

WEEKLY PLANNER
GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS

Lessons may change

Teacher's Name: Dr. Todd Burnett

Unit Topic: Storyboarding

Subject: Foundations of Animation

Standard(s) with Synopsis:

B1–B6 – Pre-Production: Concept and Design

Students will brainstorm, research, and organize ideas while following a design process that prepares an animation project for production.

C1–C8 – Pre-Production: Storytelling and Storyboarding

Students will develop stories, characters, settings, and visual sequences and use storyboards to communicate important story beats and production ideas.

Dates: Sep 7, 2026 - Sep 11, 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
No School	I can explain why storyboards are important to animation production.	I can distinguish between different types of storyboards.	I can write a short animation script with the information needed for production.	I can turn written action into clear storyboard panels.
ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)
No School	What could happen if an animation studio skipped planning?	What is the difference between a rough sketch and a finished plan?	What information would an animator need before drawing a scene?	How can you show movement without actually animating it?
INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY
No School	Text (25): Advantages: organization, planning, identifying problems, saving time and money. Task (30): Create a quick 6-panel thumbnail sequence from a simple action prompt. Talk (25): Compare thumbnail sequences and discuss different choices.	Text (25): Thumbnail, traditional, and animated storyboards. Task (30): Compare the three storyboard types and identify when each might be used. Talk (25): Discuss advantages and disadvantages of each storyboard type.	Text (25): Script components: setting, characters, props, action, dialogue, scene headings. Task (30): Write a minimum half-page script for a character performing a dynamic action. Talk (25): Partner read: Can you clearly visualize the scene?	Text (25): Storyboard setup, panels, notes, dialogue, camera direction, SFX, drawing tips. Task (30): Turn one part of the script into four practice storyboard panels. Talk (25): Partners explain what happens from panel to panel.
Planned Technology Use: (include estimated time) No School	Planned Technology Use: (include estimated time) PowerPoint, video/examples – 40–50 min	Planned Technology Use: (include estimated time) PowerPoint, video/examples – 40–50 min	Planned Technology Use: (include estimated time) PowerPoint, video/examples – 40–50 min	Planned Technology Use: (include estimated time) PowerPoint, video/examples – 40–50 min

REPRESENTATION options for presenting content	REPRESENTATION options for presenting content	REPRESENTATION options for presenting content	REPRESENTATION options for presenting content	REPRESENTATION options for presenting content
No School	Examples, discussion, storyboard images	Thumbnail, traditional, animated examples	Script examples, storyboard examples	Drawing demonstrations, panel examples
ENGAGEMENT options for engaging student interest	ENGAGEMENT options for engaging student interest	ENGAGEMENT options for engaging student interest	ENGAGEMENT options for engaging student interest	ENGAGEMENT options for engaging student interest
No School	Quick drawing activity	Visual comparison	Original character/action choice	Drawing and visual storytelling
EXPRESSION options for students to demonstrate learning	EXPRESSION options for students to demonstrate learning	EXPRESSION options for students to demonstrate learning	EXPRESSION options for students to demonstrate learning	EXPRESSION options for students to demonstrate learning
No School	Thumbnail storyboard	Comparison responses	Written script	Four-panel practice
CULTURAL CONSIDERATIONS	CULTURAL CONSIDERATIONS	CULTURAL CONSIDERATIONS	CULTURAL CONSIDERATIONS	CULTURAL CONSIDERATIONS
No School	Allow multiple interpretations and visual solutions.	Include examples from different animation styles.	Students may create characters and settings reflecting varied perspectives.	Emphasize communication rather than artistic perfection.
ASSESSMENTS	ASSESSMENTS	ASSESSMENTS	ASSESSMENTS	ASSESSMENTS
No School	Thumbnail storyboard	Storyboard type check	Script draft	Four-panel storyboard practice