

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	ART ANIMATION
CBEDS & TITLE:	5798 Other Visual Communications, Graphics, Courses
JOBS:	Digital Animator Video Game Designer Graphic Designer 141.061.018 Cartoonist 141.061.010
ACADEMIC TARGET: ARTICULATION:	Meets high school graduation requirement for Performing & Visual Art Meets UC "f" requirement
PREREQUISITES:	None
GRADES:	11-12
HOURS:	180
CREDITS:	10
DATE DEVELOPED:	February 2001 (previously Digital Animation)
REVISED:	January 30, 2006

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.

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES:

Standards are determined by California State Standards for the Visual and Performing Arts

Standard 1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information through the language and skills unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Standard 2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
- 2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

- 2.5 Create an expressive composition, focusing on dominance and subordination,
- 2.6 Create a two- or three-dimensional work of art that addresses a social issue.

Standard 3.0 Historical and Cultural Expression: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual art and artists.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

Standard 4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Articulate how personal beliefs, cultural traditions and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

Standard 5.0 Connections, Relationships, Applications. Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

- 5.3 Compare and contrast the ways in which media (television, newspapers, magazines) cover the same exhibition.

Career and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).

COURSE OBJECTIVES:

Fulfill California State Visual & Performing Arts Standards

Fulfill Selma High School Expected School-wide Learning Results: BEARS acronym:

Beyond Selma High School – Prepare for a career or higher learning experiences

Effective Communicators – Communicate in visual as well as verbal means

Academic Standards - Maintain high academic standards

Responsible Citizen – Be a responsible citizen in all that you do

Solutions – Be a problem solver

FULFILL THE CAREER PREPARATION STANDARDS:

(5 Hours)

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.
- A. **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.
- B. **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.
- C. **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.
- D. 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.
- E. 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.
- F. 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.
- G. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.

- Demonstrate ethical choices in workplace situations.

COURSE OUTLINE:

Project	Sample Activity to Meet Standards	Standards
1. Introduction to Drawing (15 Hours)	Students will be able to identify and draw basic 2D shapes 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.	1.1, 2.1, 2.2, 2.4, 4.3
2. Introduction to Art History (15 Hours)	Students will view slides of early to modern art and will discuss 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.	3.1, 3.2, 3.4, 4.3, 4.5, 5.3, 5.4
3. Introduction to animation (20 Hours)	Students will read about animation history and view early video 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.	1.1, 1.2, 1.3, 1.6 3.1, 3.2, 3.3, 5.2
4. Introduction to Gesture Drawing (20 Hours)	Students view examples of gesture drawing. Teacher demonstrates gesture drawing to emphasize basic drawing principles and human anatomy. Students read and discuss the evolution of figure sculpture and drawing as it evolved through Etruscan, Greek and Roman art.	1.1, 1.2, 1.3, 1.5 2.1,2.2, 2.4, 2.5 3.1
5. Introduction to Line and Perspective (15 Hours)	Students observe and investigate the world of line in nature and in man made objects. They will understand and demonstrate through journal drawings, gesture drawings, and in-class reading assignments a knowledge of terminology and techniques associated with line and perspective.	1.1, 1.2, 1.3, 2.1, 2.4, 2.4, 3.1
6. Design Principles (15 Hours)	Students will discuss the use of symbols in a logo, 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, 2.1 2.3, 2.5, 2.6 3.2
7. Basic Animal Movement (15 Hours)	Students will view examples and discuss the work of Eadweard Muybridge. Students will view examples of animal paintings to discover 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, 3.1, 3.2 3.4
8. Human Movement (10 Hours)	Students will draw the human head from frontal, three-quarter view, and profile view. Students will draw the inbetween views to lead into a headturn animation.	1.1, 2.1, 2.2, 2.4

19. Texts & Supplemental Instructional Materials

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

20. Key Assignments

(50 Hours)

- | | | |
|---|--|--|
| A. Design Principles | Students will produce a logo for the local Fire Department Safety Unit. Students will find ten examples of logos. Students will discuss the use of symbols in a 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 |
| B. Basic Animal Movement | Students will view examples and discuss the work of Eadweard Muybridge. Students will view examples of animal paintings to discover 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 |
| C. Human Movement | Students will draw the human head from frontal, three-quarter view, and profile view. Students will produce an animation in 2D software that depicts a head turn and blink. | 2.3, 3.2 |
| D. Viewfinder Drawing & Digital Camera | Students will draw using a viewfinder and discuss what makes an effective composition. Students will draw close-ups of hands and 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 |
| E. 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 |
| F. Panning a Landscape Scene | Students will videotape a pan of a landscape vertically and horizontally. Students will draw a panned landscape. Students will produce an 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 |
| G. 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 |
| H. Goblet Design Texture and Transparency | Students will draw still life objects to observe the effects of glass and water: transparency, translucency, and reflection. Students will 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

- I. Art History Castle** Students will read about and view examples of Romanesque castles. 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
- J. La Posada Poster** Students produce a poster to advertise the Posada Mexican Dance 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

Instructional Methods and/or Strategies

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

25. Assessment Methods and/or Tools

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? And 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