

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ANIMATION I

DATE: March, 2008

SCHOOL: Vista del Lago High School

COURSE TITLE: Animation 1

SUBJECT AREA: VAPA

PROPOSED GRADE LEVEL(s): 9-12

COURSE LENGTH: 1 Term/2 Semesters

GRADING: A-F

NUMBER OF CREDITS: 5/Semester

PREREQUISITES: Drawing and Painting or the equivalent introductory art class

COURSE DESCRIPTION:

This course is designed to introduce students to the fundamental skills of that are common to all animation styles. Students will learn about the history of the art and how animation works. In order to refine skills as digital storytellers, students will plan and write a script and create storyboard. Students will learn to express character through movement, synchronize the sound and image, and shape and pace action sequences. Students will approach the art of animation from simple, inexpensive methods such as stop-action hand animation and cut out animation to the more complex commercial studio techniques using Macromedia Flash. Students will create professional portfolios, which includes sketchbooks, storyboard examples and a video of student work.

GENERAL GOALS AND OBJECTIVES:

- Students will read about, write about, talk about, and reflect upon digital and traditional animation art in order to gain fluency, skills and a deeper understanding of the history and future of art and technology.
- Students will work collaboratively to create artistically, learning the importance of teamwork and collaboration.
- Students will analyze the roles, functions and development of art and animation through time and its connections to technology today and in the future.
- Students will develop creative skills in problem solving, communication and time management.
- Students will learn about career and post-secondary learning possibilities related to animation.
- Students will study the history of animation and compare and contrast styles and methods.
- Students will analyze the role and development of the animation in different cultures.
- Students will learn both the traditional and current techniques used to create animation.
- Students will learn applications of Illustrator and Photoshop.
- Students will become fluent in Macromedia Flash
- Students will approach technology and computer software as a means of artistic expression
- Students will learn the vocabulary of art and design and how to apply design principles and elements of art to their projects.
- Students will focus on animation fundamentals and the principles of animation in order to create successful, professional projects for their portfolio.
- Students will learn about copyright law and the ethics of digital imagery.
- Students will create portfolios and participate in classroom critiques.

STUDENT READING COMPONENT:

Students will be assigned readings from a variety of sources including magazines, textbook, and internet articles. Students will be required to follow written instructions on projects.

STUDENT WRITING COMPONENT:

- Students will describe, analyze, critique and write about the animation and the characteristics of professional and student work in essays and a research paper (description, observation, analysis, persuasive).
- Students will reflect on the creative process and problem solving techniques used in animation(reflective)Students will compare and contrast, as well as analyze the methods of artist's and the influence of technology on animation (informative).
- Students will keep an ongoing journal/scrapbook of ideas views and project possibilities.

STUDENT ORAL COMPONENT:

- Students will present oral reports and participate in class/small group discussions about their own work and the work of others.
- Students will present their projects to the class with an explanation of the process and an evaluation of the end result.
- Students will orally respond to artwork and discuss their evaluation of the artist's intent using vocabulary and terms appropriate to art.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Introduction

- The History of Animation
- Origins
- Character Development
- Doing the Research
- Writing a Script
- Hollywood Formula
- Storyboarding
- Basic Animation Essentials—Principles of Animation

Unit 2: Stop-Action Animation

- Clay and Puppet Animation
- Sets and Backgrounds
- Animating Objects
- Capturing Movement
- Time-lapse
- Working with Sound
- The Work of Will Vinton, Penelope Middleboe, Tim Burton

Unit 3: Simple Animation

- Flip Books
- Cut-Out
- Digital Image Capture
- Collage
- Rotoscope

- Animated Text
- The Work of Fleischer Brothers

- **Unit 4: Cell Animation**
- Traditional Equipment vs. New Technologies
- Production Cycle
- Dope Sheet
- Backgrounds
- Tracking Shots
- Drawing Characters
- Introduction to Lip Sync
- The Work of Walt Disney, Hannah Barbera, Warner Brothers

- **Unit 5: Web Animation**
- Motion Graphics
- Introduction to 3D Modeling
- Introduction to Gaming

Unit 6: Portfolio Completion and Presentation

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:

Language Arts

LAB FEE, IF REQUIRED:

\$30.00 for take home materials

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Artistic Perception

1. To introduce students to the elements and principles of art as they apply to animation.
2. To build on student's experiences in using the elements and principles to create personal, technically proficient works.
3. To introduce students to the vocabulary and selected aspects of art and design through a variety of animation assignments.

Creative Expression

1. To solve problems by creatively applying the elements and principles of design to their animated work.
2. To provide instruction and practice in the safe and effective use of art methods and techniques.
3. To develop students' responsibility for organizing their own work, as well as maintaining shared tools, material and equipment in the classroom workspace.

Historical and Cultural Context

1. To familiarize students with significant historical developments of computerized art and animation through a variety of projects.
2. To familiarize students with the work of important twentieth century animators.

Aesthetic Valuing

1. To give students the vocabulary to evaluate and reflect on their works and those of their peers in writing or presentation.

2. To provide on-going opportunities for and instruction in analyzing and evaluating animation according to aesthetic theories and conventions of art criticism.

Connections, Relations, and Applications

1. To continue the exploration and development of visual ideas in a series of outside-of-class sketchbook assignments.
2. To explore various career fields in the area of art and technology through research projects, studio exercises, and presentations.
3. In written reflection and discussion, students will speculate on the nature and function of animation due to changing technology and culture.

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

Self-Directed Learners: Able to apply their knowledge of history, culture, and design to solve open-ended projects. Students will be able to revise and reflect on their ideas and solutions and explore career options related to animation.

Effective Communicators: Able to successfully communicate ideas and emotions through an understanding of the visual elements of design. Students will utilize their knowledge of the development of animation, as well as visual communication methods to discuss design solutions and critique student work. Students will present portfolios and develop presentations.

Quality Producers/Performers: Able to demonstrate the creative ability and technical skills to produce quality animated artworks.

Constructive Thinkers: Using acquired technical skills to creatively solve design problems and reflect upon the characteristics and merits of their work and the work of others. Students will use their knowledge to analyze other design solutions using the strategies of art criticism. Students will gather and evaluate information from written and Internet resources on famous animators and important events in the history of animation.

Collaborative Workers: Able to work together to create solutions for group projects. Students will participate in group critiques of student projects. Students will participate in class discussions on aesthetics.

Responsible Citizens: Who maintain classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.