-6 weeks	Completed project in association with a rubric

create their world. Principles of design and art are all stressed.	1.3.12.D.3 (M) 1.3.12.D.4 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.B.2 (M) 8.1.8.A.5 (M)			Student progress Time on task
Unit 5 Stop Motion/ Culminating Final Presentation Students will create original still frame, stop motion animated film that will stress flow through and overlapping action, secondary action, exaggeration, and appeal. Students will present their animated short film to the class.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M) 1.4.12.B.1 (M) 1.4.12.B.3 (M) 8.1.8.A.5 (M) 9.4.12.A.56(M)	1, 2	6 weeks	Completed project in association with a rubric Student progress Time on task

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VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.

Grading and Evaluation Guidelines
GRADING PROCEDURES

40%- Finished Projects:

Students will be graded based on a scoring rubric. The rubric establishes the criteria for grading and allows the student to see what is expected from the beginning of the project.

5%- Homework:

Students will be required to complete homework assignments based on the project in progress. This could be in the form of "Rough" idea thumbnails, gathering visual references, or other project specific criteria.

30%- Exercises:

With each new project, there is an exercise that allows students to explore techniques and design. These exercises are completed before projects are begun and after practices. Exercises reinforce skills used to complete the project on the computer.

15%- Assessment:

At the completion of each project there will be some form of assessment used to test the students understanding of concepts and techniques. These can be in the form of rubrics, critique and digital do-nows.

10%- Class Performance:

Doing the right thing in an art class is as important as project outcome. This is a production studio where students should feel free to express themselves through their work while maintaining a positive and productive atmosphere. Students will be graded based on time on task as well as their productivity on a weekly and daily basis.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Animation Workshop the goal is that a minimum of 95% of the pupil's will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students, at all levels of proficiency, on Unit Assessments, Marking Period Grades, Mid-term and Final Exams and Final Course Grades. Final Course Grades will be analyzed for the achievement of sub-groups as well as the class as a whole. As a result of the outcome analysis decisions will be made concerning the need for modifications to the course content and/or instructional methodology.

SCED 5177 Animation Workshop (East Brunswick High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
96	050	A	S	10-12	2.50	210	E	11/17/2017