



Animation I - Unit 2 - Story Development

Unit Focus

In this unit students transition from technical exercises to the art of narrative. They will develop an original animated short story from concept to final cut, learning how to evoke empathy in an audience through visual storytelling, perspective, and sound. Throughout this project, students use their sketchbooks to map out storyboards, exploring a classic narrative structure: Character → Wish → Conflict → Struggle → Resolution. They then bring these sketches into the animation software, where they become proficient at creating backgrounds and utilize staging and timing. This unit is specifically designed to meet our Design and Product Creation standards. Students are challenged to go beyond simple drawing and instead engage in a professional creative workflow.

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)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.9-10.5)Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS.ELALITERACY.W.9-10.3.A)Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS.ELALITERACY.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.ELALITERACY.W.9-10.3.D)Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS.ELA-LITERACY.W.9-10.3.E)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)	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Capture the feeling or emotional response which an artistic piece elicits T4 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U4 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 am I learning or have I learned from creating this work of art? Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q4 How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work? Q5 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next? Q6 What am I learning by engaging in critique?

Stage 1: Desired Results - Key Understandings

- 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.ELALITERACY.SL.9-10.1.D)
- 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.ELALITERACY.W.9-10.6)

English Language Arts: 11-12

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELALITERACY.W.11-12.6)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS.ELA-LITERACY.SL.11-12.4)
- 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)
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS.ELA-LITERACY.W.11-12.3.A)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (CCSS.ELA-LITERACY.W. 11-12.3.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.ELALITERACY.W.11-12.3.D)
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS.ELA-LITERACY.W. 11-12.3.E)
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Basic elements of telling an engaging story: character, wish, conflict, unpredictable resolution
- K2** Music drives the timing of the story
- K3** Shot types: long shots, medium shots, close ups, extreme close ups
- K4** Facial expressions communicate what a character is feeling without saying a word
- K5** The illusion depth in an interior space can be created by one point perspective. The illusion of depth in an exterior space can be created by atmospheric perspective
- K6** Staging directs the audience's attention, and makes it clear what is of greatest importance in a scene (second key principle of animation)

Skill(s)

Students will be skilled at...

- S1** Drawing ideas in sketchbook that will be the basis for the storyboard
- S2** Identifying musical phrases to capture pivotal moments of the introduction of character, wish, conflict, and unpredictable resolution
- S3** Communicating emotion through facial expression, body language, symbols
- S4** Using a variety of shot types to maintain audience interest
- S5** Creating the illusion of space outside by using atmospheric perspective and/ or inside using one-point perspective
- S6** Applying motion tweens, shape tweens, and/or step animation to help tell the story
- S7** Examining an animated story to determine effectiveness given established criteria

Stage 1: Desired Results - Key Understandings

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)

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)
- Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)
- Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a)

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)