

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Animation 2

CAC Approval Date : November 19, 2025 Board Approval Date: December 11, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10, 11, 12	Subject Area: Elective, CTE, VAPA Elective Area (if applicable): Career Technical Education, Fine Arts
Prerequisite(s): Animation 1 with C- or better	Corequisite(s): N/A
CTE Sector/Pathway: Arts, Media, and Design: Animation	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
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 capstone course builds upon the foundational skills developed in Animation 1, guiding students to further refine their artistic and technical abilities in digital animation. Students will deepen their understanding of the animation pipeline—pre-production, production, and post-production—while working collaboratively in professional-style production teams. Each student will assume a specific role with defined responsibilities, gaining hands-on experience in industry-standard workflows. Through project-based learning, students will pitch ideas, manage client or student-based productions, and create two polished final animations. Emphasis is placed on career exploration, professional skill development, and portfolio-quality work using the Adobe suite and other related software.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Adobe Animate	* How can the tools and features in Adobe Animate help bring characters and stories to life more effectively? * How can you use layers, symbols, tweens, and frame picker tool strategically to create complex, efficient animations? * How does your understanding of the 12 Principles of Animation influence the choices you make when animating digitally? * What are the different file types and reasons for using certain types? * How does understanding the animation pipeline improve the quality and efficiency of a project? * What are the key stages of the animation process, and why is each one essential for a successful production?	* Review Quiz 12 Principles of Animation * Story Reel Demo Part 1 and Part 2 * Skating Apple * Vector Character * 12 Mouth Phonemes vs Visemes (sounds vs shape) * Sketchbook exercises * Peer Feedback and Class Discussions * Animation Pipeline Quiz	*Lip Sync Character Animation
AME: A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. AME 7.4 Practice time management and efficiency to fulfill responsibilities.			
2. Client Based Animation	* Why is file organization and naming conventions critical in collaborative production? * How do collaboration and communication impact the workflow in a production team? * How do client goals and target audiences influence	* Animation Job options research * Survey * Production Team Name and Logo Design * Pitch Bible V1 * Client Meetings & Feedback * Pitch Bible V2 * Animatic V1	*Final Client Animation

	creative and technical animation decisions? * What is the importance of clear communication and professionalism when working with a client? * How can animators balance artistic vision with client expectations and deadlines? * What role does collaboration play in meeting client needs and maintaining a cohesive team workflow? * How can storyboarding, pitching, and revisions be used to effectively deliver a client's vision? * In what ways do contracts, proposals, and feedback loops mirror real-world industry practices? * How can constructive criticism from a client improve the quality and professionalism of the final product?	* Animatic V2 * Peer Feedback * Animatic V3 * Class Voting * Director Weekly Production Logs * Member Weekly Self-Assessments	
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AME: A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

AME:2.3 Interpret verbal and nonverbal communications and respond appropriately.

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

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

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

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

AME 7.4 Practice time management and efficiency to fulfill responsibilities.

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

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

AME: 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.

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

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

AME: 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.

3. Student Pitched Animation	*How does the process of pitching an idea reflect real-world practices in the animation industry? * What qualities make an animation concept compelling and worthy of production? * What are the challenges and rewards of taking on specific roles within an animation production team? * How do creative freedom and teamwork balance within a professional production environment? * In what ways does leadership influence the success of an animation project?	* Voting Form (top pitches) * Job/Interview Priority Form * Interviews * Production Team Name and Logo Design * Rough Movie Poster * Pitch Bible V1 * Peer Feedback * Pitch Bible V2 * Animatic V1 * Animatic V2 * Peer Feedback * Animatic V3 * Director Eval * Class Voting * Director Weekly Production Logs * Member Weekly Self-Assessments	*Student Based Animation including Final Movie Poster
AME: A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. AME: A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations. AME: 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. AME: 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. AME: 7.3 Understand the need to adapt to changing and varied roles and responsibilities. AME 7.4 Practice time management and efficiency to fulfill responsibilities. AME 7.5 Apply high-quality techniques to product or presentation design and development. AME: 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. AME: 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems. AME: 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.			
4. Capstone Project	* What makes a portfolio or demo reel stand out to colleges and industry professionals?	* Progress Checks (2-3) on portfolio website creation * Progress Check on Demo Reel	*Demo Reel Video and Portfolio/Website

	* 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 or demo reel?	* Teacher and Peer Feedback * Self Assessment (on rubric) * Guest Speaker Notes	
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: A2.1 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: 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 7.5 Apply high-quality techniques to product or presentation design and development. AME: 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information. AME: 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.			

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.

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Draft 2023 AME Model Curriculum Standards

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

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TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

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