

# Unit 5: Adobe Director

Content Area: **Art**  
Course(s): **Graphic Design I**  
Time Period: **4th Marking Period**  
Length: **10 Weeks**  
Status: **Published**

## Unit Overview

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The Graphic Design program is based on the foundation of commercial graphic design modeled in the industry using industry standard programs. Therefore, the goal is to give the students adequate learning experience in both the design software and the shockwave/animation program. This unit introduces Macromedia Director which is shockwave platform to give students the basic premise of keyframe animation involving motion graphics with both typography and images from Photoshop and Illustrator. Director is multimedia platform that has a wider range of capabilities.

What is Adobe Director? The Adobe Director Player software helps you create and publish compelling interactive games and eLearning courses for the web, iOS devices, Mac and Windows® desktops, DVDs, and CDs. Integrate virtually any major file to create motion graphics.

## Transfer

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Students will be able to independently use their learning to create various animations that can range from 60 seconds to 3 mins. Students cherish this platform because it is interactive and it creates a wider room for them to utilize their graphics skills in various ways.

-It is evident that our daily lives are surrounded by animation/multimedia: from turning our phones where the logo of the career is animated to Motion Ads & Games that are graphically arranged with sound, images and voice. The multimedia market is growing extensively and exponentially and the students would definitely discover greater avenues for further studies in this field.

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Read the following web info:

[http://www.cs.cf.ac.uk/Dave/ISE\\_Multimedia/PDF/CMP632\\_Tutorial\\_01\\_Director.pdf](http://www.cs.cf.ac.uk/Dave/ISE_Multimedia/PDF/CMP632_Tutorial_01_Director.pdf)

## **Meaning**

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### **Understandings**

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Students will understand that there are different career options in Graphic Design ranging from commercial design/Advertising to Multimedia.

Students would realize that our daily lives are surrounded and engulfed in multimedia

Inferences can be drawn from the game industry, animation movies and also web browsing as businesses flood the media with multimedia advertising.

### **Essential Questions**

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Students will keep considering what is the impact of multimedia in advertising and entertainment?

Students would give examples of various types of multimedia evident in the society.

How is Director pragmatically being use in graphhic design?

### **Application of Knowledge and Skill**

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Such knowledge and skills are highly utilized and the industry keeps growing and expanding exponentially from the game industry, film industry and advertising.

### **Students will know...**

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Authoring packages by their nature allows the user (the author) to create applications in a much quicker time than by using programming languages such as C++ or Java. Authoring packages are meant to be able to be picked up and have the basics learned very quickly, especially when it comes to images, animation and sound.

Example – You have to make a ball bounce across the screen once. In Java you would have to have a ball object, methods, functions,

trajectories set up, etc. This requires a great deal of programming. In Director all you need to do is to import the ball and set the trajectory, no programming required.

### **Students will be skilled at...**

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Students will be skilled at Adobe Director and Adobe Shockwave software that will help them to create and publish compelling funny interactive games, commercial videos, demos, and digital portfolios. They will integrate virtually any major file format, including videos created and native 3D content, to arrive at the best multimedia result.

Based on the explanation above, it is logical to state that this software makes the multimedia world exciting and interactive.

### **Academic Vocabulary**

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#### **DIRECTOR SOFTWARE JARGONS & TERMINOLOGIES RELEVANT TO THE TEACHING OF THE SOFTWARE.**

**Cast** - The database of media assets used in a Director movie.

**Channel** - Similar conceptually to a "layer" in a paint program, a channel allows a sprite associated with that channel to have unique control parameters that can be manipulated independently from other channels. A Director movie may have up to 1000 channels.

**Frame Rate** - The number of frames per second (FPS) of graphic content that are drawn on the screen.

**Keyframe** - A "snapshot" of one or more sprite properties, such as screen position, at a specific point in time.

**Linear Interpolation** - To 'interpolate' means to calculate a new value in between two known values. Linear interpolation creates new values at equal distances along a line between two known values. When you animate objects with the Score or Stage and set the key positions of a sprite, Director computes the in-between (tweened) points to determine how the sprite moves from one keyframe to the next.

**Lingo** - The built-in scripting language for Director.

**Score** - The layout space for sprites, similar in appearance to a spreadsheet. The score contains up to 1000 channels and a virtually unlimited number of frames.

**Sprite** - 1) A cast member that has been placed in the Score, and consequently can be seen on the Stage. 2) Any graphically manipulable or programmable object that has been placed in the Score.

**Stage** - The window of presentation where all visible action takes place.

**Tweened Frame** - Animation that is automatically generated by the computer when it is given at least two keyframes. Tweened animation is usually generated by means of linear interpolation.

## Learning Goal

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The Students will be able to:

Independently create a commercial & multimedia animation video that combines Photoshop and Illustrator elements, sound, sequence, timing, transformations, and text. Students use advanced techniques and exploration to make the video more appealing and stimulating. The sequence of the animation video borders on using "Keyframe" animation.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.A.CS2	Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.12.A.CS1	The characteristics and scope of technology.

## Target 1-- Level 1 Retrieval

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## SWBAT

Independently create a commercial/animation video that combines Photoshop and Illustrator elements, sound, sequence, timing, transformations, and text. Students use advanced techniques and exploration to make the video more appealing and stimulating based on "Keyframe".

1. Create a "New Movie" in the dialogue box titled for e.g "Bouncing Ball Animation"
  2. Explanation of the platform such as: Tools Palette, Property Inspector, Sprite, Cast, Sprite, & Score.
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VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

## Target 2-- Level 2 Comprehension

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Link to Bouncing Ball Tutorial: <http://www.deansdirectortutorials.com/animation/tut1.htm>

### SWBAT:

1. Step by step approach to creating a bouncing ball or creating a commercial ad video
2. Complete the commercial assignment.
3. Learn how to add sound.
4. Learn how to make an object change size.
5. Learn how to make an object revolve.
6. Make multiple objects move at the same time in sequence.
7. Use keyframes to make a ball bounce, change color and rotate.
8. Create the illusion of movement using frames in sequence.
9. Use text and frames in sequence to create a text animation.
10. Create a smiley face animation using transitions.
11. Learn how to change the speed of a video.

Learn how to draw and add vector elements to an animation.

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VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.4.12.A	Aesthetic Responses
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

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### Target 3-- Analysis

SWBAT:

1. Based on understanding, the students will have to analyze the animation path so that keyframes are placed in the right places.
  2. Visual images imported into DIrector must be resized and cropped in photoshop before importing it.
  3. When imported, they must be resized when placed on the stage before applying any keyframe.
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### Target 4-- Knowledge Utilization

SWBAT:

1. Make decisions on the timing aand execution of the animation by redirecting movements and synchronizing frames and keyframes.
  2. To play their animation and convert their animation into a Quick Time Movie.
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VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

## **Summative Assessment**

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1. Examining the artistry of the animation process.
2. Critical decision making of the creative process.
3. Review the totality of the project and it's effectiveness.
4. Mid or end of unit projects.
5. Student presentations.

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **Formative Assessment and Performance Opportunities**

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1. Class participation.
2. Setting up movie.
3. Downloading, resizing and formatting photographs.

4. Importing and setting up animation.
5. Inserting Frames and Keyframes and Animating sprites.
6. Review animations.
7. Critiquing and Analyzing the animation and creative process.
8. Saving and Editing.

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

### **Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

## **Unit Resources**

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### **RESOURCES:**

<https://www.adobe.com/support/documentation/en/director/>

[http://help.adobe.com/en\\_US/Director/11.0/director\\_11\\_help.pdf](http://help.adobe.com/en_US/Director/11.0/director_11_help.pdf)



