FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Advanced Animation

CAC Approval Date: November 19, 2025 **Board Approval Date: December 11, 2025**	**Course Length: 1 Semester**
Grading: A-F	**Credits: 5 Credits per Semester**
Proposed Grade Level(s): 11, 12	**Subject Area: Other Science, CTE, VAPA** **Elective Area (if applicable):** **Career Technical Education, Fine Arts**
Prerequisite(s): **Animation 1 and Animation 2 Completers**	**Corequisite(s):**
CTE Sector/Pathway: Arts, Entertainment and Design	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: No	
Course Intent: Site Specific **Program (if applicable): CTE**	

Folsom Cordova Unified School District
2024-2025 Nondiscrimination Statement

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:

Jim Huber, Ed.D., Assistant Superintendent, Educational Services
Compliance Officer, Section 504 Coordinator, ADA Coordinator (students)
jhuber@fcusd.org
916-294-9000 x 104580

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415

1965 Birkmont Drive
Rancho Cordova, CA 95742

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742

The District nondiscrimination policy can be located at:
https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy

The District's nondiscrimination complaint procedures can be located at:
Students: https://www.fcusd.org/departments/compliance/complaints/uniform-complaints
Staff: https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:
Students: https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment
Staff: https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix

COURSE DESCRIPTION:

This final, advanced course is designed for students passionate about pursuing a professional career in the animation industry. Building on prior experience, students will refine their 2D skills and explore 3D modeling, animation, and production workflows using Blender. Students will work both independently and collaboratively to produce competition- level projects and original student-pitched concepts. The year concludes with a professional demo reel and online portfolio showcasing student mastery. Opportunities for entry into local, state, or national animation competitions are included.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. 3D Modeling Basics	*How are 3D models created and used in industry? *How can 3D modeling be used to solve real-world problems across different careers? *Why is Blender considered an important tool for modern 3D artists and designers? *How do form, shape, and proportion influence the effectiveness of a 3D model? *What role does lighting and texture play in making a 3D object look realistic?	*Research 3D modeling use/Jobs *Quiz *Sketchbook Exercises and Warm Ups *Guided Tutorials *Progress Checks *Peer Critiques	3D Donut
AME: 4.1 Use electronic reference materials to gather information and produce products and services**.** **AME: 7.4** Practice time management and efficiency to fulfill responsibilities. **AME: 10.1** Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector. **AME: 10.3** Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations. **AME: A1.0** Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. **AME: A2.6** Create an artistic product that involves the effective use of the elements of art and the principles of design. **AME: A8.1** Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.			
2. 3D Modeling: Character Design	*How do form, proportion, and topology affect the performance and believability of a 3D model? *How does personal artistic style develop through experimentation and revision? *How can shaders and	*Concept Art/Sketches *Turn Arounds *Sketchbook Exercises *Peer Critiques *Progress Checks	*3D Character Model

	materials be used to create realism or stylization?	*Guided Tutorials	
AME: 4.1 Use electronic reference materials to gather information and produce products and services. **AME: 7.4** Practice time management and efficiency to fulfill responsibilities. **AME: A2.6** Create an artistic product that involves the effective use of the elements of art and the principles of design. **AME: A5.7** Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry. **AME: A8.1** Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.			
3. 3D Modeling: Environment Design	*What techniques help create a sense of realism and depth in a 3D environment? *In what ways can weather, light, and atmosphere support storytelling? *How does light interact with different materials and surfaces to create depth and realism? *What techniques in Blender can be used to simulate natural phenomena such as fog, water, and reflections?	*Concept Art/ Sketches *Lighting Study *Peer Critiques *Progress Checks *Guided Tutorials	*3D Background
AME: 4.1 Use electronic reference materials to gather information and produce products and services. **AME: 7.4** Practice time management and efficiency to fulfill responsibilities. **AME: A8.1** Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. **AME: A2.6** Create an artistic product that involves the effective use of the elements of art and the principles of design.			
4. 3D Animation	*How can storytelling, design, and technical execution come together to create a compelling animated short? *What elements distinguish a student animation from a	Script Storyboards Shot List Concept Art/ Sketches	Final Animation and Competition Entry

	professional-quality production? *In what ways can camera composition, lighting, and editing enhance narrative impact and viewer engagement? *How does the production pipeline—from pre-production to post-production—ensure efficiency and creative consistency?	Animatics (several versions) Progress Checks Peer Feedback Self- Assessments Director Meetings/ Check Ins Weekly Production Logs Class Voting	
AME: A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. **AME: A2.2** Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. **AME: A8.1** Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. **AME: 7.4** Practice time management and efficiency to fulfill responsibilities. **AME: 7.3** Understand the need to adapt to changing and varied roles and responsibilities.			
5. Capstone Project	*What makes a portfolio or demo reel stand out to colleges and industry professionals? *In what ways does curating and reflecting on past projects help define your artistic identity and career goals? *How can students use digital tools to create an engaging and professional online presence? *Why is it important to continually update and refine your portfolio as your skills and experiences grow? *How do industry standards influence the design, layout, and content of a professional portfolio	*Progress Checks (2-3) on portfolio website creation *Progress Check on Demo Reel *Teacher and Peer Feedback *Self Assessment (on rubric) *Guest Speaker Notes	*Demo Reel Video and Portfolio/Website

	or demo reel?		

AME: 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.
AME: A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
AME: A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
AME: A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):
Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):
Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):
Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.
https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf

Link to Program Content Area Standards (if applicable):
Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.
https://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition