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

Standards

National Core Arts Standards

Media Arts: HS Proficient
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)*

Transfer

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

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Artists' creative choices are influenced by their expertise, context, and expressive intent.	*Students will keep considering...* 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?

Acquisition

Knowledge	Skill(s)
Students will know... 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	*Students will be skilled at...* 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

Stage 1: Desired Results		
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. *(MA:Pr5.1.HSI.c)* **Other Goals** Madison Public Schools Profile of a Graduate Self-Awareness: Examining current performance critically to identify steps/strategies to persist. *(POG.4.1)* Decision Making: Make responsible decisions, based on potential outcomes. *(POG.4.2)*		S4 Applying asymmetrical balance and movement in character sketch(es) S5 Using tools in animation software to transfer a physical sketch to a digital image S6 Communicating idea (basis of their character) through animation and explanation