

Unit 8: Winter Animation Project (Capstone Assessment)

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **2 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

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Learning Objectives

- Problem Solving and Innovation
- Animation (1st Semester) Capstone
- Artists will be able to specify, classify, and investigate the information (covered up to this point) necessary in order to create independent animated works of art for the Winter Film Festival.
- Artists will demonstrate professionalism by:
 - Collaboration
 - Global Awareness
 - Knowledge Construction
 - Self-Regulation and Assessment
 - Skilled Communication
- Students will be able to complete any missing work from the marking period and submit their lab hours.
- Students will be able to make final adjustments to their showcase animation and create an animated 5-10 second PSA for the showcase.
- Students will create a winter showcase animation project using the 12 principles of animation as a guide.
- Students will create storyboards and develop a mood board
- Students will prepare to create storyboards and develop a mood board

Essential Skills

- Analyze and investigate short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Compose a full-fledged animation from start to finish experimenting with their developing animation techniques and analysis of animation history.
- Compose a full-fledged comic strip/ graphic novel from start to finish experimenting with their developing utilization of storytelling elements, writing and literary techniques, and comic formatting and layout.
- 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.
- Students will be able to design storyboards, script, and begin animating their winter showcase animation projects using the 12 principles of animation as a guide.
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Standards

VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

VA.9-12.1.5.12acc.Pr6a

Make, explain and justify connections between artists or artwork and social, cultural and political history.

Instructional Tasks/Activities

- Scripts
- Storyboard
- Winter Animation Project

Lessons

- 12 Principles of Animation: Understanding the foundational principles that guide effective animation, including squash and stretch, timing, and exaggeration.
- Animation Techniques: Basic techniques for creating animations, including digital tools and software that will be used.
- Creative Expression: Encouraging students to explore their creativity through animation while adhering to the technical principles.
- Scriptwriting: Developing a coherent script that aligns with the visual elements of their animation.
- Storyboarding: The process of visually planning the scenes of their animation to convey the narrative effectively.
- Timing, Executive Function Skills

Assessment Procedure

- 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
- 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

- Appropriate resources conforming to the parameters of the project will be provided