



## Animation Course Outline

### Course Description

This 519-hour course is designed to prepare students for both a higher education in animation, as well as entry-level positions in the industry. Course work will focus on learning the art of illustration and figure drawing, 2D traditional and computer animation, 3D modeling, Flash game design and basic AS3 coding, web design and portfolio development. Instruction also includes sound design, storyboarding, scriptwriting, as well as, reinforce the necessary academic and communication skills related to the field of animation.

### Course Details

**Length of Program and Academic Credits Earned:**

Year-long 3 hour course = 519 hours total (~261/semester)

30 total units (15/semester):

- 20 non-a–g elective credits (10/semester)
- 10 UC “f” fine arts credits (5/semester)

**Pre-Requisites:**

- High School Junior or Senior, or 16 years or older
- Moderate computer skills
- Moderate drawing skills

**CTE Classification:**

- **Industry Sector:** Arts, Media & Entertainment
- **Industry Pathway:** Design, Visual and Media Arts
- **CA Basic Education Data System (CBEDS) Code:** 5711

**Certifications & State Tests:**

- SVCTE Certificate of Completion awarded with “C” or better average for both semesters.

## Community College Articulations

Students completing the Animation course with a grade of “B” or better may be granted college units at the following community college:  
 West Valley College – 7.0 units  
 More info and application form: [westvalley.edu](http://westvalley.edu)

## Possible Education & Career Pathways

For more career information: [www.onetonline.org](http://www.onetonline.org)

College & Career Pathways:	Career Opportunities	O*NET Codes
<u>Post-Secondary:</u> Students with a high school diploma and having successfully completed this course have a number of entry-level career opportunities, as well as continuing their education.	<ul style="list-style-type: none"> <li>Animator, Game Designer-Multimedia</li> <li>Graphic Designer</li> <li>Web Developer</li> </ul>	27-1014.00 27-1024.00 15-1134.00
<u>Continuing Education: Including Community College, Training Programs, Certifications, etc:</u> <ul style="list-style-type: none"> <li>AA or AS in Art related field</li> </ul>	<ul style="list-style-type: none"> <li>Animator, Game Designer-Multimedia</li> <li>Graphic Designer</li> <li>Web Developer</li> </ul>	27-1014.00 27-1024.00 15-1134.00
<u>University Majors &amp; Degrees:</u> <ul style="list-style-type: none"> <li>BA or BS in Art related field</li> </ul>	<ul style="list-style-type: none"> <li>Animator, Game Designer-Multimedia</li> <li>Graphic Designer</li> <li>Web Developer</li> <li>Art Director</li> <li>Director – Stage, Motion Picture, TV, Radio</li> <li>Technical Director/Manager</li> </ul>	27-1014.00 27-1024.00 15-1134.00 27-1011.00 27-2012.00 27-2012.05
<u>Post-Baccalaureate Degrees</u> <ul style="list-style-type: none"> <li>MFA - Master of Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>Animator, Game Designer-Multimedia</li> <li>Graphic Designer</li> </ul>	27-1014.00 27-1024.00

	<ul style="list-style-type: none"> <li>● Web Developer 15-1134.00</li> <li>● Art Director 27-1011.00</li> <li>● Director – Stage, Motion Picture, TV, Radio 27-2012.00</li> <li>● Technical Director/Manager 27-2012.05</li> </ul>
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**Ongoing Unit: Career Readiness & Professionalism** **24 hours**

Students will develop personal and professional skills in the classroom that will transfer to the workplace.

- Time management and organization
- Interpersonal skills
- Work with a variety of technology
- Creative thinking and problem solving
- Job search skills: resume, job applications and effective interview skills
- Offering meaningful critique to peers
- Accepting and implementing peer and instructor feedback from critique

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.6; WS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; A-SSE 1, 2, 3, 4, G-CO 1, 2, 3, 4; G-PE 1, 2, 3, 4, 5, 6; WH 10.11  
**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; LS 1, 2, 3, 4; PS 1, 2, 3, 4; ETS1, 2; CC 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will participate in mock interviews with industry professionals, peers and instructors to increase their communication, interpersonal and employability skill-set.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0	
<p>✓ <b>Key Assignment:</b> Students will create a digital portfolio website that showcases students’ animation and still artwork, a cover letter and resume. Through workshop, self and peer editing, teacher instruction and demonstration students will develop a complete and functional digital portfolio.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A8.0

**Unit 1: Telling a Story** **45 hours**

Students will explore the art of screenwriting and storyboarding.

- Concept creation/Character development/Story Outline
- Screenplay writing/Storyboarding

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11

**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS1**, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will individually create a hand drawn graphic depicting the hero’s Journey from a film of their choice. The students will present their illustration to the class and identify all components of the hero’s journey: character evolution, conflict, resolution, climax, etc.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0
<p>✓ <b>Key Assignment:</b> Using MicroSoft Word or a similar product, students will write 2 or 3 pages of an original script using proper format and syntax. Students will present their original screenplay to instructor for feedback.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0
<p>✓ <b>Key Assignment:</b> On paper, students will render a storyboard for their final short film project. They will then import this storyboard into the computer and create an animatic which is used to plan the timing and cinematography of their film. Both storyboards and animatics are presented to both the teacher and students for critique and revision.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0

**Unit 2: Drawing for Animation** **60 hours**

Students will explore the various fine arts skills related to the field of animation.

- Background design/1,2 & 3 Point Perspective
- Original character design
- Color/Light/Shading/Texture
- Drawing established characters on model
- Figure Drawing

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11

**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS1**, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will render both original and familiar characters in different perspectives and poses (Turn-Arounds, Attitudes &amp; Expressions, etc.) using pencil, paper and digital tools.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will practice gesture drawing, which is the art of drawing energy and movement, through multiple sessions in which dozens of drawings are generated.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will illustrate and colorize character and background designs using both Adobe Animate and Adobe Photoshop.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0

**Unit 3: Traditional Animation** **60 hours**

Students will explore Disney’s 12 Principles of Animation through a series of exercises.

- Ball Bounce
- Head Turn with Expression change
- Tail/Hair movement
- Action Anticipation
- Walk/Run Cycles

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11  
**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS1**, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will animate a ball bounce in Adobe Animate, using the principles of Squash &amp; Stretch and Slow In/Slow Out.  <b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will animate a character performing a full body action that demonstrates understanding of the Action Anticipation principle.  <b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will animate multiple walk and run cycles, essentially exploring the anatomy and movement of both human and animal subjects.  <b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0

**Unit 4: Computer Graphics Fundamentals** **20 hours**

Students will explore the fundamentals of creating and delivering computer generated graphics.

- Software (Adobe CC)
- Hardware (Apple OSX, Scanners, Printers, Cameras, Importing & Exporting)
- File formats, compressions, etc.

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11  
**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS1**, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will create and export basic motion graphics and animations using Adobe CC software.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will export and print digital artwork created in Adobe CC, as well as scan and import hand drawn artwork into the computer.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will import video into Adobe Animate and use for motion capture reference (rotoscoping). Each student will rotoscope a 5 second section of a group music video project.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0

**Unit 5: 2D Computer Animation** **120 hours**

Students will use the Adobe CC software to create 2D computer animation.

- Software (Adobe Animate, Photoshop, etc.)
- Application of traditional animation technique
- Cinematography and camera movement

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11

**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS1**, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will create multiple character animations using the same industry standard software (Adobe CC) and techniques utilized by Cartoon Network, Disney, Nickelodeon, etc.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will create multiple Special Effects Animations (Fire, Water, Lightning, Rain, Explosions, etc.)</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Working individually and collaboratively, students will create a short, original film which will be submitted to Disney’s Teen Animation Festival International (TAFI).</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0



**Unit 6: 3D Modeling** **30 hours**

Students will explore Pixologic’s Sculptris (Z-Brush) as a 3D Character Modelling Tool

- Designing and rendering original characters
- Recreating a familiar 2D character in 3D (example: Homer Simpson in 3D)

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11  
**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS**1, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will create an original character using Sculptris and export an .obj file.  <b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will recreate a 2D character in 3D (Homer Simpson in 3D) using Sculptris and export an obj file.  <b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 8.0

**Unit 7: Sound Recording/Design** **20 hours**

Students will explore the art of sound recording and mixing as it relates to the field of animation.

- Recording devices
- Software (Adobe Audition/Animate)
- Soundtrack design (ambient sounds, event sounds, dialogue, music, mixing, etc.)

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11  
**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS**1, 2; **CC** 1

Key Assignments	CTE Anchor	CTE Pathway
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	Standards	Standards
<p>✓ <b>Key Assignment:</b> Students will record their own voice or the voice of a peer, use Adobe Audition to edit and add effects, then import the audio into Adobe Animate and sync the voice to an animated character.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 6.0, A 7.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will compose music for multiple projects using Garage Band, present music to peers and instructor for critique and feedback.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 6.0, A 7.0, A 8.0
<p>✓ <b>Key Assignment:</b> Students will create complex soundtracks for their films, using ambient sounds, event sounds, music, etc.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 6.0, A 7.0, A 8.0

<b>Unit 8: Flash Interactivity and Game Design</b>	<b>60 hours</b>
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Students will learn basic AS3 coding and working with the HTML5 Canvas to create multiple interactive projects using Adobe Animate.

- Basic Actionsript 3.0 coding
- User Interface Design principles
- Concept creation/engaging gameplay

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11  
**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS1**, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Using Adobe Animate, students will create an Interactive Splash Page where there are three or more interactive elements.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0
<p>✓ <b>Key Assignment:</b> Using Adobe Animate, students will create a simple game that involves navigation buttons to move a player through an environment.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0

<p>✓ <b>Key Assignment:</b> Using Adobe Animate, students will create a simple game that involves targets and a point generator.  <b>Assessment:</b> presentation and critique</p>	<p>1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0</p>
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<b>Unit 9: Web Design</b>	<b>60 hours</b>
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Students will create their own Digital Portfolio Website to showcase both animation and still artwork.

- Adobe Web Design
- User Interface Design principles

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11

**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS1**, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ Students will create their own digital portfolio website using Adobe Animate to showcase all of their work from the class, both animation and still artwork.  <b>Assessment:</b> presentation and critique</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0</p>

<b>Unit 10: Production Management</b>	<b>20 hours</b>
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Students will create detailed production schedules to guide them in the completion of projects to meet a specific deadline.

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|---|--|
| <ul style="list-style-type: none"> <li>● Making production schedules</li> <li>● Completion of assignments by deadlines</li> </ul> | <ul style="list-style-type: none"> <li>● Teamwork and communication</li> <li>● Production budgets</li> </ul> |
|---|--|

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.6; **WS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10; **A-SSE** 1, 2, 3, 4, **G-CO** 1, 2, 3, 4; **G-PE** 1, 2, 3, 4, 5, 6; **WH** 10.11

**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **LS** 1, 2, 3, 4; **PS** 1, 2, 3, 4; **ETS1**, 2; **CC** 1

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Using an instructor provided template, students will create detailed production schedules to guide them in the completion of projects by deadline.</p> <p><b>Assessment:</b> presentation and critique</p>	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0	A 1.0, A 2.0, A 3.0, A 4.0, A 5.0, A 6.0, A 7.0, A 8.0

## Instructional Materials

Textbooks:	Electronic Media/Supplemental Print Materials/Online Resources:
<p><b>Disney Animation: The Illusion of Life</b> Ollie Johnston &amp; Frank Thomas - Disney Editions © 1995 ISBN: 0786862025, 9780786862023</p> <p><b>Cartoon Animation</b> Preston Blair - Walter Foster Publishing © 1994 ISBN: 1560100842, 9781560100843</p>	<ul style="list-style-type: none"> <li>● Instructional videos to reinforce art/animation concepts</li> <li>● Historical animation clips</li> <li>● Live demonstration by instructor using projection screen</li> <li>● Visual aids to reinforce art/animation concepts</li> <li>● Industry vocabulary</li> <li>● Online sound libraries</li> <li>● Youtube, Newgrounds, etc.</li> </ul>

## Standards Assessed in this Course

CTE Anchor Standards:	
1.0	Academics: Academics standards are aligned to pathways; see below.
2.0	Communications: Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
3.0	Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
4.0	Technology: Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.
5.0	Problem Solving and Critical Thinking: Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

- 6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.
- 7.0 Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.
- 8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
- 10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.
- 11.0 Demonstration and Application

### **Arts, Media & Entertainment Sector — Design, Visual and Media Arts Pathway Standards**

#### **A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.**

- A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
- A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
- A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- A1.5 Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production.
- A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
- A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.
- A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

#### **A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.**

- A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.
- A2.4 Use visual metaphors in creating an artistic product.
- A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
- A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
- A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.**
- A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.
- A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.
- A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.
- A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.
- A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.
- A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.
- A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.**
- A4.1 Develop written consumer assessment rubrics for separate, industry-specific art products.
- A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
- A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.
- A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.
- A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.
- A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.
- A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.**
- A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
- A5.2 Explore the role of art and design across various industry sectors and content areas.
- A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.
- A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
- A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.
- A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
- A5.7 Synthesize traditional artwork and new technologies to design an artistic product to be used by a specific industry.
- A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short**

**stories, essays, and other basic genres.**

- A6.1 Evaluate the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- A6.2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- A6.3 Debate the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).

**A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.**

- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.
- A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- A7.4 Integrate databases, graphics, and spreadsheets into electronically processed documents.
- A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.**

- A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
- A8.5 Differentiate writing processes, formats, and conventions used for various media.
- A8.6 Analyze and assess technical support options related to various media and design arts.
- A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**Common Core State Standards**

**Language Standards – LS (Standard Area, Grade Level, Standard #)**

- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LS 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Reading Standards for Literacy in History/Social Sciences – RHSS (Standard Area, Grade Level, Standard #)**

- RHSS 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RHSS 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RHSS 11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RHSS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RHSS 11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RHSS 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RHSS 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**Writing Standards – WS (Standard Area, Grade Level, Standard #)**

- WS 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



- WS 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WS 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the on any one source and following a standard format for citation including footnotes and endnotes.
- WS 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- WS 11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Math Standards – Algebra – Seeing Structure in Expression – A-SSE (Standard Area, Grade Level, Standard #)**

- A-SSE 11-12.1 Interpret expressions that represent a quantity in terms of its context.
- A-SSE 11-12.2 Use the structure of an expression to identify ways to rewrite it.
- A-SSE 11-12.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- A-SSE 11-12.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.

**Math Standards – Geometry – Congruence – G-CO (Standard Area, Grade Level, Standard #)**

- G-CO 11-12.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- G-CO 11-12.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs.
- G-CO 11-12.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- G-CO 11-12.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

**California History Social Science Standards**

- WH 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

## Next Generation Science Standards

### Scientific and Engineering Practices

- SEP 1 Asking questions (for science) and defining problems (for engineering)
- SEP 2 Developing and using models
- SEP 3 Planning and carrying out investigations
- SEP 4 Analyzing and interpreting data
- SEP 5 Using mathematics and computational thinking
- SEP 6 Constructing explanations (for science) and designing solutions (for engineering)
- SEP 7 Engaging in argument from evidence
- SEP 8 Obtaining, evaluating, and communicating information

### Disciplinary Core Ideas

- PS1 Matter and Its Interactions
- PS2 Motion and Stability: Forces and Interactions
- PS3 Energy
- PS 4 Waves and Their Applications in technologies for Information Transfer
- ETS 1 Engineering and Design
- ETS 2 Links Among Engineering, Technology, Science and Society

### Crosscutting Concepts

- CC 2 Patterns