Unit 2

Content Area: **Fine & Performing Arts**
Course(s):
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

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.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.3.12.D	Visual Art
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Essential Questions

• What is a storyboard and character spreadsheet

• How is an image saved for web properly

• What is a Shape Tween and how do you use it?

Content / Skills

Students will be able to design an animation in Adobe Flash animation

• develop a character and a storyboard • create the character in Photoshop
• Save for Web
• import to library

Instructional Plan (Daily Learning Activities)

• Students will be shown examples of Sprite Spread Sheets. Sprite Spreads are essential to character development in games and animations

• Students will develop their characters in Photoshop and make sure they Save for Web. Characters should be designed in sequential positions and actions.

• The students will be given an activity that must be completed by the end of the period. A sequential image of

a character walking will be distributed and the students must set the drawing up as a frame -by-frame in Adobe Animate

Monitoring Strategies / Assessment of Learning

Monitoring Strategies / Assessment of Learning

• All students will complete the Walking Man Activity and store the document in the Group folder

• Students will complete their own character designs in Adobe Photoshop and import the sequential images of their characters into Adobe Animate as a Frame-by-Frame animation

Differentiation

- Alternative Assessments
- Choice of Activities
- Independent Research and Projects
- Leveled Rubrics

Integration of Technology

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on

	educational, career, personal and or social needs.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
TECH.8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
TECH.8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
TECH.8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
TECH.8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
TECH.8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

21st Century

21st Century Themes

- Business, Financial, Economic, and Entrepreneurial Literacy
- Global Perspectives

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

Interdisciplinary Connections

- Art

- Business
- Computers
- English
- Science
- Social Studies