Glendale Unified School District

High School

April 17, 2018

Department:	Career Technical Education / Visual and Performing Arts
Course Title:	Digital Arts 3-4
Course Code:	5573V/5574V
Grade Level(s):	9, 10, 11, 12
School(s) Course Offered:	Hoover High School
UC/CSU Approved (Y/N, Subject):	Yes, "f" Fine Art credits
Course Credits:	10
Recommended Prerequisite:	Digital Arts 1-2 or instructor approval

Recommended
Textbook:

- The Visual Experience ISBN: 978-08719-2627-2
- Learning Digital Media ISBN: 9780134717197
- Video: Digital Communication & Production ISBN: 978-1-63126-295-1
- Animators Survival Kit ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 3-4 is the concentration course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course offers students an expanded path of study in the principles and foundations of art and design. Emphasis is placed on working to translate written concepts/scripts into 2D/3D designs while promoting more advanced use of traditional and digital media skills. Students will interface with computer aided design software to transform concepts into digital paintings, storyboards, animations, and character/product design sheets. Students will work to develop proficiency in digital design principles while applying their knowledge of art making solutions to industry standard applications and materials.

First Semester-Course Content

Unit 1: __Principles of Animation__   (5 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2; 1.4 & 2.1
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.6 & A2.3
Common Core State Standards: RLST 11-12.4

A. Students will become familiarized with the 12 principles of animation and analyze examples of their use. Students will also become familiarized with hand-drawn traditional animation techniques through a series of activities. Students will be able to connect animation concepts in this unit to filmmaking principles, elements of art, and emerging animation techniques.

B. Students will work collaboratively to research the 12 principles and find examples online that illustrate successful use of the concepts. Students will then prepare a presentation and lead the class in explaining the concepts as well as analyze the effectiveness of their peers' examples. Students will then apply their understanding of animation principles to such activities as: stop motion, volumetric deformations, and timing/spacing exercises. Students will view and analyze their work among peers to critique technique.

Unit 2: __Anatomy and Figure studies__   (4 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2; 1.4 & 1.6
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.6 & A4.3
Common Core State Standards: LS 11-12.3, RLST 11-12.4

A. Using observational drawing as a basis, students will analyze and reproduce natural forms found in human and animal anatomy. This will strengthen their observational and perceptual skills and help them access a greater range of movement and experience for animating figures in future lessons.

B. Students will create a series of figure drawings in traditional media that highlight realistic, gestural representations of the human form. Students will then apply their drawings to more refined compositions featuring a variety of poses and subjects while employing the use of traditional and digital tools. Finally, students will analyze how the essence of motion can be captured within static images and will participate in individual reflection and group critique.

Unit 3: **Storyboarding** (3 weeks)
STANDARDS
Visual and Performing Arts
Standards 2.1, 2.3, 3.3, 5.1 & 5.4
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A2.6, A2.7, & A2.9
Common Core State Standards: LS 11-12.3

A. Visual storytelling is critical to an engaging television, film, animation, and/or video game production. The skills needed to adapt written narratives to visual formats are applicable through storyboarding and pre visualization processes. Students will become familiar with filmmaking and compositional techniques using shots, angles, movements, transitions and text/audio integration to tell successful, sequential narratives.

B. Students will create storyboards for both existing and original narratives. They will explore how storyboarding techniques can be applied to various industries including: film, television, advertising, games, etc. Students will then create an animatic or animated storyboard that utilizes camera movements and transitions, and incorporate multimedia elements to create an engaging narrative experience. Students will analyze their work by participating in individual reflection and group critique.

Unit 4: **Animation Production** (8 weeks)
STANDARDS
Visual and Performing Arts
Standards 2.4 & 4.5
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2, A2.3 & A4.4
Common Core State Standards: LS 11-12.3, RLST 11-12.4

A. Students will utilize prior knowledge of animation concepts and visual storytelling to create an original narrative. Students will review the 12 animation principles as well as narrative and storytelling concepts from their introduction to cinematography to create a complete project that utilizes pre visualization and production techniques. Students will be introduced to new techniques and learn how to apply familiar concepts in new ways.

B. Students will create a short animated narrative featuring a central character. They will design the character from multiple angles and animate that character in a variety of poses and situations to stress uniformity in design. Students will reference traditional animation as well as keyframe and timeline techniques, allowing them to manipulate their character in new ways. Students will also consider cinematic techniques and staging as they present their work. Students will screen their final films and critique them for clarity of concept and proper technique.

Second Semester-Course Content

Unit 5: <u>**Introduction to 3D Modeling**</u>   (5 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.4, 2.1 & 2.5
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.3, A2.9 & A2.9
Common Core State Standards: LS 11-12.7, G-MG-1

    A. This course introduces students to industry standard 3D modeling software that is used across a dynamic range of industries and professional fields. Students are provided with a dynamic overview of the interface and features and how they are used in a digital design pipeline.

    B. Students will learn how to create a virtual 3D environment utilizing the full range of tools and features found inside the digital modeling pipeline. Students will reference physical objects, spatial relationships, and previous experience with physical sculpture to observing and accurately creating virtual models.

Unit 6: <u>**3D Character Modeling**</u>   (5 Weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2; 1.4 & 5.1
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.9 & A2.2
Common Core State Standards: LS 11-12.7, G-MG-1, WS 11-12.4

    A. This unit introduces students to industry standard digital sculpting software. Students will analyze industry specific pipeline skills and how they relate to traditional polygonal modeling software. Students will address how digital sculpting shapes the production of assets and products in a variety of industries. This unit builds upon previous study in the areas of traditional sculpture, figure drawing, and concept design and prepares students to create elaborate and engaging 2D and 3D assets.

    B. Students will design and complete a fully realized 3D digital sculpture as well as accompanying presentation materials. Students will conceptualize and realize an original character through writing, preliminary sketches, digital painting, and finally digital sculpture. Students will use industry standard software to design a functional model that can be used in animation, design, and 3D printing capacities. Students will present their final models and critique them for clarity of concept and proper technique.

Unit 7: **Digital Production**   (10 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2; 1.4, 5.4 & 5.1
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1. A2.6, A2.8, A2.9, A4.6 & A5.2
Common Core State Standards: LS 11-12.3, WS 11-12.4

A. The final unit in this course serves as an opportunity to produce a preliminary portfolio series and cohesive body of work. Students will integrate elements of all previous untos and skills to create a series of works based on a central theme and/or narrative. The process will require students to recall and apply elements of art concepts, observational drawing, sequential storytelling, digital painting, graphic design, and 3D design to a finalized collection of work which will be presented to instructors, peers, industry partners, and post-secondary institutions for analysis and feedback.

B. Students will create a body of work based on a central character and story that utilizes all of their previously learned skills. Students will produce a narrative that integrates original character designs, environmental designs, and sequential elements. They will collaborate on the production of original content that utilizes the elements of art and principles of design, figurative art, digital painting, and digital and physical 3D models. Students will create a presentation ready portfolio experience that highlights the cumulative work they have engaged in. The work will display evidence of proficiency in both software and technical skill.