Course of Study TEMPLATE (Revision and Pilot)

This Course is a REVISION - PILOT (Highlight One)

Basic Course Information

Sites offering this Course	Course Learning Environment (classroom-based or online)	Transcript Course Code(s) [For Office Use Only]	Course Name Short Title [For Office Use Only]
Northgate High School	Classroom-Based	004435	Animation III

Course Title	**Animation III**
Length of Course	**One Year**
Subject Area (a-g)	**F**
Credits Per Semester	**5**
UC Honors Designation (y/n)	**No**
Required or Elective	**Elective**
Prerequisites (required or recommended)	**Intro to 2d Animation and Intermediate Animation or consent of instructor**
Co-requisites (required or recommended)	
Integrated (Academics/CTE?)	**VAPA / Career Technical Education (CTE)**
Grade Levels	**11-12**
Board of Education Adoption	

Course Description

Course Overview
- Paragraph description of the course

Animation III is the capstone course in a high school course series (Introduction to 2D Animation and Intermediate Animation) to complete a comprehensive animation and multimedia design training. This capstone course provides hand-on studio environment for

in-depth exploration of advance digital animation production techniques.

    This is a project-based course focusing on the use of current industry software in digital animation. Units will be designed around the creation of projects for students to design, build, create or perform. To be successful in arts-related careers, self-discipline is a requirement. This project-based learning environment aligns with industry standards that require time management skills, the ability to meet strict deadlines, knowledge of ever-changing technology and interpersonal skills. Participating in the arts promotes teamwork, communication skills, critical thinking and decision-making abilities.

Course Content

Unit 1 Title
Weekly Sketchbook Assignments focusing on Character Design
Unit 1 Description
Most artists keep sketchbooks. In them, they experiment with ideas and collect drawings of things around them and things that they enjoy. Sketchbooks are like visual diaries for artists. Artists often use them for planning and developing their work. Sketchbooks are meant to improve drawing skills, develop ideas, and are used to establish technical growth in animators, artists and art students. For this class, the goal is to develop your overall creativity and artistic technique while exploring the concepts of character design.
Unit 1 Topics Covered and Assignment Description ● Statements describing what students will be doing (3-5 sentences) *"Students will…"* ● Include assignments or activities that the students will complete

- Students will create a complete drawing of their own design in response to the weekly topic prompts.
- Students will complete a sketch that adheres to the standard sketchbook rubric related to percentage of page utilized, quality and quantity of shading, and details.

Some of the sketchbook prompts that the students will focus on:

Sketch Notes	Costumes & Clothing
Heads & Head Angles	Story Through Design
Different Features	Characters from Anything
Hair	Your Character
Head Shapes	Showing the World
Eyes & Eyebrows	Foreground, Midground, Background
Mouths	Walks
Creating Faces	Dancing
Stick Figures	Flying & Levitating
Bodies	Eating

Into to Adobe After Effects
This unit will cover an introduction to the program Adobe After Effects as tool to edit, effects and titles/credits to student's animations. The topics starting with the use of the interface, using layers, keyframes, and masking and media management.

After completing this unit students will be able to import and organize footage; create, arrange and composite layers in a composition; modify and animate layer properties, add effects, render and export their projects.
 	
Assignments or activities that the students will complete:
  Create Handwritten Title
  Create Animated Graphical Flourishes
  Add Rain to a Video
  Add Glitch Effect
  Create a Grunge Effect

ToonBoom Harmony Review
In this units, students will be honing in on their ToonBoom Harmony vocabulary and skills. Students will review ToonBoom Harmony's Drawing SubLayers, Line and Color Art, Repainting Lines, Layers, Duplicating and Cloning, Reposition all Drawings, Drawings in the Library, Adding and Removing Keyframes, Peg, Peg Animation, Animating Rotation, Function Curves, Easing, Peg Animation, Trajectories, Inverse Kinematics, and Morphing.
● Students will use the following ToonBoom Harmony's Drawing SubLayers, Line and Color Art, Repainting Lines, Layers, Duplicating and Cloning, Reposition all Drawings, Drawings in the Library, Adding and Removing Keyframes, Peg, Peg Animation, Animating Rotation, Function Curves, Easing, Peg Animation, Trajectories, Inverse

Kinematics, and Morphing to create an animation.
- Students will develop and create their own character.
- Students will develop and create basic walk cycle animation with their character.

Assignments or activities that the students will complete:
Develop and create an original character.
Develop and create basic walk cycle animation with their character.
Sketch Rough Poses
Clean up the Animation
Painting the Animation
Adding Personality to the Walk Cycle

Unit 4 Title
Semester One Project - PSA Animation
Unit 4 Description
There are all types of Public Service Announcements (PSAs), but really effective ones evoke a strong emotion in the audience. They usually encourage the viewer want to take some kind of action (Ex.- spaying or neutering pets, donating money or switching to reusable baggies). Basically, a successful PSA is very persuasive. Even though PSAs usually don't require a lot of script writing, students will be required to write/tell a persuasive story. Students will research and create the script and visuals for a PSA that provides information to an audience, evokes an emotion, and has a call to action. This lesson will guide students through the process of developing for a PSA.
Unit 4 Topics Covered and Assignment Description ● Statements describing what students will be doing (3-5 sentences) *"Students will…"* ● Include assignments or activities that the students will complete
● Students will apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. ● Students will conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. ● Students will use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. ● Students will participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ● Students will be able to develop persuasive material for public advocacy.

Assignments or activities that the students will complete:

Script Writing
Storyboarding
Critique of the Concept for the PSA based off of the Storyboard
Character and Background Development
Critique of the Character and Background Development
Animation
Reflection of the Process and the Outcomes

Unit 5 Title
Semester Two Project – Pixar Story Spine
Unit 5 Description

For the second semester project, students will be creating their own script for an animation. Student will be using the Pixar Story Spine. Pixar uses the technique called the "story spine" to build the foundation of their stories. They start with the spine because it's the framework on which their narrative is based. Then the writers play with what happens between each element of the spine to create unique, unforgettable films. This assignment is broken into 5 parts. The five parts are:

Part 1: Brainstorming and Planning
Part 2: Research and Development
Part 3: Character Development (Model Sheets)
Part 4: Storyboard
Part 5: Animation

Unit 5 Topics Covered and Assignment Description
- Statements describing what students will be doing (3-5 sentences) *"Students will…"*
- Include assignments or activities that the students will complete

- (Students will apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students will conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students will use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students will participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

- Students will be able to develop persuasive material for public advocacy.

Assignments or activities that the students will complete:

    Script Writing
    Storyboarding
    Critique of the Concept for the PSA based off of the Storyboard
    Character and Background Development
    Critique of the Character and Background Development
    Animation
    Reflection of the Process and the Outcomes

Unit 6 Title
Artistic Digital Portfolio
Unit 6 Description
This lesson introduces students to the importance and uses of portfolios. Students will have an opportunity to build their own personal portfolio to showcase their digital work. This is a significant assignment that should not just be "tacked on" as separate from the "real work" of the semester. It is critically important for students to be able to analyze and present their own work.
Unit 6 Topics Covered and Assignment Description ● Statements describing what students will be doing (3-5 sentences) *"Students will…"* ● Include assignments or activities that the students will complete

- Students will learn metacognitive practices for reflecting on and learning from work they have completed.
- Students will gain digital multimodal skills for presenting their work in rhetorically effective ways.
- Students will create digital portfolio/website/demo reel that showcases their accomplishments in their Animation course work.
- Students will apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Assignments or activities that the students will complete:
- Resume
- Artist Statement ★
- Intro to 2d Animation projects (minimum of 3) included in the digital portfolio with a reflection for each project submitted.
- Intermediate 2D Animation projects (minimum of 3) included in the digital portfolio with

a reflection for each project submitted.
Animation III projects included in the digital portfolio with a reflection for each project submitted.

The assessments that will be used to measure the students' progress:
1. Self Evaluation aligned to the Media Arts & CTE Standards
2. Peer Evaluation of Classmate's Works aligned with the project's requirements and Media Arts & CTE Standards
3. Portfolio/Website/Demo Reel
4. Rubric of Skills and Artistic Expression aligned to the Media Arts & CTE Standards
5. Presentation (Pitch)
6. Classroom Participation (Critiques)

Adobe Certified Professional Certification – Photoshop/After Effects/ Premier Pro (Certiport)

Course Materials

Please duplicate the table below if you have more than one text for the course.

Title	Animate to Harmony
Author	Adam Phillips
Publisher	Focal Press
Edition	n/a
Website	n/a
Primary (y/n)	No

Title	The Illusions of Life Disney Animation
Author	Frank Thomas & Ollie Johnston
Publisher	Walt Disney Productions
Edition	n/a

Website	n/a
Primary (y/n)	No

Title	The Silver Way
Author	Stephen Silver
Publisher	Design Studio Press
Edition	n/a
Website	https://www.silvertoons.com
Primary (y/n)	No

Title	The Animator's Survival Kit
Author	Richard Williams
Publisher	Faber & Faber
Edition	n/a
Website	n/a
Primary (y/n)	No

Websites Used

TItle	ToonBoom Learn
Author(s), Editor(s), Compiler(s)	© 1994-2022 ToonBoom Animation Inc. All rights reserved.
Affiliated Institution or Organization	
URL	https://learn.toonboom.com

Signatures

Name	Signature	Role/Site
		Director of Secondary Education
Kelly Cooper		Principal
Carolyn Moore		Department Chair/Program Coordinator

Michelle Lee Carmon (Northgate High School)		Teacher
David Hevel (Mt. Diablo High School)		Teacher
Jennifer Kennedy (College Park High School)		Teacher

Please Note: Team must include teachers from various sites.