



Animation II - Unit 3 - Collaboration Animation Team Story

Unit Focus

In this unit, students transition from solo animators to members of a creative production team. The challenge is to work together to pitch, plan, and produce a cohesive animated story. By integrating previous experience with character development and music synchronization, students learn how to merge individual artistic voices into one unified vision. The central goal of this unit is to find a consistent visual element, drawing style, or background that ties every student's unique animation sequence together into a seamless professional short film. This unit is designed to push students towards proficiency in the Profile of a Graduate capacities: Collective Intelligence and Product Creation. Animation is an industry built on teamwork. In this unit, students go beyond working alongside one another; they work through one another. Students are also going to be challenged to produce a high-quality digital product that meets professional standards.

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)Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others. (MA:Pr6.1.HSI.b) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<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 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T3 Develop and refine techniques and skills through purposeful practice and application to become more fluent 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 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 How do I use what I visualize/ imagine and make it come to life? Q2 What inspires me? Where do I get my ideas from? 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 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 The industry of animation requires artists to collaborate and combine ideas in order to produce an impressive artistic experience	<i>Students will be skilled at...</i> S1 Using tools in animation software to transfer sketches to capture ideas from the storyboard

Stage 1: Desired Results - Key Understandings

		<p>S2 collaborating with individuals to pitch ideas to the class</p> <p>S3 Bringing to life other team players’ ideas by fulfilling their role in the team and providing feedback and assistance to teammates as they animate</p> <p>S4 Working in multiple documents and scenes to create a cohesive story from script to storyboard to production.</p> <p>S5 working with the principles of animation and selecting one that will communicate their idea</p>
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