

Unit 2: Illusion of Movement

Content Area: **Multimedia**
Course(s):
Time Period: **Semester**
Length: **1-2 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

- The Animation course is designed to provide a brief history of animation from its early beginnings to the animation application(s) of today. Students will be introduced to the methods of the design animation design process, introduction to a variety of computer software applications (Adobe Creative Cloud) and Mobile Device Application(s). Introduction to 'the 12 principles of animation', frame rates, sequence, layers, onion skins, and basic 2d, 3d, tracking, 4d rigging, filers, stop-motion. The course focuses on developing student 21st Century skills, development of student accountability, autonomous ownership of self guided assignment(s)& project(s). Encouraging student imagination/ creativity, art application, art in motion. The course encourages 'hands on' computer skills, file management, infusing methodology of animation. Through projects, the skills of planning, producing video/ story themes, character, expression/ tone and time management and care/ cleanliness for software and production equipment are developed. Students will have an opportunity to produce a portfolio of their work (not required).
- Develop/ apply art, art in motion, animation video. Use information, technology and other tools to create projects. Use critical thinking, decision making and problem solving skills. Demonstrate self-management skills .Apply safety principles and care for production equipment. Develop writing and design skills for preproduction, production & postproduction. Understand form, function of space/ movement, structure, objects and sound synchronization . View, utilize, analyze, and critique textual and non-textual information. Develop career planning and desired 21st Century career skills.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective: In this unit, students will be introduced to the illusion of movement. The illusion of movement occurs by viewing single frames in succession. (Persistence of Vision)

Essential Questions: How animation frames (one Shot, Two Shot), make up the movement of animation. (Spatial relationship)

Enduring Understandings: The artist understands of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

CONTENT AREA STANDARDS

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12. AR-AV.4 Design an audio, video and/or film production.

9.3.12. AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

EVIDENCE OF LEARNING

Summative Assessments

Flipaclip - Video Project

Formative Assessments

Teacher Observation

Teacher Monitoring

Class Discussion

Peer led Discussion

Teacher/ Student Feedback Discussion

Content Review

Authentic and Practical Exercises

RESOURCES (Instructional, Supplemental, Intervention Materials)

Instructional: Flipaclip

Google Drive

Supplemental: Google Drive - File Management

Flipbook standard - Andymation.com

INTERDISCIPLINARY CONNECTIONS

Students understanding of technology, 21st Century Life and Career standards such as critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership will lead to a cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended time
- Enrichment activities
- Preferential seating
- Online visuals and audio for individual lessons
- Pairing students for activities
- Teacher modeling
- Differentiated written and verbal responses
- Additional graphic organizers and outlines for writing assignments
- Audio versions of texts
- Integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks

- Higher level direct questioning
- Opportunities for cross curricular activities
- Flipped Classroom
- Small cooperative groups