

<b>Course Title</b>	<b>Honors Animation with Illumination A/B</b>
<b>Course Abbreviation</b>	H Animation w/ Illumination A/B
<b>Course Code Number</b>	
<b>Special Notes</b>	This course is designed with a supplemental video library created by Illumination highlighting each unit of study.
<b>Course Description</b>	<p>The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Animation with Illumination, students learn about the history and techniques of animation in conjunction with learning about their aesthetic properties. The course includes; freehand drawing, rendering, layout, and the use of basic drawing tools and various materials for the reproduction of images. Students explore thematic elements of character development, visual effects and content of their own work through guidance by professionals at Illumination, utilizing specialized video content created for this course. Careers in all aspects of animation will be discussed both in class, and with recordings presented by Illumination and their respective professionals.</p>
<b>Instructional Topics</b>	<p> <b>History of Animation</b>  <b>Animation Basics</b>  <b>Weight/Timing and In-Betweening/Tweening</b>  <b>Metamorphosis in Animation &amp; Tracebacks</b>  <b>Pose Animation</b>  <b>Walks and Walk Cycle</b>  <b>Character Design</b>  <b>Storyboard</b>  <b>Storyboard Finalization and Animatic Concepts</b>  <b>Student Pitching Animated Film Concepts</b> </p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>

**California Arts  
Standards for Visual  
Arts**

***Creating-Conceiving and developing new artistic ideas and work.***

**1. Generate and conceptualize artistic ideas and work.**

1.1 Individually or collaboratively formulate new creative problems based on student's existing artwork.

1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

**2. Organize and develop artistic ideas and work.**

2.1 Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

2.2 Demonstrate awareness of ethical implications of making and distributing creative work.

2.3 Redesign an object, system, place, or design in response to contemporary issues.

**3. Refine and complete artistic work.**

3 Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

***Presenting- Interpreting and sharing artistic work.***

**4. Analyze, interpret, and select artistic work for presentation.**

4 Analyze, select, and critique personal artwork for a collection or portfolio presentation.

**5. Develop and refine artistic work for presentation.**

5 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

**6. Convey meaning through the presentation of artistic work.**

6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

***Responding-Understanding and evaluating how the arts convey meaning.***

**7. Perceive and analyze artistic work.**

7.1 Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

7.2 Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**8. Interpret intent and meaning in artistic work.**

8 Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

**9. Apply criteria to evaluate artistic work.**

9 Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

	<p><b>Connecting-Relating artistic ideas and work with personal meaning and external context.</b></p> <p>10. Synthesize and relate knowledge and personal experiences to make art. 10 Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p> <p>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11 Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local and global contexts.</p>
<b>Unit 1 Summary</b>	<p><b>History of Animation</b> <i>In this unit students will explore the history and evolution of animation.</i></p>
<b>Unit 1 Sample Assignment</b>	<p>Students will create a Zoetrope strip/sequence and flipbook to present for class critique. Students will understand both the traditional (paper/pencil) vs. digital applications of animation.</p> <p>Vocabulary: Persistence of Vision, Thaumatrope, Zoetrope, Kinetoscope, Kineograph, Stop Motion, Illusion, Eadweard Muybridge</p>
<b>Unit 2 Summary</b>	<p><b>Animation Basics</b> <i>In this unit students will learn the basics of motion in animation.</i></p>
<b>Unit 2 Sample Assignment</b>	<p>Students will create an animation of a bouncing ball using multiple variations.</p> <p>Vocabulary: Squash &amp; Stretch, Path of Action, Timing Marks, Animation in 1's &amp; 2's</p>
<b>Unit 3 Summary</b>	<p><b>Weight/Timing and In-Betweening/Tweening</b> <i>In this unit students will consider weight, size, time and motion of animated objects.</i></p>
<b>Unit 3 Sample Assignment</b>	<p>Students will animate 3 falling objects (i.e., feather, a piece of paper, a rock) focusing on weight, timing and motion.</p> <p>Vocabulary: Units of Time, Frame, Key Frame, Weight, Timing</p>

<b>Unit 4 Summary</b>	<b>Metamorphosis in Animation &amp; Tracebacks</b> <i>In this unit students will begin to learn about separate frames within the animation process as well as how to put multiple frames of animation together to create change.</i>
<b>Unit 4 Sample Assignment</b>	<p>Students will create a metamorphosis between two very different objects showing subtle changes between each frame.</p> <p>Vocabulary: Value, Line, Proportion, Shape, Non-Linear Perspective</p>
<b>Unit 5 Summary</b>	<b>Pose Animation</b> <i>In this unit students will be able to use pose animation using a model, design action and reaction poses, utilize anticipation and acting in animation.</i>
<b>Unit 5 Sample Assignment</b>	<p>Students will In-between three poses of a basic character, observe human and animal life, then begin to note variations in movement, character and personality.</p> <p>Vocabulary: Pose Animation, Anticipation, Action/Reaction</p>
<b>Unit 6 Summary</b>	<b>Walks and Walk Cycle</b> <i>In this unit students will be able to explore the walk and walk cycle of the human figure as well as the mechanics of walking character-specific models.</i>
<b>Unit 6 Sample Assignment</b>	<p>Students will create a basic character performing 3 different walks, which demonstrate differing/distinct moods or pace of the character.</p> <p>Vocabulary: Cycle, Follow Through, Anticipation, Action, Overaction, Overlapping Action</p>
<b>Unit 7 Summary</b>	<b>Character Design</b> <i>In this unit students will design their own original character that could be used in their animation.</i>
<b>Unit 7 Sample Assignment</b>	<p>Students will design an original character, then draw 3 turns. In their sketches, students will find a key pose to render and add color and detail.</p> <p>Vocabulary: Pose, Key Pose, Proportion, Volume, 2D/3D, Balance, Attitude, Silhouette, Tangents, Character Turns, Body Language</p>

<b>Unit 8 Summary</b>	<b>Storyboard</b> <i>In this unit students will learn to draw and visualize their story ideas for animation in sequential panels.</i>
<b>Unit 8 Sample Assignment</b>	<p>Students will create a series of rough storyboards for an original animation between 1-2 minutes in duration.</p> <p>Vocabulary: Roughing, Storyboards, Shot, Thumbnails, Cinematography, Reverse Angle, Close-up, Wide Shot, Acting, Editing, Narrative, Genre</p>
<b>Unit 9 Summary</b>	<b>Storyboard Finalization and Animatic Concepts</b> <i>In this unit add details, clean up their storyboards, and progress towards the creation of an animatic.</i>
<b>Unit 9 Sample Assignment</b>	<p>Students will create and draw the finalized storyboard and animatic for their animated production.</p> <p>Vocabulary: Animatic, Thumbnail, Story Reel</p>
<b>Unit 10 Summary</b>	<b>Student Pitching Animated Film Concepts</b> <i>In this unit students will pitch their original animated film to the class, and participate in collaborative discussion and critique.</i>
<b>Unit 10 Sample Assignment</b>	<p>Students will create a pitch for their proposed animated film, and screen their animatic.</p> <p>Vocabulary: Animatic, Scene, Panel, Soundtrack, Pitch</p>

<b>Course Objectives</b>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>● Generate, describe, analyze, discuss, and write about the visual characteristics of works of art and animated images, objects in nature, events, and the environment.</li> <li>● Organize, record, and use the elements of art and principles of design as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates.</li> <li>● Refine and complete original artistic works and animated images of increasing complexity and with increased skill.</li> <li>● Analyze, interpret, and select artistic work for presentation and screening.</li> <li>● Develop an understanding of how to solve artistic problems in unique and expressive ways for presentation.</li> <li>● Synthesize and relate methods of animation from a variety of times and places.</li> <li>● Perceive and analyze student's artistic work and interpret intent and meaning in that work.</li> <li>● Apply criteria to evaluate a variety of works of art and talk about his or her interpretations of the artists' intentions.</li> <li>● Synthesize and relate knowledge and personal experiences to make animation.</li> <li>● Relate artistic ideas and works of animation with societal, cultural, and historical context to deepen understanding.</li> </ul>
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<b>Representative Performance Skills</b>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> <li>● Describe the use of the elements of art and principles of design as they relate to specific arts, styles, and periods of art.</li> <li>● Communicate his or her perceptions of the world of art and his or her environment, using the elements of art, principles of design, and art vocabulary.</li> <li>● Produce animated images effectively using the elements of art and principles of design in drawing or other media.</li> <li>● Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating animated images.</li> <li>● Discuss (compare and contrast) the purposes of art from major time periods and cultures.</li> <li>● Develop chains of reasoning for his or her judgments about works of art and/or animation that link the elements of art and principles of design, expressive characteristics, and technical qualities to the interpretation of meaning.</li> <li>● Make sound critical judgments about the quality and success of animated artworks and images based on his or her experiences in and perceptions about the visual art forms.</li> <li>● Demonstrate an understanding of the varied functions of artists, animators, designers and directors.</li> <li>● Organize and communicate information, both visual and written, relevant to a display of artwork.</li> <li>● Research art-related animation industry careers.</li> </ul>
<b>Cultural/Historical Skills</b>	<p>Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students will be able to:</p> <ul style="list-style-type: none"> <li>● Study animated images from diverse cultures.</li> <li>● Produce animated images that reflect the student's heritage, cultural issues in current times.</li> </ul>

<b>Supplemental Resources</b>	<p><u>Videos:</u> Videos recorded and provided by Illumination</p> <p><u>Additional Books:</u> <i>Cartoon Animation</i> by Preston Blair</p> <p><u>Computer Applications/Web Tools:</u> GIF Creator: <a href="https://brush.ninja/">https://brush.ninja/</a> Digital Drawing Tool: <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> Digital Drawing Tool: <a href="https://www.autodraw.com/">https://www.autodraw.com/</a> Digital Drawing Tool: <a href="https://kleki.com/">https://kleki.com/</a> Digital Drawing Tool: <a href="https://webchemmy.org/">https://webchemmy.org/</a> Stop Motion Studio (Google extension) Blender <a href="https://www.blender.org/">https://www.blender.org/</a> Adobe Photoshop (has a 7-day free trial) Adobe Illustrator (has a 7-day free trial) Storyboard Pro (has a 21-day free trial) Maya (has a 30-day free trial) Final Draft 11 (has a 30-day free trial) Movavi Video Editor (has a 7-day free trial)</p>
<b>Resources</b>	<p><i>Animator's Survival Kit</i>, 2nd Edition by Richard Williams</p>