

## **Pilot Course Of Study Evaluation And Recommendations For Improvement**

### **(End Of First Year Of Implementation)**

**Title of pilot course:** Animation III

**School:** Northgate High School **Department:** Visual & Performing Arts/Career Technical

**Education (CTE) Instructor(s):** Michelle Carmon

**Based on your data collection, assessment of student progress, student survey data, and classroom observation data, please evaluate and recommend revisions and/or improvements for the curriculum and the assessment portions of your course as outlined below. Please attach student achievement data and student survey compilation results (Attached students' surveys(5), assignment analysis, and grade book summary.)**

#### **Summary of the Overall School Year**

The first year of teaching Animation III class (2020-21) was like no other year of teaching. Teaching online in the arts poses unique challenges. To start, I had to re-determine which of my course objectives are crucial and think creatively about how I might adapt them for remote learning. What skills might my students be able to develop without access to the materials & equipment. My new model for the year was to introduce content or demonstrate the skills to be learned through Google Meet or a recording. Having students work independently and then reflect on their learning in writing or online presentations and then offering feedback through Google Meet individually or class critiques or Google classroom.

Teaching in the arts, which is a traditionally hands-on process, represents unique challenges. Google Meet lessons presented a whole new challenge for me this year with a new course being taught for the first time. I can't think of a subject more difficult to teach using Google Meet than art. Additionally, I can't think of another subject where more one-to-one teaching usually goes on. Seeing students work as it progresses is essential for me to be able to help. If I don't, all my assessment would be summative and that would be like going back to the dark ages. Thus I had to set multiple deadlines and gave points based on students meeting a proficient level of investigation and exploration.

Unfortunately, technical difficulties come with the territory. Whether or not it's on my end, there may be a few bumps in the road. The largest challenge was that many of the students could not run more than one of the Adobe programs, which meant that these students were constantly installing and uninstalling software to do an assignment. Some students could not run the Adobe suite so they were using software like FlipClip or Clip Studio Paint. This posed the biggest challenge when creating assignments since every student was using different programs and it was hard to provide support to all the different programs. In a traditional school year the student would be further developing their skills in ToonBoom's Harmony and Storyboard Pro but based on my experience from March 2020 (the initial shutdown) most of the students' computers did not have the capabilities of running this software thus I did not even try to roll out that software.

Before class, I would post any materials and examples of what they'll be working on Google classroom. I would aim for supplying this information a few days in advance. This gave my students plenty of time to prepare for class. Since the course only meets 2 times a week it was hard scheduling all the different aspects of the projects and I really had to abbreviate some of the content.

## Expected Student Outcomes, Goals

The students were able to create and complete 2 capstone projects (PSA and Let' Stay Far Apart Video Montage) that helped students demonstrate what they have learned about the Animation career pathway. Unfortunately due to the time constraints from the school schedule, students were not able to properly finish all the steps of the animation of a fable.

### Unit 1: Idea and Pitch

Students using the Google Meet platform presented their pitches for their PSA, Let' Stay Far Apart Video Montage and Fable through storyboarding and then presenting the storyboards to the class. Through this assignment students were able to demonstrate how to present an effective pitch to an audience. Students were able to evaluate and critique each other's ideas on their concepts for PSA, Let' Stay Far Apart Video Montage and Fable. For the PSA capstone assignment students were to write a summary of their initial story concept and then create, write and revise an effective dialogue for their animation. The key activity that was missing from this year's course was having students work in team/groups to share, develop and refine a story from production.

### Unit 2: Visual Research, Development and Design

The students performed research, brainstorming and planning for their PSA, Let' Stay Far Apart Video Montage and Fable by using multiple sources for visual research and gathering references for project ideas, inspiration, and development. The students were able to utilize the visual research to help create rough sketches and designs of characters, settings, and props for their animations. Students were able to create and organize Google slide presentations to effectively share their visual and written research with the classmates and explain their artistic process, development and stylistic choices they made in researching and developing the work for their animation.

### Unit 3: Character Design

Every week through sketchbook assignments students focused their drawing skills on character development. The class had many different levels of drawings skills. All students were able to create a series of proportional complex stick figures in a variety of poses, actions, and sequences. All students were able to create 4-6 unique characters over templates of composite forms and volumes. Most students were able to draw a character consistently, in a variety of actions, positions, and expressions with a variety of basic geometric and organic volume. What I did realize is the huge "gap" in the levels of drawing skills in the students. I realize that more drawing activities need to occur in all levels of the animation classes.

### Unit 4: Storyboard Production

Students created graphic representation of how their story will unfold, shot by shot for their PSA, Let' Stay Far Apart Video Montage and Fable animations. Each student made illustrations representing each shot, with notes about what's going on in the scene and what's being said in the script during that shot. Students were able to pitch their ideas using a storyboard and were able to use storyboard terms in the process of critiquing a storyboard.

### Unit 5: Layout

Students were asked to create layouts that support all the action in their stories. All students were able to create a series of proportional complex stick figures in a variety of poses, actions, and sequences. For the PSA, Let' Stay Far Apart Video Montage and Fable animations, students created backgrounds to support the action in their stories. What I did realize is the huge "gap" in the levels of drawing skills in the students. I realize that more drawing activities need to occur in all levels of the animation classes.

Many students struggled with drawing an imaginary environment in a one-point perspective or two point perspective with texture, light and shadow that is based on the perspective drawing.

#### Unit 6: Sound and Story

In this unit the students were supposed to learn about the importance and development of sound design for animation. In a traditional school year, students would have designed soundtracks and those soundtracks would have been viewed and critiqued by their peers. Some students were able to design and edit their own soundtrack due to the fact that they had equipment available to them to do this type of work. Almost all students had to choose sound and then create the imagery around the sound since they did not have the proper equipment/software to do the editing work.

#### Unit 7: Rough and Key Animation

Students used the principles of design, principles of animation and composition to set the stage for characters in their PSA, Let' Stay Far Apart Video Montage and Fable animations. Through the projects of the PSA, Let' Stay Far Apart Video Montage students were able to produce a final animated short as related to industry practices and utilizing the principles of animation. Through critiques of their own works and that of other students were able to increase their knowledge of the content.

#### Unit 8: Polish Animation

PSA and Let' Stay Far Apart Video Montage animation students were able to demonstrate they were able to reframe, retime, add and delete frames to complete a final polished animation. Students used a variety of editing software (After Effects, Premier Pro, iMovie, etc.) to assemble the PSA and Let' Stay Far Apart Video Montage animation. None of the students were able to complete a polished animation for their Fable.

#### Unit 9: Digital Portfolio Development

Students created a professional digital portfolio using the web app bulb.com. The students assessed their portfolio goals and evaluated the audience and industry expectations. Students will learn to organize and prepare traditional and digital files. They evaluated and assessed/reflected their own works of art in their portfolio. Ideally in a traditional school year, the students' portfolio process will culminate with editing the files into a final demo reel as utilized with the animation industry.

### **Content**

#### Unit 1: Idea and Pitch

All great productions start with an idea. Coming up with the production idea is a challenging stage for anyone. This unit covers the many aspects of idea development, refinement and organization. Since their development early on in the animation industry, storyboards and pitching of ideas has been a crucial part of a production process, allowing all members of a production to understand the goals and direction of the piece. In the classroom studio setting, the pitch time can also be utilized as a time for questions to be asked by both the presenter and the audience, about the clarity of the ideas. Comments, feedback and suggestions should come from a positive and constructive viewpoint, in an effort to help make the story more successful. This lesson is meant to help students with their presentation, critical thinking, and ability to give and receive critical feedback about their creative work.

## Unit 2: Visual Research, Development and Design

An animation production, regardless of style, technique, or length, will require a great deal of visual research, development and design. The early stages of production will typically require designing and planning of character, environments and visual effects. This unit introduces animation students to the thinking process of visual research and how it impacts the design and development of characters, setting, props, and the overall cohesive look and feel of an animation production. As visual research is undertaken for a production, there may be a great deal of reference materials gathered that various members of a team may need to use during the course of project planning, development and design.

## Unit 3: Character Design

Animation productions are about bringing appealing character to life. The characters can be humorous, villainous, beautiful or ugly, regardless they must appeal to the audience. This unit covers the skills, methods and approaches of developing character designs for an animation production. Students will be designing, developing and creating character sheets for an animation production. The goal is to develop a series of finished reference drawings of characters that would show the character from various angles, views, positions and expressions.

## Unit 4: Storyboard Production

The skills covered in this unit are those where the students tell the story visually. Storyboarding is an essential step in the film, animation and video game industries. A storyboard is a graphic representation of how your story will unfold, shot by shot. It's made up of a number of squares with illustrations representing each shot, with notes about what's going on in the scene and what's being said in the script during that shot. Storyboards are almost always used in animations as well as in live action production. The storyboard is used as the basis for an animatic ad layout that then leads to a finished film.

## Unit 5: Layout

Layout is a question of drawing and background is a question of painting. Another way to say it is that layout is like designing a set that supports all the action in the story. The relationship between the character's actions and the background is the focus of the layout artist, so the layout artist must study both the Character Model Sheets and the Storyboard. The layout artist explains the set and the relationship between the set and characters with drawings. Preston Blaire's concept of "Line of Action" will be studied and practiced in characters.

## Unit 6: Sound and Story

This unit was greatly affected due to the school year's restrictions and it was not implemented. Ideally in this unit the students will learn about the importance and development of sound design for animation. The student-designed soundtracks would have been viewed and critiqued by their peers. The student-led critique will look for sound continuity and how it relates to the story reel/animatic. They would have been able to recognize how each other's tracks enhance their individual pieces and discuss their individual design process.

## Unit 7: Rough and Key Animation

The following unit will cover the concept of rough and key and how it applies to animation. Using principles of design, principles of animation and composition the students will set the stage for a character, place them in a space and place a camera in the scene to begin blocking out shots. Through the rough and key animation process students will apply industry standards and

practices to their individual animations. They will also learn to recognize the importance of utilizing and applying the concepts of roughing and keying an animation and when and where to apply the principles of animation.

#### Unit 8: Polish Animation

This unit was greatly affected due to the school year's restrictions and it was not implemented. In a traditional school year, students would have use a series of images shot with a DSLR and combine these images into a final finished/cleaned film.

#### Unit 9: Digital Portfolio

The following unit will address the theories for students to create a professional digital portfolio. The students will assess portfolio goals and evaluate audience and industry expectations. Students will learn to organize and prepare traditional and digital files. Ideally in a traditional school year, the students' portfolio process will culminate with editing the files into a final demo reel as utilized with the animation industry.

#### Activities

The students experienced the content through direct instruction via Google Meet, interactive instruction through reading article and class discussion, and experiential learning the lessons ties from the experience to the real world through a facilitated debrief. Some of the Animation III's student centered activities were:

- Presentations - The students did research on what would make the animation pathway at Northgate High School better. The students created Google slide presentation and presented this information/finding to the class. The class discussed the findings = 2 major items came from this exercise, the need to be able to record good sound and a way to showcase the students' work.
- Presentations - Students presented their pitches for their PSA, Let' Stay Far Apart Video Montage and Fable through storyboarding.
- Brainstorming - The student used story boarding and Google slide presentations to help develop their ideas for PSA, Let' Stay Far Apart Video Montage and Fable. This process helped the students think creatively on idea development, refinement and organization of the steps needed to create the animation.
- Project Based Learning - PSA, Let' Stay Far Apart Video Montage and Fable animations allowed students to demonstrate what they could do at the workplace. The Let's Stay Far Apart animation was collaboration with MT Diablo Industry partner at Contra Costa County Office of Communications & Media.

The students were not able to experience cooperative learning through small group working on a learning task. This experience is very hard to accomplish successfully and monitor through Google chat. Additionally, the different technologies students were using due to the access to technology made it impossible to implement cooperative learning experiences.

#### Assessment

Unit 1 Ideas and Pitch Assessment Type(s): Journals, Portfolios, Projects, Rubrics and Writing Samples

Students presented their pitches for their PSA, Let' Stay Far Apart Video Montage and Fable through storyboarding and then presenting the storyboards to the class. I assessed the ordering and connecting events of the story by checking for completion, and giving feedback on story sequence and development. Most of the stories were adapted from a source. The PSA students were required to create the script; at a minimum there should have been a beginning, middle, and end. PSA Scripts were reviewed and graded for formatting and content development using a rubric for both script rough and final draft.

## Unit 2 Visual Research, Development and Design Assessment Type(s): Demonstrations, Journals, Portfolios and Projects

The students performed research, brainstorming and planning for their PSA, Let' Stay Far Apart Video Montage and Fable. For the assignment of animating a Fable, the students were asked to focus on the questions "How will you visually represent the story of the nursery rhyme?" I assessed the depth and qualities of the research, made suggestions on what to develop further, provide suggestions on where to find additional research to inform process (other artists, movies, resources, images, etc.). I provided input on the student organization of research in terms of structure, presentation, organization, and depth.

## Unit 3 Character Design Assessment Type(s): Journals, Portfolios and Projects

The teacher was able to assess the students' progress in character design from the sketchbook assignments that primarily focused on character development. The sketchbook assignments were based on How to Think When You Draw book that focused on the head and head angles, different features of the face, hair, head shapes, eyes and eyebrows, etc. Students have weekly sketchbook assignments that they would complete and then take a picture of their drawing and submit them to the Google classroom thread. I would then check for proportions and articulation in complex stick figures, volume consistency and control, use of center-line and horizontal lines to show turning of volume in space.

Normally, as the students are working I would circulate and assess progress and development of imagery and technique, providing assistance and feedback during the process. Due to the on-line format students were asked to submit aspects of the project (multiple due dates) so I could provide feedback on the development of their character.

Students were asked to create an original character that had each limb on a separate layer so they could create a walk cycle. I used the following criteria for the assessment:

**High Quality:** Digital character design is highly developed in terms of detail, appeal, effective use of color in terms of lighting or mood. Character is well staged, and visible in the setting. Background is interesting and adds to the overall feeling and composition, and does not distract viewer or obscure the character.

**Medium Quality:** Digital character design is somewhat developed in terms of detail, appeal, effective use of color for lighting or mood. Character staging may be somewhat obscure or difficult to distinguish from setting. The background is moderately interesting, may need more development but lends itself to the composition and character concept.

**Low Quality:** Digital character design is not very developed in terms of detail, appeal, and effective use of color for lighting or mood. Character staging is obscure in relation to the background, or possibly the background does little to build the composition or concept. The background is underdeveloped or unconsidered.

## Unit 4 Story Board Production Assessment Type(s): Rubrics

The skills covered in this unit were those where the students tell the story visually for each of their animation projects using a storyboard. Students were assessed on the following items:

- The storyboard is on paper of the proper format
- The drawings accurately represent the basic action of each shot
- Images fit neatly into the frames, and frames are numbered
- The pictures show the action and location clearly.
- The text explains each camera angle, background, action and any dialog.

## Unit 5 Layout Assessment Type(s): Demonstrations and Projects

The students were assessed using a scoring rubric that identifies and checks for student output and demonstration of content on, and projects that emphasized the students understanding on the relationship between the character's actions and the background that they create for their animations.

Unit 6: Sound and Story Assessment Type(s):

This unit was greatly affected due to the school year's restrictions and it was not implemented.

Unit 7: Rough and Key Animation Assessment Type(s): Demonstrations and Rubrics

The students were assessed throughout the project process through rubrics and demonstrations. Additionally, the students will be assessed through participation with weekly check-ins (Example: Due dates where the students were trying to create a set amount of during this time period so they could receive feedback from the teacher). They also had a scoring rubric that pertains to their assignments.

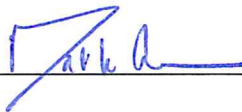
Unit 8: Polish Animation Assessment Type(s):

This unit was greatly affected due to the school year's restrictions and it was not implemented.

Unit 9: Digital Portfolio Assessment Type(s): Demonstrations, Portfolios and Rubrics

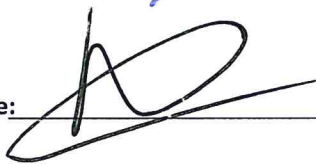
The assessment for this lesson will be based on participation and scoring rubrics for individual assignments. Additionally, a rubric would be used for the professional portfolio and for the self-assessment. The final demo reel was not created due to the school year's restrictions.

Signature of Piloting Instructor: Date:



6-17-2021

Signature of Principal: Date:



6/17/21

Approved by:

Signature of Director of Secondary Support: \_\_\_\_\_

Date: \_\_\_\_\_

STUDENT SURVEY  
OF PILOT COURSE OF STUDY  
Animation III

Date: June 4, 2021 Year One 2020 -2021

School: Northgate High School Instructor(s): Mrs. Carmon

1. List and describe at least two things (activities, assignments, etc.) you enjoyed the most this semester. Explain why you enjoyed them, as well as why you considered them valuable.

I really enjoyed the PSA and sketchbook assignments. The PSA was fun because we got to choose some topic to educate our classmates on and deliver it creatively. I felt like I learned a lot from the sketchbook assignments, and they were a nice consistent thing to have every week.

2. What new skills or knowledge did you gain as a result of taking this course that you can now apply to other areas of study or interest?

I have a lot more knowledge of cinematography and how to use industry level programs, which have helped me when completing assignments for other classes.

3. What were your initial expectations of the class? Were your expectations met? Explain.

I expected it to be difficult because of my lacking equipment and distance learning, and that was true throughout the year. At times, it was hard to complete assignments but it was mainly because of the overall school schedule and my computer.

4. To what do you attribute your performance (success or failure) in this class?

I think my successes happened because I had the two previous animation classes under my belt already and I asked a lot more questions than I used to. The failures were mainly my fault with bad time management and devices that weren't suited for the work.

5. Do you have suggestions for improving this course of study?

No, the other classes were great when they were in-person, so I expect the same from this one.

6. Additional Comments?



STUDENT SURVEY  
OF PILOT COURSE OF STUDY  
Animation III  
Date:6/2  
Year **2020 -2021**  
School: **Northgate High School**  
Instructor(s): **Mrs. Carmon**

1. List and describe at least two things (activities, assignments, etc.) you enjoyed the most this semester. Explain why you enjoyed them, as well as why you considered them valuable.

PSA - I considered this one valuable because we were able to spread awareness on a chosen topic to our class.

Walk Cycle - I enjoyed this assignment because we were able to recreate a project we did during Animation I; it helped us see the progress we have made throughout the past few years.

2. What new skills or knowledge did you gain as a result of taking this course that you can now apply to other areas of study or interest?

New skills or knowledge I gained as a result of taking this course that I can now apply to other areas of study or interest: Color schemes and further character development.

3. What were your initial expectations of the class? Were your expectations met? Explain.

My initial expectations of the class were to further explore new/previously learned animation programs. Due to the pandemic, these expectations were not met as we stuck to using our preferred softwares to complete assignments.

4. To what do you attribute your performance (success or failure) in this class?

Completing assignments on time is what I attribute my performance (success or failure) in this class.

5. Do you have suggestions for improving this course of study?

STUDENT SURVEY  
OF PILOT COURSE OF STUDY

Animation III

Date: June 2, 2021 Year One 2020 -2021

School: **Northgate High School** Instructor(s): **Mrs. Carmon**

1. List and describe at least two things (activities, assignments, etc.) you enjoyed the most this semester. Explain why you enjoyed them, as well as why you considered them valuable.

I enjoyed the sketchbook assignments and the final animation

2. What new skills or knowledge did you gain as a result of taking this course that you can now apply to other areas of study or interest?

I learned how to animate a walk cycle with combined limbs

3. What were your initial expectations of the class? Were your expectations met? Explain.

I was expecting more animating. They were definitely met.

4. To what do you attribute your performance (success or failure) in this class?

My performance wasn't really a success or failure it was more a don't procrastinate.

5. Do you have suggestions for improving this course of study?

No

6. Additional Comments?

Nope

Name: (optional)

STUDENT SURVEY  
OF PILOT COURSE OF STUDY  
Animation III

Date: June 2nd, 2021 Year One 2020 -2021

School: Northgate High School      Instructor(s): Mrs. Carmon

1. List and describe at least two things (activities, assignments, etc.) you enjoyed the most this semester. Explain why you enjoyed them, as well as why you considered them valuable.

The two assignments I enjoyed throughout the year were the new sketchbook assignments as a whole. I enjoyed learning from them how to draw different things. The one that sticks out to me the most from those assignments were the body and hand drawing techniques. The other assignment that I enjoyed throughout the year was the PSA animation. I enjoyed the process of learning about the issue I was animating and learning the ways that I could help if even only a little bit.

2. What new skills or knowledge did you gain as a result of taking this course that you can now apply to other areas of study or interest?

How to draw certain things. Wings, hands, and bodies better. Though i wasn't able to master it. I was able to develop my skills better. I can now somewhat draw what I want without issues. And i know anatomy just ever so much better.

3. What were your initial expectations of the class? Were your expectations met? Explain.

I wasn't too sure what to expect for this class. I was excited cause Ms. Carmon was teaching and i loved her class the past 2 years. So i had hopes that it would be enjoyable. And it was. Every assignment was enjoyable to do and I enjoyed the process of learning all these new things about animation.

4. To what do you attribute your performance (success or failure) in this class?

Well, to be honest. I failed this class. Not because it was a bad teaching method. Not because the teacher was bad. But because I was unable to adapt to this online format. If we were in class I believe that I would have done much better.

**STUDENT SURVEY  
OF PILOT COURSE OF STUDY  
Animation III**

Date: June 2, 2021 Year One **2020 -2021**

School: **Northgate High School** Instructor(s): **Mrs. Carmon**

1. List and describe at least two things (activities, assignments, etc.) you enjoyed the most this semester. Explain why you enjoyed them, as well as why you considered them valuable.

I really enjoyed the fable animation and the Far Apart Together music video animation. I liked being able to have a prompt to create something in. Creating something that went along with the lyrics or words of the topic was a lot of fun.

2. What new skills or knowledge did you gain as a result of taking this course that you can now apply to other areas of study or interest?

I learned more about how motion and how the flow between frames works. I am personally very interested in animations and prior to taking this course, I didn't know as much as I thought I did. The process was much harder than I thought. After taking this course, I feel like I have enough skills to make short animations of most things I want to create.

3. What were your initial expectations of the class? Were your expectations met? Explain.

I was initially expecting to be able to animate basic things like someone talking or someone running. I would say that my expectations were met although I still find it difficult to do.

4. To what do you attribute your performance (success or failure) in this class?

I would like to think that my performance is a success because I feel like I learned a lot. I got a lot out of this class so I say success.

5. Do you have suggestions for improving this course of study?

I would maybe have more focus assignments/ lessons on character dialogue animation or story

6 - Animation III - Fall Semester

Gradebook Summary

Carmon M

Assignment Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	37 Assignments	Overall Pct Mark		
Max Points	10	20	15	25	10	25	10	25	25	20	20	25	20	20	40	20	20	20	20	20	20	20	20				
**Grading Completed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Student Name	Grade																										
Anderson, Chloe	12	10	20	13	25	10	25	10	24	24	20	20	25	18	20	40	20	20	20	20	20	20	20	20		95.2	A
Chanwattanapong,	11	10	20	15	25	10	25	10	25	25	20	20	25	20	20	40	20	20	20	20	20	20	10	20		101.61	A
Dinicola, Amanda	11	10	20	14	25	10	25	10	24	25	20	20	25	20	20	34	20	20	20	20	20	10	20		74.85	C	
Hernandez, Jorge	12	10	20	14	25	10	25	10	25	25	20	20	20	18	20	36	20	20	10	20	20	17	20	20		93.65	A
Iorns, Andrew Vaughn	11	10	20	14	25		25	10	24	24	20	20	25	20	20	36	20	20				20	0		62.21	D	
Jung, Julie Gunju	12	10	20	15	25	10	25	*NA	25	25	20	20	25	20	20	40	20	20	20	20	20	20	20	20		99.16	A
MacIntyre, John	12	10	20	15	25		25	10	24	24	20	20	22	18	20	36	20	20	18	18	20	20	20	18		96.33	A
Raj, Dillan Mathew	12	10	20	15	25	10	25	10	25	25		20	25	20	20	40	20	18		20	20		10	20		68.03	D
Tamura, Gwendolyne	12	10	20	15	25	10	25	10	25	25	20	20	25	20	20	40	20	20	20	20	20	20	20	20		100	A
Zurlo, Kaylie Diana	11	10	20	15	25	10	25	10	25	25	20	20	25	20	20	36	20	18	20	20	20	20	20	20		95.55	A
<b>Class Averages:</b>		10	20	14.5	25	10	25	10	24.6	24.7	20	20	24.2	19.4	20	37.8	20	19.6	18.5	19.77	20	20	15	19.77		88.65	B

\* Indicates Max Value of 0 (zero)

\*\*Assignments are not counted until graded.

() Transfer Grade



6 - Animation III - Spring Semester

Gradebook Summary

Carmon M

Assignment Number	1	2	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58		
Max Points	20	20	20	10	20	20	10	20	25	20	25	20	20	15	20	20	15	20	20	15	25	25	50	30 Assignments	
**Grading Completed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Overall Pct Mark	
Student Name	Grade																								
Anderson, Chloe	12	20	20	20	10	20	20	10	20	15	20	25	20	20	15	20	20	15	20		15	25	25	50	90.52 A
Chanwattanapong,	11	20	20	20	10	20	20	10	20	25	20	25	20	20	15	20	20	15	20	20	15	24	25	50	98.45 A
Dinicola, Amanda	11	19	20	20	10	20	20	9	20	19	20	25	20	20	15	20	20	14	20	20	10	25	23	50	90.9 A
Hernandez, Jorge	12	20	20	20	10	20	20	10	17	21	20	25	18	20	15	20	20	15	20	20	15	21	25	50	90.06 A
Iorns, Andrew Vaughn	11								20			18												50	5.72 F
Jung, Julie Gunju	12	20	20	20	10	20	20	10	20	25	20	25	20	20	15	20	20	15		20	15	25	25	50	97.67 A
MacIntyre, John	12	19	20	20	10	20	20	10	20	23	20	25	20	20	15	20	20	15	20	20	15	23	25	50	95.59 A
Raj, Dillan Mathew	12	20	20		10				20																17.84 F
Tamura, Gwendolyne	12	20	20	20	10	20	20	10	20	23	20	25	20	20	15	20	20	15	20	20	15	25	25	50	98.57 A
Zurio, Kaylie Diana	11	20	20	20	10	20	20	9	20	19	20	25	20	20	15	20	20	15	20	20	13	25	25	50	93.71 A
<b>Class Averages:</b>		19.77	20	20	10	20	20	9.75	19.66	21.25	20	25	19.55	20	15	20	20	14.87	20	20	14.12	14.12	24.75	50	77.9 C

\* Indicates Max Value of 0 (zero)  
 \*\*Assignments are not counted until graded.  
 () Transfer Grade





**Assignment Analysis for 6 - Animation III - Spring Semester (Carmon M)**

#	Category	Description	Due	Max Correct	Grading Cmpitd	Max	Min	Avg	Median	Mode	Var	StdDev	AvgDev
1	Art Projects	First Step of a Walk Cycle is Creating the Character	1/12/2021	20	Yes	20	19	19.77	20	20	0.19	0.44	0.22
2	Sketchbook Assignments	Sketchbook Assignment #12 Showing the World	1/8/2021	20	Yes	20	20	20	20	20	0	0	0
38	Sketchbook Assignments	Sketchbook Assignment How to Draw Draping Fabric and	1/15/2021	20	Yes	20	20	20	20	20	0	0	0
39	Quizzes/Tutorials/Worksheets	Walk Cycle the First 4 Poses	1/21/2021	10	Yes	10	10	10	10	10	0	0	0
40	Sketchbook Assignments	Sketchbook Assignment How to Draw Flags	1/22/2021	20	Yes	20	20	20	20	20	0	0	0
41	Sketchbook Assignments	Sketchbook Assignment How to Think When You Draw	1/29/2021	20	Yes	20	20	20	20	20	0	0	0
42	Quizzes/Tutorials/Worksheets	Walk Cycle the Next 4 Poses (Total of all 8 Poses)	1/28/2021	10	Yes	10	9	9.75	10	10	0.21	0.46	0.25
43	Sketchbook Assignments	Sketchbook Assignment How to Think When You Draw	2/5/2021	20	Yes	20	17	19.66	20	20	1	1	0.33
44	Art Projects	Walk Cycle	2/4/2021	25	Yes	25	15	21.25	22	25, 23,	11.92	3.45	2.75
45	Quizzes/Tutorials/Worksheets	"Far Apart Together" Montage	2/9/2021	20	Yes	20	20	20	20	20	0	0	0
46	Quizzes/Tutorials/Worksheets	Let All Stay Apart Video Montage Storyboarding	2/16/2021	25	Yes	25	25	25	25	25	0	0	0
47	Sketchbook Assignments	Sketchbook Assignment How to Think When You Draw	2/12/2021	20	Yes	20	18	19.55	20	20	0.77	0.88	0.44
48	Sketchbook Assignments	Sketchbook Assignment How to Think When You Draw	2/26/2021	20	Yes	20	20	20	20	20	0	0	0
49	Quizzes/Tutorials/Worksheets	Animating 50 frames of Let's All Stay Apart Video	2/23/2021	15	Yes	15	15	15	15	15	0	0	0
50	Sketchbook Assignments	Sketchbook Assignment How to Think When You Draw	2/19/2021	20	Yes	20	20	20	20	20	0	0	0
51	Final 2nd Semester Project	Sketchbook Assignment How to Draw Draping Fabric and	1/15/2021	20	Yes	20	20	20	20	20	0	0	0
52	Quizzes/Tutorials/Worksheets	Animating the NEXT 50 frames (total of 100) of Let's All	3/5/2021	15	Yes	15	14	14.87	15	15	0.12	0.35	0.12
53	Sketchbook Assignments	Sketchbook Assignment How to Think When You Draw	3/5/2021	20	Yes	20	20	20	20	20	0	0	0
54	Sketchbook Assignments	Sketchbook Assignment How to Think When You Draw	3/13/2021	20	Yes	20	20	20	20	20	0	0	0
55	Quizzes/Tutorials/Worksheets	Animating the NEXT 50 frames (total of 150) of Let's All	3/13/2021	15	Yes	15	10	14.12	15	15	3.26	1.8	0.87
56	Art Projects	Let's All Stay Apart Video Montage	3/19/2021	25	Yes	25	21	24.12	25	25	2.12	1.45	0.87
57	Quizzes/Tutorials/Worksheets	2nd Semester Final Part 1 of 5 - Brainstorming and	3/26/2021	25	Yes	25	23	24.75	25	25	0.5	0.7	0.25
58	Quizzes/Tutorials/Worksheets	2nd Semester Final Part 2 of 5 Character Development -	4/2/2021	50	Yes	50	50	50	50	50	0	0	0
59	Quizzes/Tutorials/Worksheets	Fable or Narrative Poem Pitch/Presentation	4/16/2021	20	Yes	20	20	20	20	20	0	0	0
60	Quizzes/Tutorials/Worksheets	The First 25 Frames of Your Animation	5/7/2021	20	Yes	20	20	20	20	20	0	0	0
61	Quizzes/Tutorials/Worksheets	Background Development for Animating a Fable/Narrative	5/3/2021	50	Yes	50	45	48.33	50	50	6.66	2.58	1.66
62	Quizzes/Tutorials/Worksheets	The Storyboard for Animating the Fable/Narrative Poem	4/23/2021	50	Yes	50	50	50	50	50	0	0	0
63	Quizzes/Tutorials/Worksheets	The Next 50 Frames of Your Animation (Total of 75)	5/16/2021	20	Yes	20	20	20	20	20	0	0	0
64	Quizzes/Tutorials/Worksheets	The Next 50 Frames of Your Animation (Total of 125)	5/21/2021	20	Yes	20	20	20	20	20	0	0	0
65	Final 2nd Semester Project	The Finished Animation of the Fable or Trailer for the Fable	5/27/2021	100	Yes	100	88	94.12	95	95	20.41	4.51	3.37