

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study
CAREER TECHNICAL EDUCATION (CTE) ONLY

Course Title	<i>Animation II</i>	Course Code	CT397/CT398
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Transcript Title:	<i>Animation II</i>	Grades Levels:	<i>10, 11, 12</i>	Board Adoption Date:	<i>05/14/2024</i>
Content Area:	<i>CTE / Arts</i>	GPA Scale:	<i>4.0</i>	Date Course Submitted:	<i>3/22/24</i>
Credential Required:	<i>CTE in Arts, Media, and Entertainment</i>	Graduation Subject Areas:	<i>Visual & Media Arts (F & G)</i>	CALPADS Code:	<i>7215</i>
UC/CSU "A-G" Area Approvals:	<i>F</i>	<i>G</i>	School Site/person that wrote and submitted the course:	<i>Vanessa Valdes</i>	
Recommend Skills:	<i>Successful completion of Intro to Animation</i>				
Next course(s):	<i>Digital Media Arts 3, AP Art History, or AP Studio Art</i>				
Textbook and/or software to be used:	<p>Online Curriculum:</p> <ul style="list-style-type: none"> - <i>The ACME Network: ACME Animation (https://www.theacmenetwork.org/);</i> - <i>Pixar in a Box (https://www.khanacademy.org/computing/pixar)</i> <p>Computer Software:</p> <ul style="list-style-type: none"> - <i>Toon Boom (Storyboard + Harmony)</i> - <i>Blender</i> - <i>Adobe Photoshop, Premiere, Illustrator, and After Effects</i> - <i>Twinmotion</i> - <i>iMovie</i> - <i>Garageband</i> - <i>Dragonframe</i> <p>Mobile/iPad Software:</p> <ul style="list-style-type: none"> - <i>Stop Motion Studio</i> - <i>Capcut</i> 				
Is this a semester course or year-long course?	<i>Year long</i>				

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Would this course be part of a CTE pathway?	<i>Design, Visual, and Media Arts: Animation Pathway</i>
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Computer Hardware Required To Run This Course (including number of machines):	<p>Mac Mini M2 Chip Computer, Wacom Cintiq Pro 17 (primary monitor), Wacom Cintiq stand, wired keyboard, wired mouse, secondary monitor</p> <p>*Class set required (+2-3 extra); *Teacher station set also required</p> <p>NOTE: Teacher station requests 1 Wacom Cintiq Pro 22 (instead of student 17") with stand and secondary monitor, etc.</p> <p>*Requested, if possible: Additional 1 Macbook Pro, M2 chip, portable laptop device for portable use in addition to permanent teacher station in classroom; this would replace the Dynabook portable device</p>	Computer Software Required to Run This Course (including number of licenses):	<ul style="list-style-type: none"> - Toon Boom (Storyboard + Harmony) - Blender - Adobe Photoshop, Premiere, Illustrator, and After Effects - Twinmotion - iMovie - Garageband - Dragonframe <p>*Licenses for class set required (+2-3 extra): Toon Boom, Adobe products, and Dragonframe (minimum 18 licenses)</p> <p>*Licenses for 1 teacher desktop station required</p> <p>*Requested, if possible: Additional license for 1 teacher portable Macbook Pro laptop device (see hardware requests, on left).</p>
Is this new hardware that must be purchased?	Yes. However, NMUSD has ordered most, if not all, of the hardware already. NMUSD IT to confirm if everything has been purchased from this list.	Is this new software that must be purchased?	<ul style="list-style-type: none"> - All software is <u>free</u> and simply needs to be downloaded to Mac devices, except for the following software that will need to be paid for annually: Toon Boom, Adobe (already district paid), and

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			<p>Dragonframe.</p> <ul style="list-style-type: none"> - Toon Boom subscription has <u>pre-paid</u> licenses for 2024-25; it will need to be renewed in 2025-26. - Dragonframe is new software for the Animation studio lab; however, Digital Arts already uses this software, so we merely need to pay for additional seat licenses. - Adobe products are already paid for by NMUSD for all NMUSD students. IT will only need to download and install the required programs to the Mac/Wacom Cintiq desktops for student use. 	
Total cost of hardware:	NA (See note above)	Total cost of software:	<p>Edu costs available through NMUSD (2024 costs were \$125 for each Dragonframe license; \$4000 for 32 licenses, estimated).</p> <p>NMUSD already paid for 1-year subscription of Toon Boom (Storyboard + Harmony) for 2024-25. We paid \$5992.70. Licenses will need to be renewed in 2025-26.</p>	

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Funding for hardware:	District, CTE, Prop 28	Funding for software:	District, CTE, and Prop 28
Future or ongoing costs for hardware after initial cost:	Updated hardware and accessories, as hardware evolves	Future or ongoing costs for software after initial cost:	Annual renewal for software: Toon Boom and Dragonframe. We may switch these out as software evolves and new industry industry-standard software emerges.
Other non-computer hardware/software related start-up costs associated with this course: (delineate in detail)	<p>Classroom furniture / equipment, such as student workstation surfaces, chairs, community workstation surfaces, and teacher demo station comparable to digital arts media labs, with a few adjustments for expanded studio drawing and 3D modeling space at each work station geared toward multimedia studio animation.</p> <p>Note: Student workstations <u>must</u> have expanded space for both the digital equipment <u>and</u> traditional drawing / 3D sculpting space. This animation studio is half traditional art studio space – half computer lab.</p> <p>Annual paid subscription to ACME Animation online curricular network, renewed annually. 1 year for ACME curricular network is \$6000. We currently use it for Intro to Animation, and it has been highly resourceful for students, although it is more geared toward animation students with more developed</p>	Funding source for other non-computer hardware/software start-up costs:	Site Funds, CTE, Prop 28, PTA/Foundation

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	digital skills and professional communication skills. Next year, we will use it for Animation II only (not in Intro to Animation), as more advanced students prepare for career readiness and present their portfolios.		
Other non-computer hardware/software on-going costs associated with this course: (delineate in detail)	Updated classroom furniture / equipment, such as student workstation surfaces, chairs, community workstation surfaces, storage, and teacher demo station, as furniture/equipment requires maintenance or upgrades. Updated accessories and curricular supplements, such as cameras and other new hardware in the constantly evolving industry of animation and film. Additionally, annual renewal of ACME Animation curricular network and materials online.	Funding source for other non-computer hardware/software on-going costs:	District and Site Funds for facilities needs and furniture. CTE and Prop 28 mostly for updated accessories, tech equipment, and curricular supplements.
Projected number of sections to be run of this course next year:	1	Funding source for sections:	District, Site, CTE, Prop 28

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Animation II

DATE: March 22, 2024

INDUSTRY SECTOR: Arts, Media, and Entertainment Career Technical Education (AME-CTE)

PATHWAY: Design, Visual, and Media Arts Pathway (Pathway 111)

CALPADS TITLE: Advanced Animation (Capstone)

CALPADS CODE: 7215

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	70	110

JOB TITLE	ONET CODES
Special Effects Artists & Animators	27-1014.00

COURSE DESCRIPTION:

Animation II builds upon the Intro to Animation foundation course by enhancing students' technical proficiency in both traditional studio and digital media arts for industry-standard animation and animation production training. Animation II places greater emphasis on more complex drawing, storytelling, character modeling and rigging, 2D and 3D animation, production and collaboration, special effects, sound effects and audio, and the creation of short, animated films for more robust portfolio development geared toward animation and other fine and media arts industries.

Animation II emphasizes students' development of more personal artistic styles that reflect their individual creative and technical skills and interests, while it also promotes diversification of student portfolio work to ensure that student portfolios and their styles stand-out when applying to industry positions and higher education programs.

PREREQUISITES:

High School Name:	Site Prerequisite:
Corona del Mar HS	Intro to Animation

A – G APPROVAL:

Yes, desire “F” Fine Arts

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ARTICULATION:

High School Name:	College Name:	College Course Title:
NA		

LEVEL: Capstone

CERTIFICATION:

High School Name:	Embedded/Leads to:	Description:
NA		

METHOD OF STUDENT EVALUATION:

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments

METHOD OF INSTRUCTION:

- ✓ Small group instruction
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker
- ✓ Mentors
- ✓ Project-based learning
- ✓ Work-based learning

RECOMMENDED TEXTS OR SOFTWARE:

Computer Software:

- Toon Boom (Storyboard + Harmony)
- Blender
- Adobe Photoshop, Premiere, Illustrator, and After Effects
- Twinmotion
- iMovie
- Garageband
- Dragonframe

Mobile/iPad Software:

- Stop Motion Studio
- Capcut

Curricular Network:

- The ACME Network: ACME Animation (<https://www.theacmenetwork.org/>);
- Pixar in a Box (<https://www.khanacademy.org/computing/pixar>)

MODEL CTE PATHWAY:

Grade:	Fall Semester:	Spring Semester:
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9 – 11	Intro to Animation (A)	Intro to Animation (B)
10-12	Animation II (A)	Animation II (B)

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

**INDUSTRY SECTOR
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS**

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

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4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthy working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.6 Demonstrate knowledge and practice of responsible financial management.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions, when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.

8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.

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8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

CR = Classroom Hours LAB/CC = Laboratory/Shop/Community Classroom Hours

I.	Life Drawing and Observation	CR	LAB/CC	STANDARDS
	Life drawing and close observation equips animation students with fundamental artistic skills, observational abilities, and creative insights that are essential for success in the field of animation. Advanced students build on their foundation of drawing from life that they began in the Intro to Animation course. Observation and drawing from life form a solid foundation for	8	12	Academic: A.PS1.A A.LS1, 4 CTE Anchor: 1.0 5.0 6.0 – Introduction to the digital equipment 10.0

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	<p>animation as they provide students with the essential skills and understanding of human and animal anatomy, movement, and expression necessary for creating compelling and believable character animations. Life drawing also bolsters student portfolios for a variety of art and animation programs, as well as industry positions.</p> <ul style="list-style-type: none"> • Anatomy • Life drawings • Elements of art (e.g., form, line, value, texture, shape, etc.) • Poses • Contour drawings • Anatomical and life studies of animals • Gesture drawing mastery • Slow in and slow out* • Squash and stretch* • The Bouncing Ball (more complex 2D or 3D) and Leaf Drop challenge <p>Note: a * denotes the Principles of Animation</p>			<p>(2023) 1.0</p> <p>Pathway: A1.0 A4.0</p> <p>(2023) AVG.17</p>
II.	Character Development	CR	LAB/CC	STANDARDS
	<p>Advanced animation often requires characters to be multidimensional and complex. Characters also often undergo significant growth and transformation throughout the story. Character development allows students to plan their stories and explore various aspects of character psychology, backstory, motivations, and internal features, such as personality and character traits. Students also research and consider characters across a variety of cultures and global communities for culturally sensitive learning and production of animated characters. Students must apply thoughtful observation and study of life to render and convey nuance in their animated characters, which allows them to create more compelling and believable characters in their animations with enhanced storytelling and communication.</p> <ul style="list-style-type: none"> • The “elevator test” • Costume • Features 	7	14	<p>Academic: A.SEP.2 A.PS1.A</p> <p>CTE Anchor: 1.0 2.0 5.0 7.0 8.0 10.0</p> <p>(2023) 1.0 10.0</p> <p>Interdisciplinary: 14.0</p> <p>Pathway: A3.0 A4.0 A8.0</p> <p>(2023) AVG.17</p>

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	<ul style="list-style-type: none"> • Character arcs • Exaggeration • Appeal • Character expressions • Poses and model sheets • Solid drawing • Maquettes / scale models • Secondary action* • Straight ahead and pose to pose* • Intro to Character modeling: 2D or 3D • Produce character expression sheets • Produce character model sheets • Produce a character model "pitch" sheet 			AVG.19
III.	Visual Storytelling	CR	LAB/CC	STANDARDS
	<p>Visual storytelling and storyboarding are crucial for animation students because it teaches them how to communicate their ideas more effectively, understand and build narrative structure, plan their animations, develop characters, create compelling and relatable narratives, streamline the production process, and collaborate with (even delegate) team members. Advanced students learn more about the digital animation software and how to create more developed storyboards and animated gesture drawings in both digital 2D and 3D forms. Storyboarding is a highly coveted position in the pre-production stages of an animation project; thus, a deeper understanding and practice of visual storytelling will better equip advanced animation students with the creative tools and knowledge they need for competitive employment in this industry.</p> <ul style="list-style-type: none"> • Story structure • Storyboarding • Timing* and spacing • Anticipation* • Visual language and Principles of Design: shape, space, motion, tone, color theory, emphasis, contrast, balance, etc. 	5	12	<p>Academic: A.LS.11-12.5 A.RSL.11-12.4 A.RSIT.11-12.3 A.RSIL.11-12.7 A.PS1.A</p> <p>CTE Anchor: 1.0 2.0 5.0 7.0 8.0 9.0 10.0 (2023) 1.0 2.0 5.0 7.0 9.0 10.0</p> <p>Interdisciplinary: 13.0 15.0 16.0</p> <p>Pathway: A1.0 A2.0 A3.0 A4.0</p>

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	<ul style="list-style-type: none"> Follow through and overlapping action* Arcs* Extremes, keys, breakdowns, and in-betweens Illustration Experimental animation Gesture and clarity Basic film grammar: scene, shots, camera moves and angles, etc. Produce a digital storyboard with an original story Animate a flour sack within a short storyline (more complex 2D or 3D) 			A6.0 A7.0 (2023) AVG.17 AVG.18 AVG.19
IV.	Sound Effects & Dialogue	CR	LAB/CC	STANDARDS
	<p>By studying the uses and production of sound effects and dialogue, students will develop their characters further by giving them distinct voices, personalities, and relatability. Well-written dialogue can reveal character traits, relationships, and conflicts, enriching the storytelling experience. Sound effects and dialogue also play a significant role in establishing timing, emotion, and pacing in animation, such as rhythm, comedic timing, and tension. As students produce their own sound and dialogue, they improve their software editing skills and recording techniques, while also broadening their understanding of sound mixing principles, the role of sound in enhancing visual storytelling, and their ability to synchronize sounds with visuals. Finally, audio production and editing promote coordination, collaboration, and creative expression for students and animation professionals.</p> <ul style="list-style-type: none"> Lip-syncing exercises Editorial: syncing sound with visual Script development Recording sounds and dialogue Sound production Sound effects and production Produce an animatic Critiques, feedback, and reflection 	7	13	Academic: A.LS.11-12.1-3, 5 A.RSL.11-12.4 CTE Anchor: 1.0 2.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0 (2023) 2.0 4.0 5.0 7.0 9.0 Interdisciplinary: 14.0 15.0 16.0 Pathway: A2.0 A6.0 A7.0 A8.0 (2023) AVG.17 AVG.18

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				AVG.19
V.	Layouts & Staging	CR	LAB/CC	STANDARDS
	<p>Learning about layouts and staging allows students to create more visually compelling and emotionally resonant storytelling experiences, enhance their technical and creative skills, and increase their employability within the animation industry. Students will apply Principles of Design to establish mood and atmosphere, as well as emphasis on key elements of a scene, reinforcing their narrative. Layouts require intense study of various environments, which will engage students in deeper reflection on the natural world, diverse global environments, as well as their local environments. Layouts, scenes, backgrounds, and set design are an integral part of the animation pipeline.</p> <ul style="list-style-type: none"> • Perspective drawing • Storytelling scenes • Lighting • Color scripts • Set design • Advanced film grammar: Camera moves and shots (e.g., extreme-wide shots, truck, etc.) • Scene composition • Intro to visual special effects (natural elements simulation, genesis effects, etc.) • Intro to 2D & 3D environments • Intro to “crowds” • Create a short film animation within an original 2D or 3D environment 	11	12	<p>Academic: A.PS1.A</p> <p>CTE Anchor: 1.0 4.0 5.0 7.0 8.0 10.0</p> <p>(2023) 1.0 5.0 10.0 12.0</p> <p>Interdisciplinary: 14.0 15.0</p> <p>Pathway: A1.0 A2.0 A3.0 A4.0 A8.0</p> <p>(2023) AVG.17 AVG.18 AVG.19 AVG.20</p>
VI.	Stop Motion	CR	LAB/CC	STANDARDS
	<p>Students experience hands-on learning in the stop motion unit while continuing to develop their technical skills, artistic practice, storytelling, and personal expression. Stop motion animation presents unique technical challenges, such as managing lighting conditions, ensuring consistent character movement, and improvising with limited resources for their materials. Students learn the importance of precision,</p>	6	11	<p>Academic: A.LS.11-12.5 A.RSIL.11-12.7 A.SEP.2</p> <p>CTE Anchor: 1.0 2.0 3.0 4.0 5.0</p>

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	<p>consistency, and patience, honing their observational skills and attention to detail. Stop motion also involves collaboration among team members, including animators, set designers, prop makers, and cinematographers; thus, students will learn to the value of teamwork and communicating more efficiently and effectively. Students also learn the various roles in the production of a short film, including a more advanced understanding of photography and film, beyond Intro to Animation. Student teams review each others' projects for critique and feedback, building on their foundation of communication skills and industry language from Intro to Animation.</p> <ul style="list-style-type: none"> • Staging and timing review • Claymation • Photography fundamentals • Film fundamentals and language • Video editing • Produce a short stop motion animation film • Peer project reviews, critiques, and feedback 			<p>6.0 7.0 8.0 9.0 10.0 11.0</p> <p>(2023) 1.0 5.0 6.0 7.0 9.0 10.0 12.0</p> <p>Interdisciplinary: 13.0 15.0 16.0</p> <p>Pathway: A1.0 A2.0 A3.0 A5.0 A8.0</p> <p>(2023) AVG.17 AVG.18 AVG.19 AVG.20</p>
VII.	Rigging	CR	LAB/CC	STANDARDS
	<p>Students learn how to “rig” characters and objects, which is an essential role in the animation pipeline. Students expand their understanding of the animation software and develop greater control and quality in their animations. Students engage in problem solving and a more robust study of anatomy and movement by rigging characters and objects to bestow them with life.</p> <ul style="list-style-type: none"> • Pegs • Deformers • Motion paths • Rigging sequence • Rig a character’s body and face • Animate character facial expressions 	10	10	<p>Academic: A.SEP.5</p> <p>CTE Anchor: 1.0 5.0 10.0</p> <p>(2023) 4.0 5.0</p> <p>Interdisciplinary:</p> <p>Pathway: A2.0</p> <p>(2023)</p>

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	<ul style="list-style-type: none"> Create a character walk cycle, jumping loop, etc. 			AVG.17 AVG.18 AVG.19
VIII.	Lighting, Surfaces, & Textures	CR	LAB/CC	STANDARDS
	<p>Students learn how to make creative decisions regarding color, texture resolution, lighting intensity, and other factors to achieve visual appeal and realism in animated scenes. With these tools, students must also problem solve to achieve the desired look and feel for their animations. Students gain more advanced technical proficiency with digital tools and software commonly used in animation production, while they also develop their understanding of aesthetic material and its effect on an audience. A study of lighting, surfaces, and textures is essential for animation students while it enhances the visual quality of their storytelling, develops their technical proficiency, fosters collaboration and overlap with other industries, and opens up diverse career opportunities in the animation industry.</p> <ul style="list-style-type: none"> Coloring Pattern building Textures Lighting Caustics, particles, and natural element simulation Value and shading Character modeling Springs and hair Build a finished character model in 2D and 3D Animate a finished character model engaging with natural elements / special effects (water, rain, explosions, splashes, earthquakes, gears, smoke, fire, snow, etc.) 	9	11	<p>Academic: A.SEP.1-2 A.CC.1 A.PS1-2 A.LS.2 A.ETS.1</p> <p>CTE Anchor: 1.0 2.0 3.0 5.0 6.0 7.0 9.0 10.0</p> <p>(2023) 1.0 7.0 10.0</p> <p>Interdisciplinary: 16.0</p> <p>Pathway: A1.0 A2.0 A5.0 A8.0</p> <p>(2023) AVG.17 AVG.18 AVG.19</p>
IX.	Employment Literacy & Portfolio	CR	LAB/CC	STANDARDS
	<p>Students will prepare for employment, build a professional portfolio, and produce a “pitch packet” with a sample animated scene.</p>	7	15	<p>Academic: A.LS.11-12.1-2, 6 A.WS.11-12.4-5</p>

**Newport-Mesa Unified School District
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	<ul style="list-style-type: none"> • Reflect upon learning and develop post-secondary plans • Digitize animation portfolio • Create an animation demo reel • Produce a pitch packet with a sample animated scene • Present pitch packet/scene for critique and feedback • Reflect on critiques and feedback for revision or reassessment • Research career opportunities • Complete a job application • Create a resume • Participate in mock interviews • Showcase professional level work in a portfolio. 			<p>CTE Anchor:</p> <p>1.0 2.0 3.0 4.0 5.0 7.0 8.0 9.0 10.0 11.0</p> <p>(2023)</p> <p>1.0 2.0 3.0 4.0 7.0 11.0</p> <p>Interdisciplinary:</p> <p>13.0 14.0 15.0 16.0</p> <p>Pathway:</p> <p>A2.0 A5.0 A8.0</p> <p>(2023) AVG.17 AVG.18 AVG.19</p>
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