

Unit 3

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 the primary function of Adobe Animate?
- How is sequential art used in a Frame-by-frame animation?
- What is the difference between a frame-by-frame animation and an animation that uses the tween options?

Content / Skills

Students will be able to design an animation in Adobe Animate • The history of film and animation

- Timeline, tools, and special features
- Frame-by-frame animation
- Animate art created in other Adobe programs
- Use sequential character art to make a character perform three actions

Instructional Plan (Daily Learning Activities)

- Students will build on previous units and complete a full animated scene with their original characters
- After completing three 24 frame sequential actions with their original character designs, students will Save for Web properly in PSD. Then Import to Library in the Adobe Animate program

- The class will be taught timing their movements on the animation timeline and understand the difference between a Keyframe and Frame

Monitoring Strategies / Assessment of Learning

- Students will complete and turn in a finished animated scene with an original character making three action motions
- One Project Folder with two sub Folders must be placed in the class Groups dropbox. The two sub folders will contain; first the students preliminary work with character development. Second folder must contain the finished Adobe Animate document and a SWF file of the completed scene
- A rubric will be used to grade Character development, sequential art, background art, an animated scene with a character going through three motions and all completed folders turned in properly

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