Unit 1: Adobe Animate CC

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **6 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Adobe Animate CC (Formerly Adobe Flash)

Learning Objectives

- Specify/ Classify/ Investigate:

- "Pose-to-Pose" Animation

- "Straight Ahead" Animation

- Artists will be able to create animations using symbols, automation, and motion tweens in Adobe Animate.

- Artists will create a completed animation project that meets specified criteria, including the use of at least three different animation techniques (e.g., tweening, frame-by-frame animation, and character movement).

- Create a 10-second animation, which will be evaluated based on the realism of movement, the effective use of the created prop, and the overall cohesiveness of the animation.

- Creative Tools (Move, Eyedropper, Brush, Eraser, Hand Tool, Zoom)

- Enhanced Symbols (e.g., character walk cycles)

- Formatting/ Project Layout

- Layers and Groups

- Lip Syncing (One Character)

- Motion Tweens (Straight/ Curved Paths, Alpha/ Size Changes)

- Puppet Rigging (Simple Motions)

- Students will be able to design and create a detailed background for an animation in Adobe Animate.

- Students will learn to create animations using advanced techniques in Adobe Animate, including Bone tool, mask layers, camera tools, color effects, texture mapping, and animated typography.

- Symbols (Traditional Symbols, Symbols in Symbols)

Essential Skills

- Ability to design and implement detailed backgrounds that complement character animations.

- Analyze and investigate short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.

- Bone Tool (IK): Create jointed animations. Mask Layers: Reveal and hide portions of animations. Camera Tools: Implement panning and zooming effects. Advanced Color Effects: Apply gradients and brightness adjustments. Animated Typography: Design kinetic text animations.

- Compose a full-fledged animation from start to finish experimenting with their omit developing animation techniques and analysis of animation history.

- Compose a full-fledged comic strip/ graphic novel page from start to finish experimenting with their developing utilization of storytelling elements, writing and literary techniques, and comic formatting and layout.

- Creative problem-solving skills in the animation process.

- Demonstrate differentiated knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).

- Interpret the art of graphic design to illustrate works that reflect a research-based proficiency with graphic design tools and an investigation of various historic and cultural design styles.

- Prep composites, assign parenting, and apply motion tweens effectively.

- Proficiency in using the Adobe Animate interface and tools.

- Understanding of animation principles, including motion tweens and symbol creation.

Standards

VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr3	Refining and completing products.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
VA.9-12.1.5.12acc.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.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of

	themes and significant concepts.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
MA.9-12.1.2.12prof.Cn10b	Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

Instructional Tasks/Activities

- 12 Principles Writing
- Adobe Animate Assessment
- Create a short animation using at least three intermediate Adobe Animate animation techniques.
- Plot/Dialogue/Planning Out Film
- Storyboard Writing

Lessons

- Specify/ Classify:

- "Pose-to-Pose" Animation
- "Straight Ahead" Animation Mini Project
- Creative Tools
- Enhanced Symbols for Mini Films
- Layers and Groups
- Lip Syncing
- Motion Tweens in Practice/Application and Use
- Puppet Rigging
- Students will be able to animate a winged character using motion tweens and symbols.
- Students will be able to design and create a detailed background for an animation in Adobe Animate.
- Students will be able to effectively utilize Adobe Animate tools to enhance their animations.
- Students will learn to create animations using advanced techniques in Adobe Animate, including Bone tool, mask layers, camera tools, color effects, texture mapping, and animated typography.
- Symbols in Practice
- Work Area

Assessment Procedure

- 1. Discussions (Informal)
- 2. Observations (Formative)
- 3. Quizzes/ Tests (Obtrusive)
- 4. Self-assessment (Artist-generated)
- 5. Professionalism (Unobtrusive)
- 6. Writing (Artist-generated)
- 7. Research (Artist-generated)
- Classroom Total Participation Technique
- Classwork
- DBQ

- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Adobe CC Applications
- Apple iMac Computers
- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Digital Drawing Tablets
- Educational Social Media
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Web Applications
- Kahoot
- MagicSchool AI
- Online alternative softwares for Animation production
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

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

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

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

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions

- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- 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

Honors Modifications

Resources

- Adobe Animate CC Classroom in a Book (2017 release)