



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> School District #35 (Langley)	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 
<b>Developed by:</b> Jill Steacy, Sue Boucher	<b>Date Developed:</b> March 12, 2018
<b>School Name:</b> Langley Fine Arts School	<b>Principal's Name:</b> Jon Bonnar
<b>Superintendent Approval Date (for School Districts only):</b> 	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b> 	<b>Board/Authority Chair Signature:</b> 
<b>Course Name:</b> Introduction to Animation	<b>Grade Level of Course:</b> Grade 10
<b>Number of Course Credits:</b> 2-credit	<b>Number of Hours of Instruction:</b> Semester course; 3-hours per week

**Board/Authority Prerequisite(s):**

N/A

**Special Training, Facilities or Equipment Required:**

**HARDWARE:**

- 27-inch iMac Computers (12 student stations/1 teacher station)
- 16 Gig RAM / 1 Terabyte Hard Drive

**SOFTWARE:**

- Adobe Premiere Pro CC
- Adobe After Effects
- DragonFrame

**TEACHER RESOURCE BOOKS:**

Adobe Flash Professional CS6: The official training workbook from Adobe Systems. (2012). San Jose, Calif: Adobe.  
 Blair, P. (1994). Cartoon animation. Tustin, Calif: W. Foster Pub.  
 Furniss, M. (2008). The animation bible: A practical guide to the art of animating, from flipbooks to flash. New York: Abrams.

Thomas, F., Johnston, O., & Thomas, F. (1995). *The illusion of life: Disney animation*. New York: Hyperion.  
Williams, R. (2001). *The animator's survival kit*. London: Faber.

### **Course Synopsis:**

This course will focus on creating 3D spaces, and 2D & 3D animations, working towards the creation of stop-motion animation films. Students will be given the option of a variety of mediums, which include clay, lego, paper, pipe cleaners and white boards to create their animations. Students will script a short animation, build a set and apply lighting for desired effect. We will add music, dialogue and sound FX using a variety of audio recording devices, foley techniques, and stock libraries. Digital video cameras, web cams, and digital still cameras will be used. Students will learn digital video editing techniques using Dragon Frame, Adobe Premiere Elements, Adobe Soundbooth, Adobe After Effects and Adobe Premiere.

### **Goals and Rationale:**

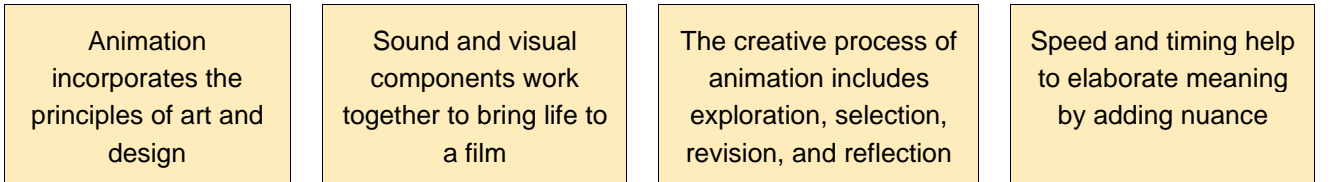
Units will include:

1. Intro to Animation – simple design and animation
2. Character Creation - creation of armatures, and clay figures
3. Creation of set design, establishment of shots within the set, attention to detail within the frame
4. Storyboarding – the importance of mapping the story, the idea, the shot prior to beginning the process of filming
5. Lighting, camera shots, stabilization and entering the filming process
6. Taking raw footage into Adobe Premiere to add sound scape through foley sound techniques
7. Creation of special effects through Adobe After effects

### **Aboriginal Worldviews and Perspectives:**

- The development of artistic skills support the connection between self and others.
- The creative process involves personal reflection and the ability to develop their own unique personal voice.
- When creating artwork we are influenced by past animators and their contributions.
- Learning is embedded in memory, history and story.
- Developing as an artist involves recognizing strengths and persevering through difficult moments.
- At the core of all good animated films is the power and strength of the story being told.

**BIG IDEAS**



**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Experiment with a wide range of techniques and processes to create animated works of art</li> <li>• Respond to a variety of sources for inspiration, including social and environmental issues</li> <li>• Understand the basics of animation timing</li> <li>• Design simple to complex characters that utilize facial expressions and movement</li> <li>• Explore the special effects available to an animator</li> <li>• Record voice to add personality and emotion to a character</li> <li>• Create 3D objects within a 3D set</li> <li>• Create drafts and storyboards which incorporate elements of story (rising action, climax, conclusion); and dialogue</li> <li>• Develop scripts that utilize strong literary elements (setting, plot, conflict, characterization) as well as literary techniques (irony, foreshadowing)</li> </ul> <p><b>Refining and reflecting</b></p> <ul style="list-style-type: none"> <li>• Utilize design principles to create believable backgrounds</li> <li>• Refine raw pictures into a movie with lights and sound</li> <li>• Examine the role of lighting to create atmosphere</li> <li>• Create a plan to respond to feedback and apply suggestions</li> <li>• Analyze audience responses to animated art work</li> <li>• Apply problem solving to facilitate innovative thinking</li> <li>• Evaluate the coverage of specific types of shots and their ability to change the story</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity</li> <li>• History of animation:             <ul style="list-style-type: none"> <li>○ Origins of animation from Winsor McCay to Mickey Mouse</li> <li>○ Disney, UPA, Warner Bros., and MGM</li> <li>○ The Canadian National Film Board</li> <li>○ Animation in Asia</li> <li>○ The Beginning of Computer Animation</li> <li>○ Pixar</li> </ul> </li> <li>• The future of animation and their possible role within</li> <li>• Application of Knowledge related to:             <ul style="list-style-type: none"> <li>○ Science and Technology</li> <li>○ Social Studies, History and Geography</li> <li>○ Visual and Performing Arts</li> </ul> </li> <li>• FACE TALK</li> <li>• Foley techniques</li> <li>• Environmental, source, indirect, and direct sound components</li> </ul>

### Communicating and documenting

- Basic construction of a walk cycle
- Use computers and other technologies to obtain, organize and communicate information and to solve problems
- Benefits of a sketchbook to the process of animation
- Create animated works with a specific audience in mind
- Analyze animated work using a determined criteria
- Create animated work of art to reflect a personal voice
- Articulate their personal vision and the intent behind their animated art works
- Demonstrate safe care and maintenance of equipment and work space

### Recommended Instructional Components:

- Demonstrations and Modeling
- Direct instruction
- Experiential Learning
- Analysis of historical animations (video)
- Peer assessment
- Sketch-book work
- Research and presentation

### Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Assessment of the sketchbook
- Feedback and assessment of idea-development and final product
- Self-assessment of process and final product
- Peer-assessment
- Rubric-based assessment of individual projects: criteria and rubrics to determine the standards met and the level of performance attained.
- Teacher assessment of the collection of student work looking for a demonstration of strengths, areas of growth, and areas for further development

### Learning Resources:

N/A