

Unit 08- Animation: History, Principles, Terminology (Int)

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

State Mandated Topics Addressed in this Unit

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N/A

Animation: History, Principles, Terminology

Essential Skills

- 3D Animation
- Animation Principles
- Animation Style/Story Example
- Fluid Brush
- History Spotlight
- Non-US Animation History
- Pre-Cell Animation
- Pre-Disney Animation History
- Rigging
- Stop Motion

Learning Objectives

- 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

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

Learning Tasks

- 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 Techniques: Exploring other animation techniques and styles.
- Career Reflection: Observe lectures and/or videos about possible career paths of that adjacent to animation.
- Design Layout: Crafting compelling designs to gain and hold interest of others
- 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.
- Presentation: Be able to stand up and deliver a presentation to their peers practicing oral skills and confidence
- Reflection: Write and reflect on the video viewed in class using complete sentences and (proper grammar).
- 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
- 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

- 'Artist' Spotlight
- Gimkit/Game Review
- OTHER (See Lesson Plan)
- Principles Spotlight
- Style Spotlight

Assessment Procedure

- 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

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

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

- 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

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

- 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

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning

- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Resources

- Cloud based applications for online work