



Animation I - Unit 1 - Fundamentals of Animation

Unit Focus

In this unit students embark on a journey from static sketches to moving stories. By exploring the history of animation and navigating modern digital tools, students learn how to bridge the gap between what they imagine and what they can bring to life on screen. Students will learn through a continuous cycle of planning, collaboration, and reflection while becoming proficient at the essential mechanics of movement within the software application. A central goal of this unit is to develop the Design capacity within our Creative Thinking framework.

Stage 1: Desired Results - Key Understandings

Standard(s)		Transfer	
Common Core English Language Arts: 9-10 <ul style="list-style-type: none">• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS.ELA-LITERACY.SL.9-10.4)• Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-LITERACY.W.9-10.2.A)• Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS.ELA-LITERACY.W.9-10.2.D)• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS.ELA-LITERACY.W.9-10.3.C)• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-LITERACY.W.9-10.3.D)• Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS.ELA-LITERACY.SL.9-10.1.C)• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS.ELA-LITERACY.SL.9-10.1.D)• Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS.ELA-LITERACY.L.9-10.5.A)• Analyze nuances in the meaning of words with similar denotations. (CCSS.ELA-LITERACY.L.9-10.5.B)• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS.ELA-LITERACY.W.9-10.6) English Language Arts: 11-12 <ul style="list-style-type: none">• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS.ELA-LITERACY.SL.11-12.5)		<i>Students will be able to independently use their learning to...</i> T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent T2 Create works of art to personally engage in the artistic process and/or communicate meaning	
		Meaning	
		Understanding(s)	Essential Question(s)
		<i>Students will understand that...</i> U1 Animations bring visuals to life to express a feeling, mood, and/or meaning. U2 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.	<i>Students will keep considering...</i> Q1 How do I use what I visualize/ imagine and make it come to life? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 What am I learning or have I learned from creating this work of art? Q4 How can I use the creative cycle to refine my work?
		Acquisition of Knowledge and Skill	
		Knowledge	Skill(s)
		<i>Students will know...</i> K1 Basic tools in animation software and identify their related icons K2 What the timeline is and how it is utilized in animation software.	<i>Students will be skilled at...</i> S1 Planning and sketching ideas using a sketchbook S2 Drawing multiple frames of an object to create the illusion of movement

Stage 1: Desired Results - Key Understandings

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-LITERACY.W. 11-12.2.A)
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-LITERACY.W.11-12.3.D)
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-LITERACY.SL.11-12.1.C)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA-LITERACY.SL.11-12.1.D)
- Spell correctly. (CCSS.ELA-LITERACY.L. 11-12.2.B)

National Core Arts Standards

Visual Arts: HS Proficient

- Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSI.a)
- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.HSI.a)
- Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a)

ISTE Standards (2024)

ISTE Standards (2024): K-12

- Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. (1.1.c.)
- Understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively, and are adept at thoughtfully exploring emerging technologies. (1.1.d.)
- Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (1.4.b.)
- Develop, test and refine prototypes as part of a cyclical design process. (1.4.c.)
- Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. (1.4.d.)
- Create original works or responsibly repurpose or remix digital resources into new creations. (1.6.b.)
- Use digital tools to visually communicate complex ideas to others. (1.6.c.)
- Publish or present content that customizes the message and medium for their intended audiences. (1.6.d.)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K3 Vocabulary: keyframe, timeline, stage
K4 How squash and stretch is used in animation in relation to an object's speed, timing, and mass (first principle of animation)

S3 Creating moving visuals through use of keyframes on a timeline
S4 Using motion tweens and shape tweens to transform graphics
S5 Examining an animation to determine effectiveness given established criteria (See Critique)