



Animation II - Unit 1 - Unique Character Creation

Unit Focus

In this unit, students step into the role of professional character designers. They will move from initial pencil sketches in their personal sketchbooks to a fully realized, animated digital character. This project challenges students to bridge the gap between imagination and technical execution, ensuring that their character is not only visually compelling but also moves and speaks in a way that reveals their unique backstory. This unit is designed to foster growth in two critical Profile of a Graduate areas: Product Creation and Citizenship. Students are not just creating art; they are learning to manage their own creative process and take ownership of their development.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Media Arts: HS Proficient <ul style="list-style-type: none">Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. (MA:Cn10.1.HSI.a)Identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. (MA:Cr1.1.1.HSI.a)Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone. (MA:Cr3.1.HSI.a)Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences. (MA:Cr3.1.HSI.b)Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks. (MA:Pr5.1.HSI.c) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">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)	<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	
	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.	<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?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Creating unique characteristics and animating them enriches the introduction of a character. K2 Key vocabulary: solid drawing, shape tweens, motion tweens, step-by-step, asymmetrical balance, contour lines	<i>Students will be skilled at...</i> S1 Identifying unique characteristics to highlight as the basis of initial sketches for character S2 Executing different views of the character: profile view, front view (and potentially 3/4 view) S3 Using contour lines and form to refine character sketches S4 Applying asymmetrical balance and movement in character sketch(es) S5 Using tools in animation software to transfer a physical sketch to a digital image S6 Communicating idea (basis of their character) through animation and explanation