

**Randolph Township Schools
Randolph High School**

Animation & Web Design Curriculum

“I would rather entertain and hope that people learned something
than educate people and hope they were entertained.”
– Walt Disney

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**Randolph Township Schools
Department of Visual and Performing Arts
Animation and Web Design**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Visual and Performing Arts
Animation and Web Design

Introduction

Animation and Web Design is a course that teaches the design and technical skills needed to create an effective web site or animation. While these are two separate creative approaches they have a lot in common. For example, many websites incorporate animations. Students will learn and use a variety of software to design, organize, create, publish and manage a web site. Skills will include the creation of tiles, backgrounds, web navigation, buttons, thumbnails, rollovers, and animation. Students will create simple single web pages to fully functioning multipage websites and learn how to critically evaluate them. Animation will be taught with a basic foundation in cell or frame animation and build from there. Illustration and graphic design techniques will be taught so that they may be incorporated in either websites or animations.

Course Prerequisite: Computer Graphics & Design. Advanced Computer Graphics recommended but not required.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Animation and Web Design

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Web Design
8 weeks	II	Creating Web Graphics
7 weeks	III	Web Site Building
6 weeks	IV	Designing for Animation
9 weeks	V	Animation
2 weeks	VI	Social Media for Designers

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
UNIT I: Web Design

STANDARDS / GOALS: 1.4.12.B.3 - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. 1.4.12.B.3 - Art and art-making reflect and affect the role of technology in a global society.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Effective web design incorporates design principles to organize and display graphics, text and information contained in the website.	<ul style="list-style-type: none"> How does effective page layout and consistent navigation lead to usability?
	Website purpose and audience is essential when designing and creating a site.	<ul style="list-style-type: none"> How does graphic design affect website design? Why does a website need to be intuitive?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Copyright rules for images and web page content is important when designing something for the web.</p> <p>Page layout using design principles and concepts such as the use of tables, use of shapes, organizing elements that enhance the visual page and overall intuitiveness.</p> <p>Typography relates to the use of a consistent style or font and varying color to enhance the readability of a website.</p>	<p>Students will be able to:</p> <p>Demonstrate knowledge of standard copyright rules.</p> <p>Identify the elements of a website or a webpage.</p> <p>Compare and contrast good design vs. poor design.</p> <p>Examine the fonts that are designed to best display on a webpage.</p> <p>Explain the importance of type selection when designing a web page.</p>

	<p>Web browsers and operating systems include different web standards and will affect how it is displayed as well as the overall user end experience of a website.</p> <p>Hyper Text Markup Language (HTML) is the computer code used to generate web pages.</p> <p>VOCABULARY: Cross-platform, Copyright, Internet/Intranet, Browser, Safari, Chrome, Firefox, Internet Explorer, URL, Domain names (.com, .net, .org, .edu, .gov, etc.), Link, Bookmark, e-mail, Plug-in, Search Engine, Meta Tags, Google, Blog, HTML /XHTML (.htm, .html)</p>	<p>Describe the industry accepted web standards that are used during the design phase.</p> <p>Analyze various websites for design, usability, and functionality.</p> <p>Recognize basic HTML code that is embedded into a webpage.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Successfully evaluating a web page or site to determine its usability, navigation, readability and overall function. • Identifying features of good web design as well as bad web design. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will participate in class discussion/critique of good vs. bad web design. • Students will participate in discussions of web design/website vocabulary. • Students will participate in class discussion and demonstration on viewing websites. • Students will self-explore various websites providing constructive feedback of ways to improve overall design. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
Unit I: Web Design

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUGGESTED SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Web Design</p> <p>Good Design/ Bad Design</p> <ul style="list-style-type: none"> • Text • Graphics • Navigation • Links • General Overall Design • Animation <p>Elements of a Web Site</p> <ul style="list-style-type: none"> • Index page/Splash page • Background Tile • Rules • Text • Links • Graphic images • Tables • Buttons • Frames • Thumbnails • Animation 	<p>www.lynda.com - Web Design: Efficient Workflow</p> <p>www.lynda.com - Design Aesthetics for the Web</p> <p>Bad vs. Good Design: 5 Examples We can Learn From https://www.interaction-design.org/literature/article/bad-design-vs-good-design-5-examples-we-can-learn-frombad-design-vs-good-design-5-examples-we-can-learn-from-130706</p> <p>7 Factors that Separate Good Websites from Bad Websites http://www.vandelaydesign.com/success-factors/</p> <p>Bad vs. Good Website Design: Know the Difference https://www.wordpresswebsitedesigns.co.za/bad-vs-good-website-design-know-the-difference/</p> <p>www.lynda.com – Typography for Web Designers</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
UNIT II: Creating Web Graphics

STANDARDS / GOALS: 1.3.12.D.3 - The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. 1.3.12.D.4 - Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. 1.3.12.D.5 - Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style. 1.4.12.B.2 - The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Web graphics are the life blood of a successful website.	<ul style="list-style-type: none"> How important and what function do graphics perform on a website?
	Web graphics enhance the visitor's experience.	<ul style="list-style-type: none"> How does a graphic designer create effective web graphics to enhance the visitor's experience?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Adobe Photoshop is an industry standard web editing software program used to create web graphics.</p> <p>A website designer should adjust their graphics to conform the format or size for their viewers. The rule of thumb for pixel size is 640x480 or 800x1000 pixels.</p>	<p>Students will be able to:</p> <p>Locate the key sections of Adobe Photoshop for web graphic creation.</p> <p>Break down the various components within Adobe Photoshop that will help to create stunning web graphics.</p> <p>Determine the best application to use based off of desired web graphic outcomes.</p> <p>Decide the appropriate pixel size based on the device used by viewer.</p>

	<p>File formats such as jpeg, gif or png have different advantages and features for a website designer.</p> <p>Compression allows the designer to adjust the file size larger or smaller and degrade the image quality higher or lower.</p> <p>JPEG is a lossy compression meaning the file size is significantly smaller depending how much compression is applied, resulting in a poor quality pixilated image.</p> <p>Adobe Photoshop's save for web function greatly aids in creating or adjusting graphic digital files for the web.</p> <p>Special effects are used to help enhance the visual appeal of web graphics such as drop shadows, bevels and glows.</p> <p>VOCABULARY: Pixel, Cross platform, File Format, GIF, JPEG, Compression, Lossy, Lossless, File extension, Root, Rollover, Thumbnail, Button, Hexadecimal Colors (216), Browser Safe Area, ppi</p>	<p>Recognize the advantages and features for each file format.</p> <p>Select the best file format for their needs.</p> <p>Choose the best file compression for a particular image without the loss of image quality.</p> <p>Adjust the graphic as JPEGs for the best quality at the most efficient file size.</p> <p>Distinguish which formats are lossless and lossy.</p> <p>Explain certain file formats that do not work properly on a webpage.</p> <p>Design high quality graphics for websites.</p> <p>Enhance graphics to make them more appealing using various special effects.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating digital imagery that can be incorporated into various types of web-based design.
- Using Adobe Photoshop's selection tools, color palettes, layer styles, adjustment layers and filters to design and create interesting web graphics.
- Designing and creating graphics such as buttons, thumbnails and animations optimized for the web.
- Designing and creating a custom navigation set complete with rollovers for their website.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will experience various demonstrations involving creating web-based graphics and compare and contrast the outcomes.
- Students will participate in class assignments using Adobe Photoshop or similar programs to create various web-based graphics.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
Unit II: Creating Graphics for the Web

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUGGESTED SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<p>Applications</p> <ul style="list-style-type: none"> • Adobe Photoshop • Adobe Bridge • Adobe Illustrator • Adobe Lightroom <p>Photoshop workspace</p> <ul style="list-style-type: none"> • Tools • Palettes • Save for Web Dialog Box • File format • Adjustment layers • Layer Styles 	<p>www.lynda.com - Designing a Portfolio Website with Muse</p> <p>www.lynda.com - Photoshop CC for Web Design</p> <p>www.lynda.com - Creating Web Media</p> <p>www.lynda.com - Copyright for Creatives: Protecting Your Work</p> <p>www.lynda.com - Creating Optimized Web Graphics</p> <p>www.lynda.com - Creating Web Media</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
UNIT III: Web Site Building

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.3.12.D.1 – Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflect personal style and a high degree of technical proficiency and expressivity. Culturally and historically diverse art media, art mediums, techniques and styles impact originality and interpretation of the artistic statement.</p> <p>1.3.12.D.2 – Produce an original body of artwork in one or more medium that demonstrates mastery of visual literacy, methods, techniques and cultural understanding. The artist’s understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p> <p>1.3.12.D.4 – Analyze the syntax, compositional and stylistic principles of two and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials and methodologies that are germane to a particular cultural style.</p> <p>1.3.12.D.5 – Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating and original body of work.</p>	A good website has a well-defined purpose that is clear to visitors using non-linear navigation.	<ul style="list-style-type: none"> • What is the difference between linear and nonlinear navigation? • Why is nonlinear navigation better? • How would an artist choose which image editing options to use in order to produce their creative vision?
	The web designer has an infinite number of design solutions and options at their disposal.	<ul style="list-style-type: none"> • How can changing the color effects in a photograph alter the mood of a viewer? • How does font selection and size affect the appearance of a website?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Microsoft Word or Adobe Acrobat is a simple way to create a single web page.</p>	<p>Students will be able to:</p> <p>Create a title using Photoshop and add at least two layer styles.</p> <p>Adjust and import an optimized graphic for the page.</p> <p>Export web page using save for web.</p> <p>Assemble a single page web site.</p>

<p>1.4.12.A.1 – Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre and visual art. Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.</p> <p>1.4.12.A.2 – Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. Artistic styles, trends, movements and historical responses to various genres of art evolve over time.</p> <p>1.4.12.A.3 – Develop informal personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre and visual art), using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works. Criteria for assessing the historical significance, craftsmanship, cultural context and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p> <p>1.4.12.B.1 – Formulate criteria for arts evaluation using the cultures and principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual and multimedia artwork from diverse cultural contexts and historical era. The cohesiveness of a work of art and its ability to communicate a theme of narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.</p> <p>1.4.12.B.2 – Evaluate how and artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. Art and art-making</p>	<p>Prefabricated web authoring software such as Weebly and Wordpress provide the designer various templates and plugins to create their site.</p> <p>Dreamweaver allows the creator to design a website from scratch without having to write HTML code.</p> <p>Organization of content within Dreamweaver includes an index page located inside root folder along with sub folders for images and pages.</p> <p>Naming folders, files and pages use only lower case letters and numbers. No spaces or special characters will work.</p> <p>File Extensions such as .html or .jpg allows for the web browser to recognize the file.</p> <p>Each color has its own hexadecimal six-digit code. For example, #000000 is the color black.</p>	<p>Choose the best template and plugins for the design.</p> <p>Import various optimized components including titles, thumbnails and images.</p> <p>Navigate the tools to help create a multi-page web site.</p> <p>Import various optimized components including titles, thumbnails and images.</p> <p>Identify some of the elements of the Dreamweaver interface.</p> <p>Create a multi-page website complete with links, graphics and navigation.</p> <p>Maintain a properly organized root folder.</p> <p>Employ proper naming of folders, files and pages.</p> <p>Use proper file extensions for all files being used.</p> <p>Experiment using hexadecimal six-digit code to make simple color adjustments.</p>
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<p>reflect and affect the role of technology in a global society.</p> <p>1.4.12.B.3 – Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing and multimedia arts for consumers, creators and performers around the world.</p>	<p>Multipage websites become more sophisticated and require elements such as flowcharts, storyboards, and design comps to make it easier to construct and improves overall consistency and usability.</p> <p>VOCABULARY: Cross platform, File Format, GIF, JPEG, File extension, DreamWeaver, Root Folder, Properties panel, Files panel, HTML /XHTML (.htm, .html), Splash/index page, Rollover, Thumbnail, Button, Table, Frames, Hexadecimal Colors (216), Web Server, Browser Safe Area, behaviors, template, link, tile, table, CSS, linear navigation, non-linear navigation</p>	<p>Conceptualize content of a multipage website.</p> <p>Design a multipage website using flowcharts, storyboards or design comps.</p> <p>Produce a simple webpage or a more involved site that utilizes the optimized adjustment of text or graphics.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a basic website complete with splash page, links, graphics and navigation. • Planning and designing a website with nonlinear navigation. • Producing a simple webpage or a more involved website that utilizes the optimized adjustment of text or graphics. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will explore the various ways to create a website from a simple to a multipage website. • Students will experiment creating different websites from a single page to a fully functioning web site for an organization or business. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
Unit III: Web Site Building

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUGGESTED SUPPLEMENTAL UNIT RESOURCES
7 Weeks	Web Site Building <ul style="list-style-type: none"> • Root Folder • Images folder • Frame Set • Navigation Set • Splash Page • Timeline/Animation 	<p>www.lynda.com – Dreamweaver CC Essential Training</p> <p>www.lynda.com – Creating a First Website in Dreamweaver CC 2017</p> <p>www.lynda.com – Designing Websites from Photoshop to Dreamweaver</p> <p>www.lynda.com – Designing Websites from Photoshop to Dreamweaver</p> <p>www.lynda.com – Building a Single-Page Website in Muse</p> <p>www.lynda.com – Productivity Tips for Web Designers</p> <p>www.lynda.com - WordPress Essential Training</p> <p>www.lynda.com – Learning Genesis for WordPress</p> <p>www.lynda.com – Learning Square Space</p> <p>www.lynda.com – Muse Essential Training</p> <p>Creating a first website in DreamWeaver https://www.lynda.com/Dreamweaver-tutorials/Creating-First-Website-Dreamweaver-CC-2017/558001-2.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3aCreating-First-Website-Dreamweaver-CC-2017%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
UNIT IV: Designing for Animation

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.4.12.A.3 - Artistic styles, trends, Movements, and historical responses to various genres of art evolve over time.	Graphics for animations can be created using a variety of artistic mediums and construction methods.	<ul style="list-style-type: none"> • How does a designer choose the best medium and method when designing for animation?
1.2.12.A.2 - Access to the arts has a positive Influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	Adobe Photoshop is a powerful program that can help any designer create simple graphics for animation.	<ul style="list-style-type: none"> • Why would a designer choose to use Adobe Photoshop as their primary program for Animation creation?
1.4.12.B.3 - Art and art-making reflect and affect the role of technology in a global society. .	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Numerous tools within Photoshop can be used to create animation graphics such as the shape tool, text tool, pen tool, paint bucket and the gradient tool.</p> <p>Flatbed scanners or digital cameras provide different ways to input images for the creation of graphics that can be used in an animation.</p>	<p>Students will be able to:</p> <p>Compare and contrast various tools within Photoshop for their advantages and disadvantages.</p> <p>Decide the appropriate tool to use for a desired outcome.</p> <p>Discuss the scenarios that will work best for using either a flatbed scanner or digital camera.</p> <p>Construct a simple animation that incorporates the use of either a scanner or camera.</p>

	<p>Layering within Adobe Photoshop is an approach that allows a designer to create the components of a character to animate.</p> <p>The control console is part of the timeline used for editing and previewing including, play, pause, stop, adding frames, tweening frames, deleting frames and adjusting the time.</p> <p>Tweening is a time saving feature to move elements within an animation.</p> <p>The .gif file format is used to export the Photoshop file in order to have the animation play on any web browser.</p> <p>VOCABULARY: Typography, Typeface, Serif, San-serif, Kerning, Flatbed Scanner, DSLR, Pixel, Resolution, Compression, File format, Lossy, Lossless, .jpg, .psd, .png, .ai</p>	<p>Describe how using layers helps a designer to successfully create the components necessary for an animation.</p> <p>Implement the use of layers to help produce a successful animation.</p> <p>Distinguish between the various parts of the timeline and control console.</p> <p>Use the timeline and control console to build a basic design.</p> <p>Demonstrate an effective use of using the tweening feature.</p> <p>Understand the steps necessary to export a file to be played on a web browser.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating an understanding of various ways of creating imagery for basic animations through the use of a digital camera, flatbed scanner and Adobe Photoshop. • Creating original designs using typography alone and in combination with imagery. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will experiment converting original artwork into digital media to be used as the basis for basic animations. • Students will work on creating various graphics for use in animations such as typography, drawings (physical/digital) and digital photographs. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
UNIT IV: Designing for Animation

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<ul style="list-style-type: none"> • Typography <ul style="list-style-type: none"> ○ Types of typography (ex. serif/sanserif) ○ Designing with type ○ Linking typefaces with imagery ○ Making type move • Tools to create animation graphics <ul style="list-style-type: none"> ○ Scanning a hard copy for digital use ○ Clip Art ○ Adobe Photoshop pen tool ○ DSLR Camera 	<p>Animating walk cycles https://www.youtube.com/watch?v=2y6aVz0Acx0</p> <p>Designing with type https://designshack.net/articles/graphics/8-rules-for-creating-effective-typography/</p> <p>Turn a sketch into an animation https://helpx.adobe.com/mobile-apps/how-to/animate-ink-drawing-adobe-capture.html</p> <p>Adobe Photoshop Animation Tutorials http://www.tutorialized.com/tutorials/Photoshop/Animation/1</p> <p>Photoshop Tutorial: How to Make a Basic, Frame Animation https://www.youtube.com/watch?v=p4QWHLYRTO8</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
UNIT V: Animation

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.1.12.D.1 – Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism and allegory. Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 – Determine how dance, music, theatre and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 – Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression and contributions to the community and global citizenship. Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>1.3.12.D.1 – Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflect personal style and a high degree of technical proficiency and expressivity. Culturally and historically diverse art media, art mediums, techniques and styles impact originality and interpretation of the artistic statement.</p> <p>1.3.12.D.2 – Produce an original body of artwork in one or more medium that</p>	<p>Creating a storyboard is an integral part of the animation process.</p>	<ul style="list-style-type: none"> • How can digital media enhance the animation process?
	<p>An effective animation incorporates the elements/principles of design in the same way as a traditional piece of artwork.</p>	<ul style="list-style-type: none"> • In what ways do various animation techniques alter the outcome of an animation?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Animation dates back to the early 1900s and has evolved immensely since its invention.</p> <p>Storyboarding includes thumbnail sketches to help the designer plan and pre-visualize the final animation.</p> <p>Flip Book technique is the simplest form of animation that uses individual sketches or drawings to animate a subject.</p>	<p>Students will be able to:</p> <p>Summarize the key historical points of animation.</p> <p>Plan an animation from concept to final presentation utilizing the various steps of brainstorm, storyboard, development and test/evaluate.</p> <p>Describe the technique to create a successful flip book.</p>

<p>demonstrates mastery of visual literacy, methods, techniques and cultural understanding. The artist's understanding of the relationships among art media, methodology and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism and other genre styles to convey ideas to an audience.</p> <p>1.3.12.D.3 – Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates the art media, art mediums and techniques used. Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p> <p>1.3.12.D.4 – Analyze the syntax, compositional and stylistic principles of two and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials and methodologies that are germane to a particular cultural style.</p> <p>1.3.12.D.5 – Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating and original body of work.</p> <p>1.4.12.A.4 – Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.</p> <p>1.4.12.B.3 – Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing and multimedia arts for consumers, creators and performers around the world.</p>	<p>Cell or frame animation technique uses individual frames to generate the animation using the timeline feature in Adobe Photoshop.</p> <p>Stop motion animation technique is using a camera to take individual pictures to be used in a frame.</p> <p>Frame rate is how many frames per section which will determine the realistic nature of an animation. 24fps is common.</p> <p>Adobe Photoshop, iMovie, Adobe Animate are a few examples of industry standard applications used in the creation of animations.</p> <p>VOCABULARY: Frames, Frame delay, Playback rate, Frames per second (fps), Looping, Timeline, Key frame, Aspect ratio, Stop Motion Animation, Claymation, flip Book, Tweening, Storyboard, Title card, Export</p>	<p>Design and create a flip book.</p> <p>Use subtractive process to create a flip book. Recognize the differences between the various Adobe Photoshop techniques.</p> <p>Select the best technique depending based on the desired outcome.</p> <p>Discuss the technique used to create a stop motion animation.</p> <p>Construct a simple stop motion animation.</p> <p>Explain frame rate and how it relates to a successful animation.</p> <p>Compare and contrast the various animation programs to determine the best program to use for a specific project.</p> <p>Utilize Adobe Photoshop or a similar program to create an animation using original student artwork of some kind.</p>
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	Animation, Library, Stage, Morphing, .mov, .mpg, MPEG, plug-in, Flash, QuickTime	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating an understanding of various ways of creating animation through storyboarding, flipbook and stop motion using Adobe Photoshop or similar programs. • Designing and creating a simple self-made animation that incorporates a student chosen technique that connects with the desired outcome. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will explore the history of animation in its various forms and growth throughout the years. • Students will participate in various demonstrations of programs and techniques in creating simple animation. • Students will experiment with various programs and techniques to create simple animation. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
UNIT V: Animation

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<ul style="list-style-type: none"> • Flip Book Animation • Stop Motion Animation • Using Adobe Photoshop to create an Animation 	<p>Disney’s 12 principles of animation https://en.wikipedia.org/wiki/12_basic_principles_of_animation</p> <p>Turn a sketch into an animation https://helpx.adobe.com/mobile-apps/how-to/animate-ink-drawing-adobe-capture.html</p> <p>Adobe Photoshop Animation Tutorials http://www.tutorialized.com/tutorials/Photoshop/Animation/1</p> <p>Creating an animated GIF in Photoshop https://www.lynda.com/Illustrator-tutorials/Creating-animated-GIF-Photoshop/114882/488698-4.html</p> <p>Getting started with Animation https://edex.adobe.com/resource/d5f004/</p> <p>How to make a flip book animation https://www.youtube.com/watch?v=Njl-uqnmBGA</p> <p>Creating a stop motion video in Photoshop https://www.youtube.com/watch?v=inv46oS-iew</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Animation and Web Design
UNIT VI: Social Media for Designers

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.2.12.A.2 - Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.</p> <p>1.4.12.B.3 - Art and art-making reflect and affect the role of technology in a global society.</p>	Social media allows a designer to showcase and promote their work in different ways.	<ul style="list-style-type: none"> • Why use social media? • How does a designer choose the best social media sites for their use?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Social media sites vary for photographers and can be instrumental to their growth as a photographer.</p> <p>Digital files need to be prepared in a particular way before posting on social media websites.</p> <p>Best practices for taking precautions and understanding privacy issues when posting images and personal information on social media.</p>	<p>Students will be able to:</p> <p>Evaluate different social media sites to determine which best suits their needs.</p> <p>Deduce the best file format to use when working with social media.</p> <p>Evaluate the advantages and disadvantages of each file format.</p> <p>Optimize file formats for the best presentation on the web.</p> <p>Appraise social media content for what is appropriate and safe to post.</p>

	VOCABULARY: Flickr, Instagram, Pinterest, Trover, Youpic, Facebook, gallery, hosting, upload, Save for Web, jpg, png, gif, compression, lossy, lossless compression, save for web	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Organizing and posting web graphics and animations as a portfolio using social media. Assessing social media websites to determine the advantages and disadvantages of each. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will experiment using social media as a portal for exhibiting their web graphics and animations. 		