

VISUAL ARTS DEPARTMENT

ANIMATION: COURSE #829

Department Contact Information

Diana Adams Woodruff, Director
Visual Arts Department
Acton Public Schools
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
Telephone: (978) 264-4700, x3671
Email: dwoodruff@mail.ab.mec.edu

The Department's Educational Philosophy

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

Guiding Principles

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

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Course Frequency: Semester course; meets five times per week.

Credits Offered: Two and a half

Prerequisites: None

Background to the Curriculum

Animation was created and piloted during the spring semester of the 2006-07 school year. It's purpose is to to broaden the Visual Arts computer technology offerings, as well as to offer additional options for students and to fulfill state-mandated graduation requirements of 990 hours. Animation ran as an after-school course two afternoons a week for two hours during the spring semester 2007. The course content was developed and written by Jeremy Flagg during the spring of 2007 and revised during the summer of 2007. The course was offered during the regular school day beginning in the fall of 2007. The curriculum for Animation emphasizes Massachusetts Frameworks Visual Arts Standards 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design), and 9 (Inventions, Technologies and the Arts).

Core Topics/Questions/Concepts/Skills

Animation has been considered an art form for over a century. It has recently become a method of expression and a major career venue for many aspiring artists. Animation blends together principles of design, illustration, color theory and story telling, as well as many other "traditional" mediums of art. Students will explore various methods of animation (traditional and modern) through the stages of development, including storyboarding, character design and animating. Students will participate in class discussions about various animators and animation studios; they will critique their own work, as well as that of their peers.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] To discuss the historical importance of animation in America from 1900 to the present, including Disney, Paramount and Hannah-Barbara Studios. To explore styles used in early animation and examine the twelve principles of animation. To introduce Flash as a medium for animation. (Cell to Flash Animation)	1.10 Use electronic technology for reference and for creating original work. 2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors.

<p>2] To explore a popular segment of animation called <i>claymation</i>. To examine how “stop-motion animation” of Nick Park (Wallace and Gromit), Art Clokey (Gumby) and Will Venton, the originator of Claymation, relates to the twelve principles of animation. To continue exploration of Flash as a medium for animation. (Claymation)</p> <p>3] To develop a relationship between observation, illustration and animation seen in Hayao Miyazaki’s work (Nausicaa and Spirited Away). To create an animation based on the surrounding world. To explore Flash as a drawing tool and continue to use Flash as a medium for animation.</p>	<p>2.13 Use color, line, texture, shape and form in 2D and 3D work and identify the use of these elements in the composition of others.</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment.</p> <p>8.6 Classify works from the United States and world cultures by genre, style, and historical period.</p> <p>1.10 Use electronic technology for reference and for creating original work.</p> <p>1.11 Explore a single subject through a series of works, varying the medium or technique.</p> <p>2.15 Create artwork that demonstrates...elements and principles of design to establish a point of view, a sense of space, or a mood.</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment.</p> <p>9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks.</p> <p>1.10 Use electronic technology for reference and for creating original work.</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the composition of others.</p> <p>3.8 Create representational 2D artwork from direct observation.</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists.</p>
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<p>4] To focus on incorporating the Principles of Animation in an imaginative and creative manner similar to Disney’s Fantasia. To begin exploring more in-depth Flash techniques (i.e., frame rates, paths, camera control).</p> <p>5] To explore Flash Animation as a storytelling medium. To combine illustrations from imagination and observation. To create a story that focuses on creating a certain mood for a particular audience (such as small children, teens), using Principles of Animation. (Children’s Story)</p>	<p>1.10 Use electronic technology for reference and for creating original work.</p> <p>3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas.</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists.</p> <p>9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.</p> <p>1.10 Use electronic technology for reference and for creating original work.</p> <p>2.15 Create artwork that demonstrates...elements and principles of design to establish a point of view, a sense of space, or a mood.</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists</p>
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Assessment

Evaluation of student progress is based on a variety of assessment methods, including:

- Quizzes (to assess knowledge of technical information & design principles)
- Peer critiques
- Self-assessments
- Teacher feedback (verbal and written)

With each design challenge, students are given a list of technical and design goals to be met for the unit. During the development of these designs, critiques (peer and teacher) are given to assist students in meeting the goals of the assignment. Students keep a sketchbook for design-related sketching.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
1] Students are taught how to use numerous design applications to arrive at finished product.	1.36 Run multiple applications simultaneously, alternating among them.
2] Students will become familiar with the use of equipment, such as digital cameras, scanners and external floppy drives.	1.40 Use a variety of external peripherals and understand how they connect to a computer.

Materials and Resources

Equipment:

Digital Camera, Scanners, Tripods

Software:

Adobe Photoshop, Flash, Audacity, Garage Band, iTunes