

Unit 5: Introduction to Animation

Media Arts 7

22 Class Meetings

Created June 2021

Essential Questions

- How can animations create realities that inspire, motivate, and evoke human emotion?
- How can the animation properties of objects be controlled and customized?

Enduring Understandings with Unit Goals

EU 1: Twelve principles of animation empower an individual to create realistic animations.

- Compare and contrast the different types of animations that have evolved over time.
- Transform 2-D shapes into animations using Pivot and Adobe Animate software.
- Apply the 12 principles of animation to create motions that *realistically* convey physical and emotional characteristics of the animated object or character.

EU 2: Animations can be used to fuel the imagination and tell a story.

- Apply the Five elements of storytelling to plan a story.
- Utilize storyboarding to begin creating basic sketches to plan the animation.
- Create an animated video to tell the story with either text bubbles or voice narration.

Standards

National Media Arts Standards:

- MA:Cr1.1.6: Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.
- MA:Cr2.1.6: Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
- MA:Cr3.1.6b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.
- MA:Pr5.1.6c: Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
- MA:Pr6.1.6: a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- b. Analyze results of and improvements for presenting media artworks.
- MA:Re7.1.6: a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
- b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.
- MA:Re8.1.6: Analyze the intent of a variety of media artworks, using given criteria.
- MA:Re9.1.6: Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.

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- MA:Cn10.1.6: a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.
- MA:Cn11.1.6: a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

ISTE Standards

- Standard 1: Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
 - 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- Standard 2: Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
 - 2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
 - 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- Standard 3: Knowledge constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
 - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
 - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
 - 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
 - 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- Standard 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
 - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. History of Animation:

- Compare the different types of animation, such as traditional cell, stop motion, stick figure, path, and digital animation through an overview of the history of animation.
- Career opportunities for animation skills in creating simulations for nearly any industry, web and graphic design, advertising, video game creation and animated feature film production.

2. Animation Tools:

- Understand how to navigate and use Adobe Animate and Pivot animation software interface, stage, panels, timeline, libraries, and library assets.
- Discover the many animation tools and learn how to use them: pan, rotate, view, click content, selection, free transform, scale, lasso, pins, warp, property settings, brush tools, shape tools, text, erase, paint bucket fill tool, eyedropper, camera tool
- Apply the 12 Principles of Animation: “Squash & Stretch,” “Anticipation,” “Staging,” “Straight Ahead,” “Pose-to-Pose,” and “Slow In and Slow Out,” for instance.

3. Story Creation:

- Create a short story featuring the Five elements of storytelling: Exposition, Rising Action, Climax, Falling Action, and Resolution.
- Plan a sequenced animation using storyboarding with animated characters and dialogue with either text or voice over narration.
- Share with an authentic, public audience as part of a class web page.

Key Terms - animate, cell animation, stop motion, simulation, onion skin, frames, keyframes, timeline, sequence, placeholder, property placeholder, tween, motion tween, interpolation, morph, transition, warp, distortion, blend, synchronize, inbetweening,

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Compare and contrast the different types of animation, such as traditional cell, stop motion, and digital animation through an overview of the history of animation.
 - Animation pre-assessment
- Explore the Pivot software workspace and create a simple bouncing ball animation between two stick figures.
 - Do Now: What is the major difference between traditional cell animation and digital animation processes?
- Create a more realistic ball toss animation applying the principles of “Squash and Stretch,” “Slow in and Slow Out,” and “Drawing on Twos” using Pivot.
 - Do Now: How many bounces did you give the ball between figures?
- Create a Parkour animation drawing scene backgrounds. Add sound effects as an extension. **
 - Do Now: How does the “Squash and Stretch” method describe an object?
 - Do Now: In your opinion, what is the weakest part of using the Pivot Software?
- Compare and contrast the Pivot user interface to the Adobe Animate interface. Create an animated gif using Adobe Animate.
 - Do Now: When and why is the animation principle of “Slow in and Slow Out” effective?
- Create a realistic animation of a figure walking, comparing the technique of “Straight Ahead” vs. “Pose to Pose” animations using tweens.
 - Do Now: Compare “Drawing on Ones” with “Drawing on Twos” and describe the advantages and disadvantages of each.
- Create a motion path of a car following a mountain road.
 - Do Now: What is a “tween,” and how is it helpful in animating objects?
- Create an animated cartoon of yourself.
 - Do Now: Name the most helpful tool you have used in this unit and explain its function.
- Research a topic for your Animated story and begin storyboarding. ***
 - Do Now: What is a major societal issue that affects YOUR daily life?
 - Do Now: Name and explain one solution to your topic.
 - Do Now: Use exactly eight words to explain the plot of your storyboard.
- Build your animation. *****
 - Your animation starts, what is the first scene your viewers see?
 - What strategies are you using to streamline your workflow?
 - How far along are you in your animation when referring to your Storyboard?
 - What has slowed your progress the most in this project and how will you overcome it?
 - What do you have to do today to finish animating your animation?
- Implement speech using text bubbles or voice-overs to your animation.
 - Will your animation have voice-over or Text Bubbles? Why?
- Source Music for your animation using copyright free music libraries.
 - What is the risk in using copyrighted material in our animation?
- Critique your project and two other projects with two successes and one suggested improvement.
 - Explain how your animation will convince people to care about your cause.

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- Revise your own animation using the feedback you received.
 - What was the most useful feedback you received?
- Share your animation in a Gallery Walk and reflect on your experience.
 - It's Showtime! Export your animation and set it to loop on your monitor.

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Strategic grouping
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-write-pair-share and small-group discussions
- Pre-reading strategies
- Accountable talk
- Homework
- Electronic word walls with visuals - Padlet
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Assignment modification
- Speech to text
- Sentence starters
- Key vocabulary - translation, reinforcing the contextual definition with visuals
- Provide correct pronunciation by repeating student response
- Chunk/challenge/chew - maximum 10 - minute chunks
- Word wall
- Do-nows as vocabulary review
- Culturally responsive teaching
- Explicit modeling
- Non-verbal Assessments

EL DIFFERENTIATED INSTRUCTION:

- Word walls with visuals
- TWPS (Think, Write, Pair, Share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit Modeling
- Key Vocabulary
- Graphic Organizers
- Strategic Grouping
- Non-verbal Assessment

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- CFU – Check for Understanding
- Exit Slips
- Accountable Talk Discussions
- Assignment completion
- Completed graphic organizers
- Homework

SUMMATIVE ASSESSMENTS:

- Quiz on (EU #1 - 1 of 2)
- Quiz on (EU #1 - 2 of 2)
- Performance Task – “Animate This!” (EU-2)

Unit Task

Unit Task Name: “Animate This!”

Description: Students will create an animated story with the 5 elements of storytelling. (EU2) They will demonstrate their understanding of animation software and will apply the elements of animation to ensure their animation is realistic, well-crafted and engaging. (EU1) The final product will be shared with authentic audiences on a class web page.

Evaluation: Summative assessment and Rubric #5 Responsibility.

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Unit Resources

- Chromebooks
- Google Classroom
- Google Chrome
- Google Docs, Google Slides
- Teacher computer
- Classroom monitor (TV)
- Computer Lab
- Tablets with pens for drawing animations
- Pivot software
- Adobe tutorials
- 12 Principles of Animation: <https://www.youtube.com/watch?v=haa7n3UGyDc>
- Adobe Animate, the Absolute Basics #1: <https://www.youtube.com/watch?v=E-doxha22QI>
- Cell animation vs. path animation - how it works: <https://yr12iptanimation.weebly.com/how-does-it-work.html>
- Parkour animation tutorial: classroom: <https://www.youtube.com/watch?v=ASv11JiYCjg>
- How to create an animated gif in Adobe Animate (sun): <https://www.youtube.com/watch?v=blGKw6lYiSs>
- How to Create a Motion Path in Adobe Animate - with image resources: <https://coherent-labs.com/posts/create-motion-path-animation-animate/>
- Create a Motion Tween with Animate: <https://helpx.adobe.com/animate/using/about-motion-tween-animations.html>
- How to Make an Animated Cartoon of Yourself: <https://www.youtube.com/watch?v=aLuJ-TKrMjI>