# Animation I - Unit 3 - Animation for Social, Political, or Environmental Change

## Unit Focus

In this unit, students move beyond technical exercises to explore the power of animation as a tool for social change. They are tasked with developing an original animated story that addresses a political, social, or environmental issue they are passionate about. By blending rigorous research with creative storytelling, students learn how to use digital media to inform an audience and advocate for a better world. This unit serves as a cornerstone for developing two critical Profile of a Graduate capacities: Citizenship and Product Creation. Animation is a universal language, and in this unit, students step into their roles as global citizens. Students don't just make a video, they manage a complex, professional-grade production cycle.

## Stage 1: Desired Results - Key Understandings

### Standard(s)

**Common Core**
English Language Arts: 9-10

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RI.9-10.1)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.9-10.4)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS.ELA-LITERACY.W. 9-10.8)
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS.ELA-LITERACY.SL.9-10.2)
- 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)
- 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)
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-LITERACY.W.9-10.2.B)

### Transfer

*Students will be able to independently use their learning to...*
**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) |
|---|---|
| *Students will understand that...*<br>**U1** Artists' creative choices are influenced by their expertise, context, and expressive intent.<br>**U2** Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.<br>**U3** Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.<br>**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. | *Students will keep considering...*<br>**Q1** What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?<br>**Q2** 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?<br>**Q3** 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?<br>**Q4** What am I learning by engaging in critique?<br>**Q5** What am I seeing/feeling in this piece? What inferences can I make? |

## Stage 1: Desired Results - Key Understandings

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELALITERACY.W.9-10.2.F)
- 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.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

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELALITERACY.RI.11-12.1)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13.) (CCSS.ELA-LITERACY.W.11-12.4)
- 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)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS.ELA-LITERACY.W.11-12.8)
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS.ELA-LITERACY.SL.11-12.2)
- 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)

**U5** Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.

### Acquisition of Knowledge and Skill

| Knowledge | Skill(s) |
|---|---|
| *Students will know...*<br>**K1** Color schemes: analogus colors, complementary colors, monochromatic colors, pastels, split complementary, triadic<br>**K2** Proper proportions of human form: portraits and figure drawings<br>**K3** Key rules and formatting for screenplay (Capitalize and indent character names, slug line, action line, dialogue, extensions, transitions, and subheadings)<br>**K4** 5 Second Rule and how it helps with visual interest | *Students will be skilled at...*<br>**S1** Engaging in research to identify key information that can be the basis of the animated story<br>**S2** Using proper screenplay format to draft idea for the animated story (e.g., fade in, scene headings)<br>**S3** Using sketchbook to draft ideas for the storyboard<br>**S4** Drawing objects with a level of detail and precision<br>**S5** Applying previous skills in first two units to help tell the story by using motion tweens, shape tweens, and/or step animation, backgrounds, facial expressions, shot types, use of music to drive the story (optional), and develop compelling characters.<br>**S6** Examining an animated story to determine effectiveness given established criteria |

## Stage 1: Desired Results - Key Understandings

- 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)
- 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)
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELALITERACY.W.11-12.2.B)
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELALITERACY.W.11-12.2.F)
- 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.ELALITERACY.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)
- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI.a)
- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. (VA:Pr6.1.HSI.a)
- Analyze how one’s understanding of the world is affected by experiencing visual imagery. (VA:Re7.2.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**

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG. 5.1)