



Animation II - Unit 2 - Music Video Inspiration

Unit Focus

In this unit, students embark on an immersive creative project: animating a complete visual sequence set to a musical selection of their choice. By synthesizing sound, rhythm, and motion, students transform abstract auditory experiences into coherent, expressive visual stories. This unit moves beyond simple mechanics, challenging students to use the "12 Principles of Animation" such as squash and stretch, timing, and staging to render professional-grade work. Beyond the artwork this unit utilizes our Profile of a Graduate in the areas of Product Creation and Citizenship. Students move past following instructions to originate their own unique concepts, studying existing models to think outside the box and synthesize new visual possibilities. They will also engage in a professional design cycle, moving from storyboarding and beat-matching to iterative refinement through class critiques.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Media Arts: HS Proficient <ul style="list-style-type: none">Identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. (MA:Cr1.1.1.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)Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. (MA:Pr6.1.HSI.a)Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists. (MA:Re7.1.HSI.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)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)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 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 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. U3 The context an artist provides as their work is being seen/viewed can have an impact on the audience.	<i>Students will keep considering...</i> Q1 What inspires me? Where do I get my ideas from? Q2 What am I seeing/feeling in this piece? What inferences can I make? Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q4 What is important for me to communicate? When should the work stand on its own? Q5 What am I learning by engaging in critique? Q6 What am I learning or have I learned from creating this work of art?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Key vocabulary: staging, squash and stretch, timing and motion, anticipation, follow through and overlapping action, straight ahead and pose-to-pose action, slow in and out, arcs, exaggeration, secondary action, solid drawing, appeal NOTE: Students have an opportunity to select one of the 12 animation principles listed above. However they need to understand each one before they can make a selection.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Selecting a piece of music by paying attention to the beat and musical storyline (e.g., when instruments are added, pause, tone)</p> <p>S2 Applying key animation techniques based on personal preference and what the music inspires: shape tweens, motion tweens, step by step</p> <p>S3 Using tools in animation software to transfer sketches to capture ideas from the storyboard</p> <p>S4 Identifying an applying one principle of animation to improve the fluidity of actions</p> <p>S5 Communicating coherent interpretation of a piece of music through aesthetically visual choices</p>