

Animation II - Unit 1 - Unique Character Creation

Unit Focus

In this unit, students learn how to develop a unique character and transfer illustration to a digital representation. They will apply their learning by applying key components of Digital Animation 1: principles (e.g., squash and stretch), skills (e.g., motion tweens), and use of software tools. Students will learn by using a sketchbook to draw out a variety of characters and become more fluent in the software (i.e. Adobe Animate).

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>National Core Arts Standards <i>Media Arts: HS Proficient</i> Synthesize: Synthesize and relate knowledge and personal experiences to make art. (MA:Cn10.1.HSI) Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. (MA:Cn10.1.HSI.a) Conceive: Generate and conceptualize artistic ideas and work. (MA:Cr1.1.1.HSI) identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. (MA:Cr1.1.1.HSI.a) Construct: Refine and complete artistic work. (MA:Cr3.1.HSI) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone. (MA:Cr3.1.HSI.a) Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences. (MA:Cr3.1.HSI.b) Practice: Develop and refine artistic techniques and work for presentation. (MA:Pr5.1.HSI)</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</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.</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 (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 What am I learning or have I learned from creating this work of art?</p>
	Acquisition	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 How to create unique characteristics and how to animate them to further enrich character introduction. K2 Key vocabulary: solid drawing, shape tweens, motion tweens, step-by-step, asymmetrical balance, contour lines</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying unique characteristics to highlight as the basis of initial sketches for character S2 Executing different views of the character: profile view, front view (and potentially 3/4 view) S3 Using contour lines and form to refine character sketches</p>	

Stage 1: Desired Results

<p>Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks. <i>(MA:Pr5.1.HSI.c)</i></p> <p>Other Goals</p> <p>Portrait of a Graduate Self-Awareness: Examining current performance critically to identify steps/strategies to persist. <i>(POG.4.1)</i> Decision Making: Make responsible decisions, based on potential outcomes. <i>(POG.4.2)</i></p>		<p>S4 Applying asymmetrical balance and movement in character sketch(es)</p> <p>S5 Using tools in animation software to transfer a physical sketch to a digital image</p> <p>S6 Communicating idea (basis of their character) through animation and explanation</p>
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