

# Unit 01- Adobe Animate (Adv)

Content Area: **Performing Arts**  
Course(s): **Animation**  
Time Period: **Full Year**  
Length: **5 weeks**  
Status: **Published**

## **State Mandated Topics Addressed in this Unit**

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N/A

## **Adobe Animate CC (Formerly Adobe Flash)**

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### **Essential Skills**

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- “Pose to Pose” Animation
- “Straight Ahead” Animation
- Creative Tools (Brush, Eraser, Shape tool)
- Editive Tools (Move, Eyedropper, Transform, Hand Tool, Zoom)
- Fluid Brush
- Lip Syncing
- Masking
- Motion Tweens (Straight/ Curved Paths, Alpha/ Size Changes)
- Rigging
- Rotoscoping
- Shading Techniques
- Symbols (Traditional Symbols, Symbols in Symbols)

### **Learning Objectives**

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- Analyze various animations and communicate how they are utilizing animation techniques.
- Compose a full-fledged animation from start to finish distinguishing essential animation techniques and constructing an integration of animation history.
- Demonstrate structural knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, and Premiere).
- Demonstrate understanding of key animation principles.
- Developing a unique style in animation.

- Integrate the art of graphic design to illustrate works that reflect a structural proficiency with graphic design tools and a specification of various historic and cultural design styles.
- Integrate the elements of art into their works that reflect a structural proficiency with art principles.
- Utilize industry vocabulary when communicating to others about their work and explaining their own work to classmates.

## Education Standards

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| VA.K-2.1.5.2.Cr1      | Generating and conceptualizing ideas.                                                                                                                                                  |
| VA.K-2.1.5.2.Cr2      | Organizing and developing ideas.                                                                                                                                                       |
| VA.K-2.1.5.2.Cr3      | Refining and completing products.                                                                                                                                                      |
| VA.K-2.1.5.2.Cr3a     | Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.                                                         |
| VA.K-2.1.5.2.Pr       | Presenting                                                                                                                                                                             |
| VA.K-2.1.5.2.Pr4      | Selecting, analyzing, and interpreting work.                                                                                                                                           |
| LA.K-12.NJSLSA.W2     | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.K-12.NJSLSA.W4     | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| MA.9-12.1.2.12adv.Pr5 | Developing and refining techniques and models or steps needed to create products.                                                                                                      |
| VA.K-2.1.5.2.Pr6      | Conveying meaning through art.                                                                                                                                                         |
| VA.K-2.1.5.2.Re8      | Interpreting intent and meaning.                                                                                                                                                       |
| VA.K-2.1.5.2.Re9      | Applying criteria to evaluate products.                                                                                                                                                |
| VA.K-2.1.5.2.Re9a     | Use art vocabulary to explain preferences in selecting and classifying artwork.                                                                                                        |
| VA.K-2.1.5.2.Cn10     | Synthesizing and relating knowledge and personal experiences to create products.                                                                                                       |
| VA.K-2.1.5.2.Cn10a    | Create art that tells a story or describes life events in home, school and community.                                                                                                  |
| VPA.1.3.P.D.2         | Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.                                                                            |
| VPA.1.3.P.D.3         | Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.                      |
| VPA.1.3.P.D.5         | Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.                                                |
| VPA.1.4.P             | All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.                        |

## Instructional Tasks/Activities

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## Learning Tasks

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- Animation Observation: Observe different animation styles and techniques via animated movie/series. Will also observe the method of storytelling delivered
- Animation Principles: Explore key animation principles such as timing, easing, and layering to enhance the visual appeal of projects.
- Animation Production: Crafting a piece that fulfills the requirements of the assignment
- Animation Techniques: Exploring other animation techniques and styles.
- Audio and Sound: Understanding best practices for adding sound and effects to animations with minimal compression.
- Career Reflection: Observe lectures and/or videos about possible career paths of that adjacent to animation.
- Character Design: Utilize character design techniques, appeal and solid drawing to create a compelling design.
- Communication: Design elements effectively communicate desired information/lessons through the design
- Compositing: Creating a singular composition out of multiple parts that are cohesive and finalized with all lighting and effects.
- Critique: Review (and defend) choices made for assignments in front of peers using the language learned in class. Offer each other suggestions when possible.
- Design Layout: Crafting compelling designs to gain and hold interest of others
- Editing: Learn to use advanced editing software and tools for more complex video editing tasks to create a fully realized video from multiple pieces.
- Formal Assessment: Standard format test evaluating concept and terms in the unit
- History Lecture: Observe a presentation about historical people and/or moments in the topic's timeline
- Pitch Development: Creating a well organized proposal compiled of different pre-production aspects like concept, mood board, storyboards, character design, color palette, and more.
- Plot Development: Crafting a compelling narrative that engages the audience.
- Post Production: Edits of sound, audio, and adding final effects to bring across the polished final
- Presentation: Be able to stand up and deliver a presentation to their peers practicing oral skills and confidence
- Production: Utilize animation techniques to illustrate the intended story over time
- Program Basics (Applied): Apply recent demo information on how to utilize a program in the format recently observed
- Program Basics: Observe and follow along with a walkthrough of a program or technique demoed in class
- Reflection (Project): Reflect and write about experience working on the latest project in class using complete sentences (and proper grammar).
- Reflection: Write and reflect on the video viewed in class using complete sentences and (proper grammar).
- Rendering and Exporting: Utilize the best practices for rendering animations for various platforms to ensure quality and compatibility.
- Review (Gimkit): Test and apply knowledge in a game setting (either individual play for group play)
- Story Analysis: Organized discussion about the story observed (read or watched) to understand what the plot was/compared it to others recently reviewed
- Storyboarding: Create a series of storyboards to visually illustrate the intent of the story

- Techniques Lecture: Observe a presentation about an aspect of design that would elevate their work (layout, color, animation, composition, lighting, perspective....)
- Understanding Workflows: Students will learn the different steps of pre-production, production, and post-production
- Worksheet: Test and apply knowledge of reviewed material prior to major exam (may be in unconventional format)

## **Lessons**

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- "ABC"
- "Baseball"
- "Head, Shoulders, Knees and Toes"
- "Shape House"
- "Shape Story"
- Ball Bounce
- Rocket Launch
- Rolling Robot
- Rotoscoping
- Walk, Jump, Kick

## **Assessment Procedure**

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- Classwork (homework if not finished)
- Demo
- Discussions
- Exit Ticket/Entrance Ticket/Do Now
- GimKit
- Observation
- Other- Specified in Lesson
- Peer Review/Critique
- Project
- Quiz/Test
- Reflection/Self Assessment
- Research
- Rubric based assessment
- Teacher Collected Data
- Worksheet

## **Recommended Technology Activities**

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Technology students might access for lesson:

- Adobe CC Applications
- Apple iMac Computers
- DaFont
- Digital Drawing Tablets
- EdPuzzle
- Educational Social Media
- GimKit
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- Khan Academy
- Other- Specified in Lesson
- Quizizz
- YouTube

### **Accommodations - Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

### **Instruction/Materials**

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- Alter format of materials (type/highlight, video, etc.)
- Eliminate answers
- Except oral submissions
- Extended time
- Large Print
- Modified test
- Modify Assignments as Needed
- Necessary Assignments Only
- Other (specify in plans)
- Provide assistance and cues for transitions
- Provide daily assignment list
- Read class materials orally

- Reduce work load
- Shorten Assignments
- Study guide/Outline

## **Special Education**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Gifted + Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Resources**

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- Adobe Animate CC Classroom in a Book (2017 release)
- Cloud based applications for online work

