Unit Name: Unit 1- Research Animation History and Quality Examples, Types of Animation
Unit Description:
Develop an understanding of the history of animation and the varied techniques that can be used to create time-based moving images by researching various animators and their works. Post what you've found on the class wiki and discuss by answering the questions below and participating in the conversation. Start your research at my http://www.diigo.com/list/bellafiore/animation-and-video website I have bookmarked some great animation sites for your research.

Find 6 examples of animations that you admire and post here.
1.   Posted 6 Examples must include the name of the animator and a description of the technique used by this animator. (claymation, sand, all computerized, hand drawn, still/stop motion, cut and paste, rotoscope)

2.   Examples must include links to the website where you found the work. It is preferable that you embed the video into your page. Don't just put links unless you absolutely can't get the embed code.

3.   On your page that you create (in addition to including the above information) please also explain why you chose the animations you did. What was it about the work that attracted you? From an artistic point of view what elements or principles are evident (line, shape, pattern, color, texture, space, form, emphasis, rhythm, movement, balance, proportion, value, contrast, unity, variety, light/shadow, perspective). Connect this animation to your own life or experiences and explain the connection. How were sound or music important to this work? Explain.

4.   **SEE THE WIKI FOR MORE DETAILS ON HOW TO POST.**

5.   While doing research also take time to experience the hands on animation stations set up in the lab. Try your hand at sand animation and charcoal animation. Each person should contribute about 10-20 frames to each collaborative animation.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed<u> in the unit</u>
RS 3 CREATE Connects artistic ideas to history, society and personal life experiences	**PS7**-Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.
RS 4 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.	**PS5**- Present final artworks for public display via internet or gallery exhibit. **PS6**- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.

Learning Targets

1. **Identify each learning target <u>for the Priority Standard in the context of the unit</u>.**

2. **For each learning target, label the type of each learning target using the following:**
   - **Knowledge (K)**- What I need to know
   - **Skill (S)**- What I can demonstrate
   - **Product (P)**-What I can make to show my learning
   - **Reasoning (R)**-What I can do with what I know

The Student Will….

PS5-
   - ❏ Prepare final wiki pages for presentation during critique and classroom gallery display. (P, S)

PS6-
   - ❏ Evaluate the final animation examples with a written analysis posted to the wiki using the It's CLEAR format for writing. (R,K)
   - ❏ Explain who the animator is for each of the six examples and what animation technique they utilized. (R,K)
   - ❏ Explain why the animation is good from an artistic point of view, describing what elements or principles are evident (line, shape, pattern, color, texture, space, form, emphasis, rhythm, movement, balance, proportion, value, contrast, unity, variety, light/shadow, perspective) and how they are used by the animator. (R,K)
   - ❏ Explain how sound &/or music were used in the work and how important they were to the overall interpretation of the animation. (R, K)

PS7-
   - ❏ Connect this animation to your own life or experiences and explain the connection. (R,K)
   - ❏ Explain why you chose each animation. How did it connect to your life? (R,K)

Summative Assessment(s)

Identify the summative assessment(s) that will be administered & graded in the unit.
   - ❏ Wiki Research written reflection and presentation to class.
   - ❏ Critique of animation clips collaboratively created.

Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

Proficiency Scale: Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task
You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
PS5- Present final artworks for public display via internet or gallery exhibit.	Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.	Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.	Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.	Final presentation of artwork is lacking finish and thought.
PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.	Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.	Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.	Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.	Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.
PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.