

Unit Name: Unit 3- Character and Story Development in Longer Animation**Assignment Description:**

Develop a story for an original character. Create a 30-60 second animation using one of the many 3 D objects techniques demonstrated in class (claymation, cut paper, puppets, real life objects, dolls/figures, legos etc). You can choose to work alone or in a team. If in a team you must do a 1 minute animation.

Specifics:

- Use an original character and portrayed a story with character
- Consistently drawn/rendered frames (no hops, skips or jerks)
- Meets the time requirement of 30-60 seconds.
- Lighting and focus of frames is clear, well lit and of great craftsmanship with frames cropped appropriately for the assignment.
- Timing of animation is consistent and planned out to 10 fps
- Story is evident with a plot and a resolution.
- Animated story of character shows evidence of at least 3 of principles of animation
- Camera movements and angle of shots are considered (mid shot, long shot, close ups, extreme close ups, pan and tilt etc) and evident in final animation.
- Entire frame/stage is used to tell the story
- A set was developed either within the 2D drawings or 3D space for story to take place
- Project met the deadline

Group Requirements:

- Each member has a specific and distinct job to perform(background designer, set builder, character animator, sound engineer etc)
- Individual members work consistently throughout the project with no one member doing more than their fair share of the work load.
- Level of complexity and length of the animation is consistent with expectations for a larger group (more than one minute, complex sets, sound etc.)
- Complete a pre-planning packet for the group with each member contributing to this packet which should include:
 1. plot diagram, fully completed with all lines of diagram filled out in great detail including a title for your project and the names of all members of the group.
 2. storyboards clearly labeled with camera movements and types of shots,
 3. plan detailing who has what job for each of the **3 phases of the project: pre-production**(planning), **production** (building and creating the animation and objects for it), **post production** (on the computer animating the images and adding sound, music finalizing for presentation.)

Reportable Standard	Priority Standard
<p>In each box list the reportable standard to be assessed <u>in the unit</u></p>	<p>In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u></p>
<p>RS 1 CREATE Plans and develops complex concepts for creative art work and Connects artistic ideas to history, society and personal life experiences</p>	<p>PS1-Apply and utilize the elements and principles of design in the creation of visual art. PS4- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea. PS7-Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>
<p>RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.</p>	<p>PS1-Apply and utilize the elements and principles of design in the creation of visual art. PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. PS3-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization & design.</p>
<p>RS 3 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.</p>	<p>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</p>

Learning Targets

1. Identify each learning target for the Priority Standard in the context of the unit.
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....

PS 1-

- Develop animations that utilizes the 12 principles of animation. (K,S,P)
- Create animations that utilize keyframes to denote changes. (K,S,P)

PS2-

- Create animations that are fully detailed using appropriate techniques for media(S,P)
- Develop animations that illustrates exemplary craftsmanship. (K,S,P)

PS3-

- Create a strong focal point: Subject of art work. (K, S, P)
- Utilize an interesting, meaningful and purposeful break-up of space (K, S, P)

PS4

- Develop a series of images that utilize an original character and tell a story with a plot and resolution while moving across the screen in a frame by frame animation. (K,P,S, R)

PS5-

- Prepare animations for presentation through critique movie day. (P, S)

PS6-

- Evaluate the animations with a written artist statement using the It's CLEAR format for writing. (R,K)
- Explain how the criteria was met for this unit. (R,K)
- Explain what principles of animation were used. (R,K)
- Explain which artwork(s) you feel are best and why. (R,K)
- Describe improvements or changes (R,K)
- Explain how to implement these changes. (R, K)

PS7-

- Develop a character and story that is important and of interest to you. (R, S, P)

Summative Assessment(s)

Identify the summative assessment(s) that will be administered & graded in the unit.

- Plot diagram and storyboards to plan story and develop idea.
- Mini-critique frame checks weekly including 30-50 frames per week plus set builds or backgrounds
- Final critique of finished animation
- Written artist statement reflecting on animation

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
PS1- Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
PS3- Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D) .	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.
PS 4 Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create & plan artwork that illustrates imaginative,conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.Followed directions but sought a simple, basic solution & interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.
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.

<p>PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	<p>Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.</p>	<p>Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.</p>	<p>Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.</p>	<p>Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.</p>
<p>PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.</p>