

Glendale Unified School District

High School

February 15, 2022

Department: Career Technical Education / Animation

Course Title: Intermediate 2D Animation Honors

Course Code: 9068V/9069V

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

UC/CSU Approved Y, "f" Fine Arts  
(Y/N, Subject):

Course Credits: 10

Prerequisite: Tech Lit

Recommended The Animator's Survival Kit: Expanded Edition  
Textbook: Richard Williams  
ISBN: 978-0-86547-897-8

How to Draw: Drawing and Sketching Objects and Environments from  
Your Imagination  
Scott Robertson, with Thomas Bertling  
ISBN: 978-193349273-5

Framed Ink: Drawing and Composition for Visual Storytellers  
Marcos Mateu-Mestre  
ISBN: 978-193349295-7

Course Overview: 2D Animation 1-2 is a concentrator course that formalizes the skills of foundational drawing for animation and the Principles of Animation. Topics covered in this course include drawing foundations, color and design theory, the Principles of Animation, storyboarding, character building, motion tweening, lip sync animation, and editing. Students in this course build a working knowledge of the animation process and filmmaking through the lens of industry approved practices. This course emphasizes drawing principles and techniques where students become proficient at gesture and quick sketch, solid drawing, structure, weight, perspective, rendering light, character design, and storyboarding. The

culminating task in this course is a print-ready and digital portfolio that highlights the artist's best still and moving work throughout the course.

### **First Semester-Course Content**

#### **Unit 1: Foundations of Drawing - Part 1**

*(3 weeks)*

##### **STANDARDS**

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0, A4.0

Common Core State Standards: LS11-12.5

- A. Topics covered in this unit include traditional and digital drawing techniques; drawing process with thumbnails, roughs, and comps; and principles of gesture and quick sketch to communicate line of action, structure, anatomy, weight, balance, and proportion. Students will learn to utilize observational techniques and a process to capture the line of action, essential forms, edges, cross contours, and shading when sketching objects, vehicles, and the human figure. Students work with traditional materials while learning how to use digital software.
- B. The culminating task in this unit is a detailed comp of a character design. Students will research various costumes and will illustrate character turnarounds, action poses, facial expressions, and the visual development art for the supporting costume and prop design. This project will assess the application of concepts and principles covered in the unit.

#### **Unit 2: Foundations of Drawing - Part 2**

*(3 weeks)*

##### **STANDARDS**

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 1.6

CTE Arts Media and Entertainment Standards: A1.0; A2.0, A4.0

Common Core State Standards: LS11-12.5

- A. Topics covered in this unit include landscape drawing, perspective drawing, and composition for film. Students will learn how to use one-point, two-point, and multi-point perspective to illustrate rigid and organic objects and structures. Digital painting techniques will be used to illustrate thumbnails and roughs of the images that communicate a story. Students will have their introduction to cinematography and the Principles of Design in order to practice using high and low perspective points to emulate periods camera angles. Using perspective and various painting techniques, they will learn to build and render imagery that is structured and accurately proportioned.

- B. The culminating task in this unit is an illustrated collection of background color comps that accurately show depth and perspective. Finished products will have a strong representation of atmospheric depth and a range of tonal values. This project will assess the application of concepts and principles covered in the unit.

Unit 3: **Principles of Animation**

*(4 weeks)*

STANDARDS

Visual and Performing Arts Standards: 2.1; 2.3; 2.4; 3.3; 4.5; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: LS11-12.4

- A. Topics covered in this unit include the traditional principles of animation. Students will learn squash and stretch, anticipations, follow through, arcs, and slow-in-slow-out (easing) while building upon their drawing skills. Students will continue to formalize drawing techniques as they develop continuity in their drawings when using various industry specific apps to create a variety of short animated clips. As students work to develop their artistic abilities, an emphasis on composition and visual communication will act as a primer to help them self assess work quality.
- B. The culminating task in this unit is an illustrated collection of 5 to 10 motion tests of hand-drawn animation correctly exhibiting various principles of animation. Each motion test will be a synthesis of knowledge and understanding students interpret the principle of animation and develop their own moving animation to represent it, meaning that the subject of the finished animation will be determined by the student. This project will assess the application of concepts and principles covered in the unit.

Unit 4: **Storyboards and Visual Storytelling**

*(4 weeks)*

STANDARDS

Visual and Performing Arts Standards: 2.1; 2.3; 2.4; 2.5; 3.3; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: G-MG-1; LS11-12.7

- A. Topics covered in this unit include visual storytelling, script writing, drawing for storyboards, the thumbnailing process, and drawing facial expressions. Students will continue to refine drawing techniques and processes throughout this unit to develop a shorthand for quickly and clearly illustrating characters and places. Students will create multiple storyboards that include dynamic character movement, convincing acting, subtle

timing, a variety of camera angles, camera shots, camera movement, and an appropriate use of perspective drawing.

- B. The culminating task in this unit is a fully developed storyboard sequence of a skit derived by the student. Story boards must include dialogue, action notes, and camera information. All visuals must be drawn and include appropriate backgrounds and characters. This project will assess the application of concepts and principles covered in the unit.

Unit 5: **Film and Animatics**

*(4 weeks)*

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A3.0; A5.0

Common Core State Standards: LS11-12.3; RSL11-12.4

- A. Topics covered in this unit include the principles of animation that include staging, secondary action, appeal, and solid drawing. Students will also learn how to appropriately time their storyboard panels to create short, animatic films. Other topics include story arc, story pacing, soundtrack construction, audio editing, and the proper crediting of sources. Students will continue to develop accuracy with their drawings, focusing on clear direction, structure, mood and tone, and perspective. The expectation is that students are starting to sharpen their ability to create interesting compositions that are visually communicative.
- B. The culminating task in this unit is a short animatic that utilizes clear and precise drawing techniques, engaging script writing, an appropriate use of shot choice, recorded dialogue, background audio, and sound effects. Projects need to have a strong sense of story, a good sense of timing, and an appropriate selection of visuals for storytelling. This project will assess the application of concepts and principles covered in the unit.

Unit 6: **Portfolio and Demo Reel**

*(2 weeks)*

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include curation of artifacts, visual storytelling, graphic design, and layout. Students will select their best work created throughout the term and will develop print friendly and online viewable images and videos of their most accomplished work. Students will engage in critique as they work together to identify the strongest

pieces of animation and visual development art to represent in their portfolio. Other topics include visual hierarchy, text and image, general graphic design principles, editorial layout, and image optimization.

- B. The culminating task in this unit is a 10 page portfolio book layout with images, written details, and contact information of the artist. The demo reel portion of this project will include in the intro section, 10 moving and still clips of the artist's most accomplished work, and an end credit scene with contact information. This project will assess the application of concepts and principles covered in the unit.

## **Second Semester-Course Content**

### **Unit 1: Straight Through and Pose-to-Pose Animation**

*(4 weeks)*

#### **STANDARDS**

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 1.6

CTE Arts Media and Entertainment Standards: A1.0; A4.0

Common Core State Standards: LS11-12.3; RLST11-12.4

- A. Topics covered in this unit include life drawing techniques, illustrations of bipeds and quadrupeds, character sketch in various action poses, straight through animation versus post-to-pose animation, and continuity in the drawing process. Students will focus on timing and spacing in animation to create movement that communicates an accurate sense of weight and physics. Students will also practice various animation exercises that show movement and dynamic acting.
- B. The culminating task in this unit is a collection of motion tests that show walk and run cycles that communicate personality and attitude. Finished animations will have a strong sense of weight, dynamic motion, and character. This project is a synthesis of processing knowledge covered throughout this unit and the first term of instruction.

### **Unit 2: Character Rigging for Animation**

*(4 weeks)*

#### **STANDARDS**

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; RSL11-12.7

- A. Topics covered in this unit include character design, visual development, digital illustration, node view hierarchies, drawing substitutions, and character rigging. Students will practice developing a 2D character but illustrating line ups, turn arounds, concept

sketches, and action poses before building an animation ready rig. Other concepts include pivot point setup, underlay and overlay painting, layer, deformations, and node management.

- B. The culminating task in this unit is a finished puppet rig with various drawing substitutions, facial expression setup, and hierarchy connections. Students will create a video that shows a character with appropriate articulation, a strong sense of design, and no breaking portions. This project will assess the application of concepts and principles covered in the unit.

Unit 3: **Lip Sync Animation**

*(2 weeks)*

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include viseme creation, phoneme analysis, script writing, drawing substitution techniques, facial expressions, extrapolation, and exaggeration. Students will develop their own original characters that are appropriately set up with facial animation and lip-synching. The characters will be drawn using techniques covered throughout the term and will animate using a variety of dialogue sources.
- B. The culminating task in this unit is a collection of motion tests with acting, takes, and dialogue tests. Students will create their own dialogue and will appropriately match visual character expressions and visemes to corresponding audio phonemes. This project will assess the application of concepts and principles covered in the unit.

Unit 4: **Animation Production - Part 1**

*(4 weeks)*

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include the pre-production pipeline, visual development, thumbnails, roughs, comps, character designs, script writing, storyboards, and animatics. Students will develop an original storyline and will create all of the supporting artwork in the film. Artwork will include a good use of perspective, appropriate lighting, accurate rendering, smart color choice, and representative anatomy. The bulk of the visual development imagery in this unit will be used in portfolios.

- B. The culminating task in this unit is a compilation of pre-production artwork including various paintings, character designs, and storyboards. The supporting elements for each of these deliverables will also be presented by the students in a “pitch” session in front of the class. This project will assess the application of concepts and principles covered in the unit.

Unit 5: **Animation Production - Part 2**

*(4 weeks)*

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include production, character rigging, audio and soundtrack building, key framing, FX animation, character animation, and post production editing. Students will continue to work through the pipeline and will refine and finish their short films. Other topics include the proper naming of scenes in the animatic, the inclusion of panel and dialogue information, and pipeline organization of files.
- B. The culminating task in this unit is a completed animated film with audio, dialogue, a good use of perspective, solid drawing techniques, and representation of the 12 principles of animation. Finished films will have a strong sense of story, good cinematography, good craftsmanship, and an appealing design. This project will assess the application of concepts and principles covered in the unit.

Unit 6: **Portfolio Website**

*(2 weeks)*

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include marketing, social media, entrepreneurship, web design, and graphic design. Students will learn how to develop an online presence by creating a display of their best work completed throughout the term. The artwork shown on the website will include still images and various animations created throughout the term. The work must have a strong sense of drawing technique.
- B. The culminating task in this unit is a portfolio and demo reel of student work. Students will create a well-designed collection of their best 10 still images and test 6 animations. The website will also include links to other pages, an about page, a contact page, and an

informative page about the artist's process. This project will assess the application of concepts and principles covered in the unit.