

Animation I - Unit 2 - Story Development

Unit Focus

In this unit, students will develop an animated story. They will apply their learning from the previous unit as well as learn new elements of animating with storyboard elements, facial expressions, shot types, backgrounds, and music. Students will learn by using a sketchbook to draw out their ideas while continuing to become more fluent with the software (i.e Adobe Animate).

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>National Core Arts Standards <i>Visual Arts: HS Proficient</i> Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.HSI) Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSL.a) Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.HSI) Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSL.a) Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.HSI) Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSL.a)</p> <p>Other Goals</p> <p>Student Growth and Development 21st Century Capacities Matrix Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. (MM.2.2)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Capture the feeling or emotional response which an artistic piece elicits T4 Engage in critique to inform next steps or deepen examination of an artistic work</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U4 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I use what I visualize/imagine and make it come to life? Q2 What am I learning or have I learned from creating this work of art? Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q4 How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work? Q5 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next? Q6 What am I learning by engaging in critique?</p>	

Stage 1: Desired Results

Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. (MM.3.2)

Acquisition

Knowledge

Students will know...

- K1 Basic elements of telling an engaging story: character, wish, conflict, unpredictable resolution
- K2 How to use music to drive the timing of the story
- K3 Shot types: long shots, medium shots, close ups, extreme close ups
- K4 Facial expressions: how to communicate what a character is feeling without saying a word
- K5 Backgrounds: how to create the illusion of interior and exterior space
- K6 Role of staging (second key principle of animation) in developing a story

Skill(s)

Students will be skilled at...

- S1 Drawing ideas in sketchbook that will be the basis for the storyboard
- S2 Identifying musical phrases to capture pivotal moments of the introduction of character, wish, conflict, and unpredictable resolution
- S3 Communicating emotion through facial expression, body language, symbols
- S4 Using a variety of shot types to maintain audience interest
- S5 Creating the illusion of space outside by using atmospheric perspective and/or inside using one-point perspective
- S6 Applying motion tweens, shape tweens, and/or step animation to help tell the story
- S7 Examining an animated story to determine effectiveness given established criteria