

Unit 5

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

Standards

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.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.
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.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Essential Questions

- What is the Bone Tool
- How to build a SWF file and save as an animation
- Where do you import graphics and movie clips
- Importing SWF files into the Adobe Animate Library to allow multiple animations to animate within a larger animation. Animations within animations is a very important technique to use when creating a large complex animation
- How to save scenes and create new scenes

Content / Skills

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

- Frame-by-frame animation
- Drawing in Adobe Photoshop and Illustrator
- Designing and animating computer drawn characters
- Create a scene with multiple computer drawn characters
- Using multiple smaller animations within the larger animation

Instructional Plan (Daily Learning Activities)

- Students will create a stick figure using the bone tool. A tutorial will be completed using the Bone Tool to make a stick figure walk in place
- Students in the class will complete three additional stick figures by using the Bone Tool. These additional stick figures must be performing three different actions
- All four stick figure SWFs must be imported to the Library of an Adobe Animate document and then placed on the timeline so they animate in sequential order.
- Students must complete two scenes in their Stick Figure theater project. The students can choose from two different themes. The first choice is a stick figure theater Safety video or they can choose to do a scene from a popular TV show or motion picture

Monitoring Strategies / Assessment of Learning

- A rubric will be used to grade the Stick Figure theater project
- Student projects will be graded on four SWFs being used in sequence, use of theme, background designs, Typography techniques and overall finished Stick Figure theater project folders
- Exercise One: Bone Tool tutorial
- Exercise two: Stick figure walking in place

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