

Ms. Bjork <http://phsvisualartdept.weebly.com/animation-exp-video-assignments.html> <mailto:bjorjea@pewaukeeschools.org>

**Unit Name: Unit 4- Rotoscope Video**

**Assignment Description:**

Create an experimental video that utilizes rotoscoping techniques. Research the history of Rotoscope Shoot a one minute sequence and bring into Adobe Photoshop as Layers/Frames and use a minimum of 3 special effects. Create Pre-Production work (storyboards, logistics worksheet and plot diagram) to plan.

NationalStandards: Create,Respond,Present,Connect

**Rotoscope Video Sequence Requirements:**

- Research rotoscoping and its history using the class wiki for your research.
- Create a 1 minute experimental video sequence that uses Rotoscoping techniques.
- Create a soundtrack which could include found music/sound effects or your own recorded voice, or your own sound effects or music that enhances the Rotoscoped Sequence.
- Respond and interpret your own unique concept for the sequence, making sure you utilize rotoscope and that it makes sense as a technique for your idea.
- Use Adobe Photoshop to develop the individual frame animation effects for your sequence. Export the sequence as Quicktime and bring into iMovie to further edit and finalize with music. Explore and experiment with at least three special effects in Photoshop
- Explore how the video will be experimental, pushing the limits of traditional story telling. Consider how this sequence might feed into a longer movie and interpret why this sequence would be rotoscoped.
- Create a unique, video that features strong composition, concept and craftsmanship through rotoscoping frame by frame techniques.
- Connect this video to your own experiences and life.
- Present your video in 1minute format exported and published to the Share Drive and your YouTube !channel.

**Research**

- Research a Rotoscoping and its history on the class wiki. Complete the wiki research including watching all of the embedded videos and clicking all of the links. Follow the embedded link to create your own wiki page that answers all of the required questions.
- Create Pre-Production work (storyboards, logistics worksheet and plot diagram) to plan your sequence. You may shoot with a partner, but each person should be rotoscoping their own sequence.

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 I CREATE Plans and develops complex concepts for creative art work.	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.

<p><b>RS 2 CREATE</b> Plans and develops complex compositions through quality craftsmanship.</p>	<p><b>PS1-</b>Apply and utilize the elements and principles of design in the creation of visual art.  <b>PS2-</b> Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.  <b>PS3-</b>Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization &amp; design.</p>
<p><b>RS 3 CREATE</b> Connects artistic ideas to history, society and personal life experiences</p>	<p><b>PS7-</b>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>
<p><b>RS 4 PRESENT &amp; RESPOND</b> Interpret and evaluate the meaning of art work through the critique process.</p>	<p><b>PS5-</b> Present final artworks for public display via internet or gallery exhibit.  <b>PS6-</b> 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 rotoscoped videos that utilizes experimental photoshop techniques and elements of art. (K,S,P)
  - Create experimental videos that explore rotoscope techniques. (K,S,P)
- PS2-**
- Create videos that are fully detailed using appropriate techniques for media(S,P)
  - Develop videos 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 rotoscoping techniques to tell a brief story with a character doing an action in a specific setting in an experimental video with full soundtrack. (K,PS, R)
- PS5-**
- Prepare animations for presentation through critique movie day. (P,S)
- PS6-**
- Evaluate the rotoscopes 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 rotoscope 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.
- 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
<b>PS1-</b> 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.
<b>PS2-</b> 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.
<b>PS3-</b> 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.
<b>PS 4</b> 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.

<p><b>PS5-</b> Present final artworks for public display via internet or gallery exhibit.</p>	<p>Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.</p>	<p>Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.</p>	<p>Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.</p>	<p>Final presentation of artwork is lacking finish and thought.</p>
<p><b>PS6-</b> 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><b>PS7</b> 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>