Animation I - Unit 3 - Animation for Social, Political, or Environmental Change

Unit Focus

In this unit, students will develop an animated story on a political, social or environmental issue that matters to them. Students will learn by engaging in research, examining a short animated issue, and continuing to become more fluent with the software (i.e, Adobe Animate) to help develop the story. Students will also read a professional screenplay (Toy Story) and see how animators bring the story to life as well as create their own script in proper script writing format.

Stage 1: Desired Results

Established Goals	Transfer
Standards National Core Arts Standards *Visual Arts: HS Proficient* 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.HSI.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.HSI.a)* Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. *(VA:Cr1.2.HSI.a)* Share: Convey meaning through the presentation of artistic work. *(VA:Pr6.1.HSI)* Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. *(VA:Pr6.1.HSI.a)* Perceive: Perceive and analyze artistic work. *(VA:Re7.1.HSI)* Analyze how one's understanding of the world is affected by experiencing visual imagery. *(VA:Re7.2.HSI.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.HSI.a)* **Other Goals** Madison Public Schools Profile of a Graduate	*Students will be able to independently use their learning to...* 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)
Students will understand that... 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. U5 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.	*Students will keep considering...* Q1 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q2 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? Q3 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? Q4 What am I learning by engaging in critique? Q5 What am I seeing/feeling in this piece? What inferences can I make?

Acquisition

Knowledge	Skill(s)
Students will know... K1 Color schemes: analogus colors, complementary colors, monochromatic colors, pastels, split complementary, triadic K2 Proper proportions of human form: portraits and figure drawings	*Students will be skilled at...* S1 Engaging in research to identify key information that can be the basis of the animated story S2 Using proper screenplay format to draft idea for the animated story (e.g., fade in, scene headings)

Stage 1: Desired Results

Product Creation: Effectively use a medium to communicate important information. (POG.3.2) Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)	K3 Key rules and formatting for screenplay K4 5 Second Rule and how it helps with visual interest	S3 Using sketchbook to draft ideas for the storyboard S4 Drawing objects with a level of detail and precision S5 Applying previous skills in first two units to help tell the story by using motion tweens, shape tweens, and/or step animation, backgrounds, facial expressions, shot types, use of music to drive the story (optional), and develop compelling characters. S6 Examining an animated story to determine effectiveness given established criteria