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| **Course Title –** Animation & Interactive Web Design (Advanced Web Design & Animation) | |
| **Implement start year –** 2014-2015 | |
| **Revision Committee Members, email, extension –**<br>**Matt Abate, mabate@lrhsd.org, 8464**<br>**Dorothy Medvetz, dmedvetz@lrhsd.org, 8676**<br>**Stephanie Novello, snovello@lrhsd.org, 8086**<br>**Dana Tritsch, dtritsch@lrhsd.org, 8439** | |
| **Unit #1, topic - Animation**<br>Students will be able to independently use their learning to create and design an animation utilizing acquired skills. | |

## Stage 1 – Desired Results

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**Established Goals**

**2009 NJCCC Standard(s), Strand(s)/CPI #**
(http://www.nj.gov/education/cccs/2009/final.htm)

**Common Core Curriculum Standards for Math and English**
(http://www.corestandards.org/)

1.1 The Creative Process:  All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

8.1 Educational Technology:  All students will use digital tools  to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life & Career Skills:  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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**21st Century Themes**
**( www.21stcenturyskills.org )**

☒ Global Awareness
☐ Financial, Economic, Business and
   Entrepreneurial Literacy
☐ Civic Literacy
☐ Health Literacy
☐ Environmental Literacy

**21st Century Skills**

*Learning and Innovation Skills:*
☒ Creativity and Innovation
☒ Critical Thinking and Problem Solving
☒ Communication and Collaboration

*Information, Media and Technology Skills:*
☐ Information Literacy
☐ Media Literacy
☒ ICT (Information, Communications and
   Technology) Literacy

*Life and Career Skills:*

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☐ Flexibility and Adaptability
☐ Initiative and Self-Direction
☐ Social and Cross-Cultural Skills
☐ Productivity and Accountability
☐ Leadership and Responsibility

| **Enduring Understandings:** | **Essential Questions:** |
|---|---|
| *Students will understand that . . .* | |
| | |
| *EU 1* | *EU 1* |
| The foundation of animation is based on drawing and application of symbols. | • What is the significance of knowing how to use the drawing tools in animation software? |
| | • What benefits does animation software provide when drawing objects? |
| *EU 2* | • How are symbols utilized when drawing? |
| Effective use of skills is essential to create a functional and/or interactive animation. | |
| | *EU 2* |
| | • Which skills are necessary to create an animation? |
| *EU 3* | • What aspects of software are important when creating an original piece? |
| Animators must be creative problem solvers. | • How can interactivity be integrated into animations? |
| | |
| | *EU 3* |
| | • When is it appropriate to use different strategies to create the illusion of movement? |
| | • What are the common troubleshooting issues animators typically face? |
| | • How should you solve animation problems? |
| **Knowledge:** | **Skills:** |
| *Students will know . . .* | *Students will be able to . . .* |
| | |
| *EU 1* | *EU 1* |
| • The uses and advantages of each drawing tool (shapes, lines, pen, pencil, eraser, paint bucket, gradients). | • Demonstrate the various drawing tools (shapes, lines, pen, pencil, eraser, paint bucket, gradients). |
| • The benefits of using an animation program when drawing. | • Explain the benefits of using an animation program to draw. |
| • The different types of symbols(graphic, button, movie clip) and when to use them appropriately. | • Create appropriate symbols from drawing objects. |
| | • Compare and contrast the different types of symbols. |

*EU 2*
- The skills needed to create an animation (layers, tweens, frames, keyframes).
- The importance of the library, timeline and scenes panel to organize their work.
- Interactivity through the use of Actionscript.

*EU 3*
- The strategies used by animators to create the illusion of movement in their work.
- The common issues that animators face and how to trouble shoot them.
- Creative problem solving is essential to make animations work seamlessly.

*EU 2*
- Create an animation utilizing skills (layers, tweens, frames, keyframes).
- Organize the library, timeline, and scenes panel.
- Design a button and add appropriate actionscript to make it functional.

*EU 3*
- Arrange timeline and tweens strategically to effectively capture the illusion of movement.
- Trouble shoot and problem solve to make animations work seamlessly.

# Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Projects
    - o Character animation (proof of drawing)
    - o Alien encounter (proof of timeline)
    - o E-cards(proof of scenes and buttons)
    - o Dress-up characters (proof of action scripting)
    - o "How to…" animation
- Student Self-Assessment and reflection
    - o Teacher generated rubric to help students evaluate design projects
    - o Teacher generated rubric to assess student work
- Quizzes
- Teacher observations on proper use of software (symbols, tweens, keyframes, frames, libraries, scenes)

# Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- List suggested learning activities here in a logical sequence. Choose A, M, or T from the drop down box. (A)
- Defining vocabulary terms (A)
- Animation Tutorials (A)
- Teacher guided lessons (A)
- Drawing tutorials (M)
- Self-assess completed projects (T)
- Interpret information provided by clients and create appropriate designs based on client's needs (T)
- Problem solving and troubleshooting (T)

**Timeline:**
*Unit 1 – Animation (18 weeks)*
- Drawing (3 weeks)
- Basic Animation (3 weeks)
- Advanced Animation & Troubleshooting (6 weeks)
- Animation Assessment Project (6 weeks)