

**Course:** *Digital Animation*

**Unit 1:** *Principles and Foundations of Animation*

**Year of Implementation:** 2023-2024

**Curriculum Team Members:** *Stephanie Novello* [snovello@lrhsd.org](mailto:snovello@lrhsd.org), *Dana Tritsch* [dtritsch@lrhsd.org](mailto:dtritsch@lrhsd.org), *Megan Hahn* [mhahn@lrhsd.org](mailto:mhahn@lrhsd.org), *Matt Abate* [mabate@lrhsd.org](mailto:mabate@lrhsd.org)

## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 1.2.8.Cr1a: *Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.*
- 1.2.8.Cr1b: *Organize and design artistic ideas for media arts productions.*
- 1.2.8.Pr4a: *Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).*
- 1.2.8.Pr5a: *Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.*
- 1.2.8.Pr5b: *Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.*

- **21st Century Life & Career Standards**

- 9.2.12.CAP.2: *Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.*
- 9.2.12.CAP.3: *Investigate how continuing education contributes to one's career and personal growth.*
- 9.4.2.IML.2: *Represent data in a visual format to tell a story about the data*
- 9.4.5.CT.1: *Identify and gather relevant data that will aid in the problem-solving process*
- 9.4.2.CI.2: *Demonstrate originality and inventiveness in work*
- 9.4.2.CT.3: *Use a variety of types of thinking to solve problems*

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

**Transfer Goal:** Students will be able to apply the building blocks of becoming an animator to attempt new technologies and explore career interests.

**As aligned with LRHSD Long Term Learning Goal(s):** <https://www.lrhdsd.org/Page/6163>

- Utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
- Apply information technology to achieve an organization's business goal
- Create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
- Use technology to extend creativity and/or improve problem solving ability

Enduring Understandings

Students will understand that. . .

*EU 1*

- *the foundation of animation is based on principles of animation.*

*EU 2*

- *drawing is a key component to creating effective animation.*

*EU 3*

- *character development is a process and an important piece of animation.*

Essential Questions

*EU 1*

- *What are the 12 principles of animation?*
- *How can these principles enhance your animations?*
- *When is it appropriate to use different strategies to create the illusion of movement?*

*EU 2*

- *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 3*

- *What is the process and stages of character development for animation?*
- *What are the common mistakes made in character development?*
- *How does character development enhance an animation?*

Knowledge

Students will know . . .

EU 1

- the 12 principles of animation. (1.2.8.Pr5a)

EU 2

- the uses and advantages of each drawing tool (shapes, lines, pen, pencil, eraser, paint bucket, gradients). (1.2.8.Cr1a)
- the benefits of using an animation program in conjunction with a drawing tablet when drawing. (1.2.8.Pr4a; 1.2.8.Cr1a:)

EU 3

- the importance of sketching a character. (1.2.8.Pr5a; 1.2.8.Cr1a:)
- how to use the drawing tools to create a fully drawn character. (1.2.8.Pr5a)

Skills

Students will be able to . . .

EU 1

- Create an animation that exemplifies the 12 principles of animation (1.2.8.Pr5a)

EU 2

- Demonstrate the various drawing tools (shapes, lines, pen, pencil, eraser, paint bucket, gradients)
- Explain the benefits of using an animation program to draw (1.2.8.Pr4a)
- Compare and contrast drawing with the mouse vs a drawing tablet (1.2.8.Pr4a; 1.2.8.Cr1a:)

EU 3

- Work through the stages of character development (1.2.8.Pr5a; 1.2.8.Cr1a:)
- Trace a sketch of a character utilizing the drawing tools (1.2.8.Pr5a)
- Create their own character (1.2.8.Pr5a)

**Stage Two - Assessment**

**Stage Three - Instruction**

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** 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.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Define principles of animation (A, EU1)
- Sketch examples of principles (M, EU1)
- Create flipbook exemplifying principles (T, EU1)
- Teacher observations on drawing. (M, T, EU2)
- Defining vocabulary terms (A, EU2)
- Drawing tutorials (A, M, EU2)
- Teacher guides lessons (A, EU1 & EU2)
- Self-assess completed projects (T, EU2)
- Problem solving and trouble shooting (T, EU2)

## Pacing Guide

<b>Unit 1</b>		<b>Approximate # of teaching days</b>
1	<i>Principles and Foundations of Animation</i>	45 days
2		
3		
4		

## Instructional Materials

*{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}*

- **Computer lab for students-**
  - Wish list- Microsoft Surfaces or other laptop with the ability to utilize a drawing pen, keyboard and large screen hardwired into network
  - If not possible- Students will need a powerful desktop to accommodate the software
    - Solid state drives (SSD) are a possible solution for the first year the course runs.
    - New computers are recommended.
  - If desktop computers- drawing tablets needed
  - Software to be downloaded:
    - Adobe Animate- updated version
- **Teacher Laptop loaded with Adobe Animate software**
  - Provided by district
  - Teachers for this course will need a laptop to be able to create lesson and grade assignments for this course.
    - This cannot currently be done with district-provided, teacher chromebooks.
- **Smart TV/Board**
  - Lenape Business Education classes currently have one.
- **Colored Printer**
- **Teacher Copy of the following books:**
  - Adobe Animate Classroom in a Book (2022 release)

