Glendale Unified School District

<u>Senior High School</u>

May 21, 2002

Department: Visual and Performing Arts

Course Title: Computer Animation 3-4 (formerly Animation 3-4)

Course Numbers: 2021D-3/2021D-4

Grade Level: 10, 11, and 12

Semester Hours: 10

Prerequisite: Computer Animation 1-2

Course Description: Students continue the study of animation and 2-D and 3-D rendering, using a variety of traditional and technological strategies. Topics will build upon history of the industry, basic terminology, traditional and contemporary techniques, introduction to kinematics, storyboarding, character construction, building a scene/background, hardware basics and limitations, painting, animation and CAD software strengths and weaknesses, lighting, scanning, compression techniques and future career opportunities. Additional topics may include ray trace rendering, tweening, morphing, printing to video, musical score arrangement, and digital special effects.

I.   Standards

       A.   Standard 1-Artistic Perception: Perceive the world in artistic ways by refining their sensory perceptions of works of art, events, objects in nature and the environment. They utilize the vocabulary of the visual arts to express their observations.

              The students will:

              1.   Analyze their works of art as to personal direction and style.

              2.   Discuss a series of their original works of art, using the appropriate vocabulary of art.

              3.   Analyze the works of well-known directors.

4.   Compare and contrast cinematography with other art forms, as to meaning, communication, social and historical commentary, and limitations.

B.   Standard 2-Creative Expression: Students apply artistic knowledge and skills in a variety of visual arts media and technical processes to communicate meaning and intent through the creation of original artworks.

The students will:

1.   Create original animation of increasing complexity and skill that incorporates a variety of media that reflects their feeling and points of view.

2.   Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

3.   Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

C.   Standard 3-Historical and Cultural Context: Students describe and analyze the role and development of visual arts in past and present cultures throughout the world noting human diversity as it relates to visual art and artists.

The students will:

1.   Identify contemporary styles and discuss the diverse social, economic and political developments reflected in the works of art examined.

2.   Investigate and discuss universal concepts expressed in works of art from diverse cultures.

3.   Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

D.   Standard 4-Aesthetic Valuing: Students consider why people make art. They analyze and interpret art in order to derive meaning. They develop criteria to make informed judgments about the quality of their work and the work of others.

The students will:

1. Describe the relationship involving the art maker, the making (process), the artwork (product), and the viewer.

2. Analyze and articulate how society influences the interpretation and message of a work of art.

3. Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

E. Standard 5-Connections, Relations and Application: Students apply what is learned in visual arts across subject areas and beyond the classroom. They develop visual literacy, competencies in problem solving, communication and management of time and resources. They learn about careers in and related to the visual arts.

The students will:

1. Speculate on how advances in technology might change the definition and function of the visual arts.

2. Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

3. Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).

II. Sample Assessments

A. Projects

B. Sketch books and note-taking

C. Tests

D. Portfolio

E. Classroom participation during discussions, demonstrations and class work

F. Written and oral self-evaluations and critiques of other's work

G. Research and written reports on animated works

H. Research and written reports on career and educational opportunities

III.   Topics of Study / Suggested Time Distribution

A.   Artistic Perception   15 %

1.   Use of the terminology of art to access and critique many forms of art media.

2.   The similarities and differences between styles of artwork done in electronic media with those done in traditional visual arts materials

3.   How the composition and use of materials contribute to the meaning of an artwork

B.   Creative Expression/Evaluation   30 %

1.   More complex animation techniques and principles, including use a variety of hardware and software on multiple platforms making simple paintings, logos, back-grounds, characters, and ultimately short animated sequences

       2.   Creation of animated artworks that reflect a personal style and interpretation of environment.

       3.   Portfolio development that reflects craftsmanship, technical skills and creativity

C.   Historical and Cultural Context   15 %

       1.   Similarities and differences and the purposes of art created in selected cultures

       2.   The role and influence of new technologies on contemporary artwork

       3.   Identifying, describing and discussing the trends in the visual arts and how the diverse issues of time, place and cultural influence are reflected

D.   Aesthetic Valuing   15%

       1.   Analyze, assess and derive meaning from works of art, including student's own, according to the elements of art, principles of design and aesthetic qualities

       2.   Explore a wide variety of artists, employing the conventions of art criticism in writing and speaking about artwork

       3.   Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after weighting the views of others

E.   Connections: Relations & Applications   25 %

       1.   Explore more in depth the careers available to Animation Artists and the skills needed for those professions

       2.   Relate arts to environment and other subjects

       3.   Development of competencies and creative skills in problem solving, communication and management of time and resources

IV.   Instructional Strategies or Methods

    A.   Direct instruction with students drawing along with the teacher

B. Lecture with students taking notes

C. Teamwork in creating products

D. Creation of finished products incorporating learned material

       E.   Portfolio development

       F.   Readings

       G.   Library/internet research

       H.   Videos, audiotapes, CD ROM

V.   Recommended Materials

       A.   Textbooks on the Animation and its role in history and culture

       B.   Library with resources on college and career opportunities

       C.   Lunchbox

       D.   Computers with high graphic capabilities and memory

       E.   Software with 2-D and 3-D rendering such as:

               1.   Photoshop
               2.   Premiere
               3.   Flash
               4.   Bryce
               5.   Maya
               6.   Lightwave
               7.   3Ds
               8.   Max

       F.   Scanner

       G.   Digital Camera

       H.   Color Printer