

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Art Animation
VALLRY ROP #:	AME-5702-AAAni
CDE #:	1308
CBEDS TITLE:	Animation
CBEDS #:	5702
CTE SECTOR:	Arts, Media & Entertainment
CTE PATHWAY:	Media & Design Arts
JOB TITLES:	Camera Operations, Television Video and Motion Pictures 27-4031.00 Video Game Designer 15-1099.13 Graphic Designer 27-1024.00 Multi-media Artists & Animators 27-1014.00

COURSE DESCRIPTION:

Art Animation is a one-year course with a focus on the basic principles of art taught in the art one curriculum and an introduction to the art and history of animation. The student will develop drawing skills by drawing basic shapes and forms, still life objects, figures, facial and body expression and animal body gestures. Animation assignments will include character development, basic movement studies, traditional animation processes and an introduction to digital graphic applications.

DATE APPROVED:	February 2001 (previously Digital Animation)
REVISED DATE(S):	January 30, 2006 / December 2008 / March 2009 Nov 2009

HOURS: 180

CREDITS: 10

PREREQUISITES: None

GRADE LEVEL: 11-12

ARTICULATION(S): Meets UC "f" requirement

TEXTBOOKS/RESOURCES: Animated video shorts and feature length films, Animation and computer periodicals, *Scholastic Art Magazine*, Internet websites
Blair, Preston, Cartoon Animation, Laguna Hills, California, Foster Publishing
De La Croix, Tansey, Gardner's Art through the Ages, New York, New York, Harcourt, Brace, Jovanovich
Edwards, Betty, Drawing on the Right Side of the Brain, Los Angeles, J.P. Tarcher, Inc.
Mittler, Gene A., Art in Focus, Woodland Hills,

California, Glencoe/McGraw-Hill

Muybridge, Eadweard, Animals in Motion, New York,
New York, Dover Publications

Muybridge, Eadweard, The Human Figure in Motion,
New York, New York, Dover Publications

Ragans, Rosalind, ArtTalk, New York, New York,
Glencoe/McGraw-Hill

White, Tony, The Animator's Workbook, New York,
New York, Watson-Guption Publications

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Develop Perceptual Skills and Visual Arts Vocabulary
- Analyze Art Elements and Principles of Design
- Impact of Media Choice
- Skills, Processes, Materials, and Tools
- Communication and Expression Through Original Works of Art
- Role and Development of the Visual Arts
- Diversity of the Visual Arts
- Derive Meaning
- Make Informed Judgments
- Connections and Applications
- Visual Literacy
- Fulfill California State Visual & Performing Arts Standards

INSTRUCTIONAL METHODS:

- In Class Demonstrations
- In Class Drawing
- In Class Lecture
- Online Reference
- Guest Lectures
- Art and Animation Periodicals
- Field trips to post-secondary schools
- Field trips to art museums
- Visits to industry
- Student Projects based on core subject material

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Portfolio
- Classroom participation
- Completion of required assignments/portfolio
- Individual and group projects
- Industry-related tests
- Punctuality and attendance

COURSE OUTLINE:

Unit of Instruction	Estimated Hours	Standards
1. Introduction to Students will be able to identify and draw basic 2D shapes drawing and 3D forms. They will be able to analyze and draw complex shapes and forms and break them down into simpler components. Students will be able to demonstrate how these shapes and forms relate to underlying form, animation principles and simple perspective.	15	1.1, 2.1, 2.2, 2.4, 4.3
2. Introduction to Students will view slides of early to modern art and will discuss Art History what they think “art” is. They will read and discuss the art. Art history text. Students will write/ explain how much of art evolved from objects of a practical use or spiritual design. Students take a field trip to visit the Getty Museum or the LA County Museum.	15	3.1, 3.2, 3.4, 4.3, 4.5, 5.3, 5.4
3. Introduction Students will read about animation history and view early video to animation examples. Students will read about the history of optical movement and design and produce a flipbook and a phenakistoscope. Students will learn to recognize distinctive animation styles and the work of innovative animators.	20	1.1, 1.2, 1.3, 1.6, 3.1, 3.2, 3.3, 5.2
Introduction to Students view examples of gesture drawing. Teacher demonstrates Gesture drawing to emphasize basic drawing principles and Drawing human anatomy. Students read and discuss the evolution of figure sculpture and drawing as it evolved through Etruscan, Greek and Roman art.	20	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1
4. Introduction to Students observe and investigate the world of line in nature and Line and in man made objects. They will understand and demonstrate Perspective through journal drawings, gesture drawings, and in-class reading assignments a knowledge of terminology and techniques associated with line and perspective.	15	1.1, 1.2, 1.3, 2.1, 2.4, 2.4, 3.1
5. Design Students will discuss the use of symbols in a logo, the art elements, Principles the principles of design, and appropriate typography to communicate the desired message. Students will complete the design digitally, discuss the effectiveness of their design, and evaluate their work.	20	1.1, 2.1 2.3, 2.5, 2.6, 3.2
6. Basic Students will view examples and discuss the work of Eadweard Muybridge. Animal Students will view examples of animal paintings to discover movement discrepancies in animal movement prior to the use of a camera. Students will gesture draw and photograph animals in motion.	15	1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.4

7. Human Students will draw the human head from frontal, three-quarter view, movement and profile view. Students will draw the in between views to lead into a head turn animation.

10

1.1, 2.1, 2.2, 2.4

Key Assignments

50

1. Design Students will produce a logo for the local Fire Department Safety Principles Unit. Students will find ten examples of logos. Students will discuss the use of symbols in logo and brainstorm what paraphernalia firemen use. Students will discuss the art elements, the principles of design, and appropriate typography to communicate the desired message. Students will complete the design digitally, discuss the effectiveness of their design, and evaluate their work.

1.1, 1.2, 2.1, 2.3 2.5, 2.6, 3.2, 3.4

2. Basic Students will view examples and discuss the work of Eadweard Muybridge. Animal Students will view examples of animal paintings to discover movement discrepancies in animal movement prior to the use of a camera. Students will gesture draw and photograph animals in motion.

1.3, 1.5, 1.6, 2.3, 2.4, 3.2, 3.4, 4.1, 4.2, 4.3, 4.5

3. Human Students will draw the human head from frontal, three-quarter view, movement and profile view. Students will produce an animation in 2D software that depicts a head turn and blink.

2.3, 3.2

4. Viewfinder Students will draw using a viewfinder and discuss what makes a Drawing & effective composition. Students will draw close-ups of hands and Digital Camera facial features. Students will learn to use the digital camera to create interesting compositions. Students will produce an animation about their favorite activity which includes the use of a close up view.

2.3, 3.2

5. Metamorphosis Students will view and discuss examples of metamorphosis in cultural figures, literature, and art history. Students will draw a character that is a combination of creatures. Students will produce an animation where one creature morphs into another using 2D software. Students will consider reworking their animation and defend their position.

2.3, 3.1, 3.2, 3.3, 4.4, 5.2

6. Panning a Students will videotape a pan of a landscape vertically and horizontally. Landscape Students will draw a panned landscape. Students will produce a Scene animation in 2D software that uses a panned landscape to advocate that students prevent trash on the campus.

2.3, 2.6, 3.2, 3.4

7. Masterpiece Students will select a masterpiece from art history and write a report on the artist and artwork. Students will simplify and redraw the artwork digitally. Students will modify the work to grayscale, primary colors, secondary colors, related colors, then animate the scene to make it come alive.

2.1, 2.3, 3.2 4.1, 4.2, 4.3, 4.5

8. Goblet Design Students will draw still life objects to observe the effects of glass and Texture and water: transparency, translucency, and reflection. Students will Transparency design ten goblets in 3D software. Each goblet must be made of at least two different materials, like glass and metal. Students will place the goblets on a constructed shelf and add lighting and camera.

2.3, 3.2, 3.4

9. Art History Students will read about and view examples of Romanesque castles. Castle Students will discuss the function of architectural elements, like dentures, tower, arrow slits, and drawbridge. Students will design a castle using geometric shapes. Students will create a castle in 3D software, add textures to surfaces, animate a drawbridge, add lighting and a camera. Students will discuss how the color and angle of the lighting effect the mood of the scene.

2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 5.2

10. La Posada Students produce a poster to advertise the Posada Mexican Dance Poster performance on campus. Images in the design will represent characters in the dance performance. Students will compare how their poster differs from television and newspaper coverage of the dance event.

1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.5, 3.3, 4.1, 4.2, 5.1, 5.3

- **Art Projects** – Student projects are assessed through a **self-evaluation** which is reviewed by the instructor.
 - Self-evaluations are designed around a rubric that reflects the requirements of the assignment. Points earned are based on 10 points per day of student work. All self evaluations include judgment considerations, like “What is the best feature of your animation? Why? What would you do differently if you had the opportunity? Why?”.
 - Students select the best from their row of four to compare with others in the class. Projects that are judged as exemplary are submitted for competition.
 - Drawing Journals - Evaluated according to the assignment rubric
 - Group critique of artwork
- Portfolio – Compact Disk containing digital examples as well as original student work that reflects refined craftsmanship and technical skills

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).

h. Evaluate results of action(s) taken.

D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.

3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
 1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.