Animation II - Unit 2 - Music Video Inspiration

Unit Focus

In this unit, students create a visual sequence through animation software to a copyright free musical selection of their choice. Learning will focus on key animation essentials: motion tweens, shape tweens, step animation, and keyframes to refine their techniques. In addition, students have the opportunity to select an animation principle (e.g., pose to pose, straight ahead) as a lens to render more sophisticated and coherent animations.

Stage 1: Desired Results

Established Goals

Standards

National Core Arts Standards
Media Arts: HS Proficient
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)*
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)*
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)*
Present: Convey meaning through the presentation of artistic work. *(MA:Pr6.1.HSI)*
Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. *(MA:Pr6.1.HSI.a)*
Perceive: Perceive and analyze artistic work. *(MA:Re7.1.HSI)*
Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists. *(MA:Re7.1.HSI.a)*

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
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)

Students will understand that...
U1   Artists' creative choices are influenced by their expertise, context, and expressive intent.
U2   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.
U3   The context an artist provides as their work is being seen/viewed can have an impact on the audience.

Essential Question(s)

Students will keep considering...
Q1   What inspires me? Where do I get my ideas from?
Q2   What am I seeing/feeling in this piece? What inferences can I make?
Q3   What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
Q4   What is important for me to communicate? When should the work stand on its own?
Q5   What am I learning by engaging in critique?
Q6   What am I learning or have I learned from creating this work of art?

Acquisition

Knowledge

Students will know...
K1   Key vocabulary: staging, squash and stretch, timing and motion, anticipation, follow through and overlapping action, straight ahead and pose-to-pose action, slow in and out, arcs, exaggeration, secondary action, solid drawing, appeal

Skill(s)

Students will be skilled at...
S1   Selecting a piece of music by paying attention to the beat and musical storyline (e.g., when instruments are added, pause, tone)
S2   Applying key animation techniques based on personal preference and what the music inspires: shape tweens, motion tweens, step by step

Stage 1: Desired Results		
Other Goals Madison Public Schools Profile of a Graduate Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. *(POG.2.1)* Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*	NOTE: Students have an opportunity to select one of the 12 animation principles listed above. However they need to understand each one before they can make a selection.	S3 Using tools in animation software to transfer sketches to capture ideas from the storyboard S4 Identifying an applying one principle of animation to improve the fluidity of actions S5 Communicating coherent interpretation of a piece of music through aesthetically visual choices