

Unit 4

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.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.A.CS1	Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.
VPA.1.4.12	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.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

Essential Questions

- What are spot advertisements
- Why is the Break apart option important to the success of animating type
- When can you animate type with a Shape tween
- When can you animate type with a Motion tween

Content / Skills

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

- Frame-by-frame animation
- Animating Typography
- Using the Break Apart option in Adobe Animate • Shape Tweening
- Motion Tweening

Instructional Plan (Daily Learning Activities)

- Students will begin this lesson by completing a tutoring on Shape Tweening
- The class will learn how to bounce a circle around the picture plane on their computer/device screens
- Shape Tweens can morph into other shapes, change color, size and opacity and the students will show several examples of these options in a single animation document
- All students must reserve ten minutes of class time to research Reese's peanut butter cup commercials

Monitoring Strategies / Assessment of Learning

- A rubric will be used to grade the completed Reese's peanut butter cup spot advertisement
- Students will be graded on Reese's theme, typography, shape tweens, special features, and finished project folder organization
- Exercise One: Shape Tween warm up with several shape tweens
- Exercise Two: Break Apart and animate the letters of your name

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