Intro to Animation Syllabus

Course Description
Meets UC/CSU Fine Art requirement.

This course will provide an introduction to the basics of animation. You will learn how to use digital tools to create artwork and apply the elements and principles of art and design, as well as the principles of animation.

Course Requirements
- Be proficient with the basic functions of word-processing software.
- Have access to a computer with internet that has virus-protection software.
- Use an acceptable web browser to access the course: Safari, Chrome or Firefox.
- Have access to your own digital camera. Cell phone cameras are ok.
- Be able to transfer your images from your camera to your computer.

Course Competencies
You will learn about and create artworks demonstrating:
- The Elements of Art
- Intro to Graphic Design
- Perspective – One Point
- Principles of Design
- Figure Drawing
- Careers in Art
- Once you have mastered the above, you will learn how to combine the Elements and Principles of Art and Design to create artwork projects.

Recommended Materials List (If you want to purchase your own materials.)
- 9 x 12” or larger sketchbook (drawing or mixed media, not tracing paper)
- Pencils (any set of 2) or other soft sketching pencils (B, 2B, 4B)
- Pencil sharpener
- Gum eraser and/or kneaded eraser
- 12+ color set of colored pencils or something similar (Crayola is great for beginners)
- **Note:** Photopea.com can be used for coloring projects in lieu of fine art media.
- **Note:** Learners may also use any digital drawing programs (ie. Procreate), stylus pens, drawing tablets, etc. they have access to if they prefer working digitally.

Standards
This course covers California CTE standards for the Design, Visual and Media Arts pathway, including these anchor standards:

California Standards for Career Ready Practice
1. Apply appropriate technical skills and academic knowledge. Career-ready individuals readily access and use the knowledge and skills acquired through

experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy. Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
9. Work productively in teams while integrating cultural and global competence. Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
10. Demonstrate creativity and innovation. Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
11. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
12. Understand the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

It also includes these California visual arts standards:

Lessons	California Standards for the Visual Arts
Animation Video Discussions: *Friendship,* Disney, *Wallace and Gromit, Pigeons, The Pink Panther, Favorite Characters, Nightmare Before Xmas, Reason and*	Prof.VA:Cr3, Prof.VA:Pr4, Prof.VA:Pr6, Prof.VA:Re7.1, Prof.VA:Re7.2, Prof.VA:Re8, Prof.VA:Re9, A1.1, A1.2, A1.3, A1.4, A1.6, A3.1, A3.2, A3.3, A3.5,

Emotion, The Lonely Bachelor, One Day, Apodemy, The Boy who Wanted to Be a Lion, Requiem for Romance, Will, Reflections, Something Left, Something Taken, On Departure, Second Wind, Day & Night, For the Birds, Hedgehog, Presto, Trichrome Blue, Ruin, Howard, Wasted, My Happy End	A4.0, A4.2, A4.3, A5.1, A5.2, A5.3
Principles of Animation	Prof.VA:Cr1.1, Prof.VA:Pr5, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A5.2
Bouncing Ball Animation	Prof.VA:Cr1.1, Prof.VA:Cr1.2, Prof.VA:Re8, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A4.6, A5.2, A5.7
Squash and Stretch Animation	Prof.VA:Cr1.1, Prof.VA:Re8, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A4.6, A5.2, A5.7
Character Sketches	Prof.VA:Cr1.1, Prof.VA:Pr5, Prof.VA:Cr2.1, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A5.2
Figure Design	Prof.VA:Cr1.1, Prof.VA:Cr1.2, Prof.VA:Re8, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A5.2
Character Face Design	Prof.VA:Cr1.1, Prof.VA:Cr2.1, Prof.VA:Re8, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A5.2
Character Design	Prof.VA:Cr1.1, Prof.VA:Cr2.1, Prof.VA:Pr4, Prof.VA:Re8, Prof.VA:Cn10,

	A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A5.2
Atmospheric Perspective	Prof.VA:Cr1.1, Prof.VA:Cr1.2, Prof.VA:Pr4, Prof.VA:Re8, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A5.2
One Point Perspective	Prof.VA:Cr1.1, Prof.VA:Cr1.2, Prof.VA:Pr4, Prof.VA:Re8, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A5.2
Two Point Perspective	Prof.VA:Cr1.1, Prof.VA:Cr1.2, Prof.VA:Pr4, Prof.VA:Re8, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A5.2
Principles of Animation Drawings	Prof.VA:Cr1.1, Prof.VA:Pr5, Prof.VA:Cr2.1,Prof.VA:Pr4, Prof.VA:Re8, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A5.2
Walk Cycle Drawing	Prof.VA:Cr1.1, Prof.VA:Pr4, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8
Walk Cycle GIF Animation	Prof.VA:Cr1.1, Prof.VA:Pr4, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.9, A4.6, A5.2, A5.7
Storyboard	Prof.VA:Cr1.1, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A5.2
Nodes Project	Prof.VA:Cr1.2, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.9, A5.2, A5.7

Layers Project	Prof.VA:Cr1.2, Prof.VA:Pr4, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.9, A4.6, A5.2, A5.7
Background	Prof.VA:Cr1.2, Prof.VA:Pr4, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.9, A4.6, A5.2, A5.7
Fish Animation	Prof.VA:Cr1.2, Prof.VA:Pr4, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A4.6, A5.2, A5.7
Swimming Shark Animation	Prof.VA:Cr1.2, Prof.VA:Pr4, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A4.6, A5.2, A5.7
Added Audio	Prof.VA:Cr1.2, Prof.VA:Pr4, Prof.VA:Cn10, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.9, A4.6, A5.2, A5.7, A8.1, A8.2
Importing Characters	Prof.VA:Cr1.1, Prof.VA:Pr4, Prof.VA:Cr1.2, A1.0, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.9, A4.6, A5.7

Course Outline
Semester A
- **Unit 1:** Intro to Animation
  - **Block 1.** Principles of Animation
    - **SUBMIT:** Principles of Animation Quiz
    - **DISCUSS:** *Friendship*
  - **Block 2.** Principles of Animation
    - **SUBMIT:** Principle of Animation 1st Sketch
    - DISCUSS: Disney
  - **Block 3.** Principles of Animation
    - **SUBMIT:** Principle of Animation 2nd Sketch
    - **DISCUSS:** *Wallace and Gromit*
  - **Block 4.** Bouncing Ball

- - - **SUBMIT:** Bouncing Ball Animation
    - **DISCUSS:** *Pigeons*
  - ○ **Block 5.** Squash and Stretch
    - **SUBMIT:** Original Squash and Stretch Animation
    - **DISCUSS:** *The Pink Panther*
- ● **Unit 2:** Character Design
  - ○ **Block 6.** Character Sketches
    - **SUBMIT:** Character Sketch Project
    - **DISCUSS:** *Favorite Characters*
  - ○ **Block 7.** Figure Design
    - **DISCUSS:** *Nightmare Before Xmas*
      SUBMIT: Figure Design Project
  - ○ **Block 8.** Face Design
    - **DISCUSS:** *Reason and Emotion*
    - **SUBMIT:** Character Face Design Project
  - ○ **Block 9.** Final Character Design
    - **SUBMIT:** Final Character Design
    - **DISCUSS:** *The Lonely Bachelor*
- ● **Unit 3:** Backgrounds
  - ○ **Block 10.** Atmospheric Perspective
    - **DISCUSS:** *One Day*
    - **SUBMIT:** Atmospheric Perspective Project
  - ○ **Block 11.** One Point Perspective City
    - **DISCUSS:** *Apodemy*
  - ○ **Block 12.** One Point Perspective City
    - **DISCUSS:** *The Boy who Wanted to Be a Lion*
    - **SUBMIT:** One Point Perspective City Project
  - ○ **Block 13.** Two Point Perspective City
    - **DISCUSS:** *Requiem for Romance*
  - ○ **Block 14.** Two Point Perspective City
    - **DISCUSS:** *Will*
    - **SUBMIT:** Two Point Perspective City Project & any missing work

Semester B
- ● **Unit 1:** Movement
  - ○ **Block 1.** Principles of Animation
    - **SUBMIT:** First 6 Principles of Animation Drawings
    - **DISCUSS:** *Reflections*
  - ○ **Block 2.** Principles of Animation
    - **SUBMIT:** Last 6 Principles of Animation Drawings
    - **DISCUSS:** *On Departure*
  - ○ **Block 3.** Walk Cycle Drawings
    - **SUBMIT:** Walk Cycle Drawing Project

- ■ **DISCUSS:** *Second Wind*
    - ○ **Block 4.** Walk Cycle GIF Animation
        - ■ **SUBMIT:** Walk Cycle GIF Animation Project
        - ■ **DISCUSS:** *Day & Night*
- ● **Unit 2:** Story
    - ○ **Block 5.** Storyboards
        - ■ **SUBMIT:** Storyboard Template
        - ■ **DISCUSS:** *Something Left, Something Taken*
    - ○ **Block 6.** Storyboards
        - ■ **SUBMIT:** Storyboard Template
        - ■ **DISCUSS:** *For the Birds*
- ● **Unit 3:** Animation
    - ○ **Block 7.** Animatron
        - ■ **CREATE:** Free Animatron Account
        - ■ **DISCUSS:** *Hedgehog*
    - ○ **Block 8.** Animatron Nodes
        - ■ **SUBMIT:** Nodes Project
        - ■ **DISCUSS:** *Presto*
    - ○ **Block 9.** Animatron Layers
        - ■ **SUBMIT:** Layers Project
        - ■ **DISCUSS:** *Trichrome Blue*
    - ○ **Block 10.** Animatron Backgrounds
        - ■ **SUBMIT:** Background Project
        - ■ **DISCUSS:** *Ruin*
    - ○ **Block 11.** Animatron Fish Project
        - ■ **SUBMIT:** Fish Project
        - ■ **DISCUSS:** *Howard*
    - ○ **Block 12.** Animatron Shark Project
        - ■ **SUBMIT:** Swimming Shark
        - ■ **DISCUSS:** *Wasted*
    - ○ **Block 13.** Audio in Animatron
        - ■ **SUBMIT:** Added Audio
        - ■ **DISCUSS:** *My Happy End*
    - ○ **Block 14.** Importing Characters
        - ■ **SUBMIT:** Importing Characters Project and missing work

<u>Course Resources</u>
<u>Semester A</u>
Unit 1: Block 1-5 Resources
- ● YouTube videos on principles of animation
- ● Facilitator created content: Slideshows & Docs on animations, principles of animation, squash and stretch animations, bouncing ball animations

Unit 2: Block 6-9 Resources
- YouTube videos on animations, drawing expressions, character modeling
- Facilitator created content: Slideshows & Docs on animations, character design, figure design, face design

Unit 3: Block 10-14 Resources
- YouTube videos on animations, atmospheric perspective, one point perspective, two point perspective
- Facilitator created content: Slideshows & Docs on animations, backgrounds, atmospheric perspective, one point perspective, two point perspective

Semester B
Unit 1: Block 1-4 Resources
- YouTube videos on walk cycles, principles of animation
- Facilitator created content: Slideshows & Docs on animations GIFs, walk cycles, principles of animation

Unit 2: Block 5-6 Resources
- YouTube videos on animations
- Facilitator created content: Slideshows & Docs on animations, storyboards, animation planning,

Unit 3: Block 7-14 Resources
- YouTube videos on animations, Animatron, adding audio in Animatron, making backgrounds in Animatron
- Facilitator created content: Slideshows, Docs & videos on animations, Animatron, adding audio in Animatron, creating backgrounds in Animatron, drawing shapes in Animatron, adding layers in Animatron, importing characters in Animatron

Method of Instruction
This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

Learner Expectations
- Check the course pages for directions and announcements every weekday.
- Check your email every weekday to see if your instructor has emailed you.
- Read the assigned readings on the weekdays you're directed to.
- Use available resources including teacher support.

- Create original work. If you submit something that references any published image/photo/artwork, you must change it significantly to make it your own.
- Submit assignments on time or early.
- Post on the discussion boards by Friday at 11:59PM every week.
- Use Netiquette (see below) when communicating online.

Discussion Board Posts
- Posts idea(s) that show a clear and thoughtful reflection on the image or question.
- Response posts must provide useful, thoughtful responses that go beyond, "I agree" or, "good point."

Netiquette
Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- I expect students to treat fellow students, their instructors, other faculty, and staff with respect. Any student or employee will tolerate no form of "hostile environment" or "harassment."

Rules for Appropriate Content & Subject Matter
All learner work must be 100% original and created by only the learner and no one else. Copying a photo from a magazine or the internet is not an acceptable practice. The best thing for learners to do is take their own photos to use as resources. Learners may use photographic images as resources for inspiration, but the resulting inspiration from the resource must be unique in its application to the learner's artwork. Learners are best advised to stay away from copyrighted images altogether to avoid the "gray area"

of questionable originality. Copying the artwork of other artists is also prohibited. The following will **not** be accepted:

- Copyrighted logos, brand names, trademarks, headlines, titles, phrases, designs, artworks, animations, images, photographs, magazine or newspaper articles, magazine or newspaper clippings, book pages, advertisements, found objects, quotes, song lyrics or anything else that someone else created.
- Artwork that used artificial intelligence (AI) in any step of the design process.
- Artwork containing potentially hazardous or unmanageable materials.
- Artwork portraying nudity.
- Artwork with devil worship, mass murder, bloody/grotesque, or sexually offensive themes.
- Graffiti tagging or gang affiliated symbols.
- Artwork with drug-related themes.
- Artwork with vulgarity/slang or depiction of weapons or excessive violence.

Please review THIS RESOURCE for more information on plagiarism. Any plagiarized work or work will be given a zero and referred to your EF/COACH/GUIDE for review.

Honesty and Plagiarism
Plagiarism of any sort is prohibited. According to the Merriam-Webster online dictionary, to "plagiarize" means:
- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Grading
Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

Scoring Rubric
90-100   Mastered process and technique
             Strong composition
             Appropriate subject-matter
             Strong creative expression

80-89   Good-Very good process and technique
             Good-Very composition

Shows some creative strength
Appropriate subject-matter

70-79   Technique/composition needs improvement
             Fair quality composition
             Shows a little creativity or originality

51-69   Poor evidence of technique/composition
             Lacks creativity or originality
             Did not follow some directions

0-50   Incomplete/Please redo and resubmit
             Did not follow most or all directions

Privacy Policy

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. FERPA Info