



# 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	
<b>Standards</b>  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)  <b>Other Goals</b>  Madison Public Schools Profile of a Graduate Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> 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	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> 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.	<i>Students will keep considering...</i> 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?

Stage 1: Desired Results		
	Acquisition	
	Knowledge	Skill(s)
	<i>Students will know...</i> 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	<i>Students will be skilled at...</i> 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