

Verona Public School District Curriculum Overview

Intro to Character Animation

**Curriculum Committee Members:**

Christina Sciacchitano
Helene McKelvey-McLaughlin

Supervisors:

Dr. Charles R. Miller
Dave Galbierczyk

Curriculum Developed:

July 2019
Revised Fall 2020
Revised Summer 2022

Board Approval Date:

July 29, 2019
November 24, 2020
August 30, 2022

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

Course Description:

Adobe Character Animator will allow students to enter the creative world of animation. This course develops student's digital voices through 2D animation. Modeling and video rendering using adobe photoshop, illustrator, and Character animator. Students engage in skills to learn storytelling and character design and finalize content for web or digital videotape.

Prerequisite(s):

Students must have completed Image Development (Adobe Photoshop) or Digital Illustration (Adobe Illustrator)

Standard 8: Technology Standards

8.1: Computer Science	8.2: Design Thinking
Computing Systems (CS) Networks and the Internet (NI) x Impacts of Computing (IC) x Data & Analysis (DA) Algorithms & Programming (AP)	Engineering Design (ED) x Interaction of Technology and Humans (ITH) x Nature of Technology (NT) x Effects of Technology on the Natural World (ETW) Ethics and Culture (EC)
Computer Science and Design Thinking Practices	
1. Fostering an Inclusive Computing and Design Culture x 2. Collaborating Around Computing and Design 3. Recognizing and Defining Computational Problems 4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts x 7. Communicating About Computing and Design	

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CLKS6 Model integrity, ethical leadership, and effective management. CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. x CLKS4 Demonstrate creativity and innovation. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. x CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	CLKS6 Model integrity, ethical leadership, and effective management. x CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x CLKS3 Consider the environmental, social, and economic impact of decisions. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials	
Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Adobe Character Animator ● Adobe Photoshop or Adobe Illustrator 	<ul style="list-style-type: none"> ● Online video and text tutorials ● Instructor made video tutorials and text instructions ● Vocabulary will be taught and reinforced as it applies to concepts and assignments covered throughout the semester. ● Students will learn storytelling, character design & development, editing video and audio and skill sets through demonstration and guided practice. ● Student work will be differentiated by content, process, product, and environment based on interest, readiness, and learning style.



Verona High School

Intro to Character Animation

Unit One: Workflow/Character Design

Duration: 6 weeks

STAGE 1: DESIRED RESULTS

Established Goals (NJSLS):

Artistic Process: Creating

Anchor Standard 1: Conceptualizing and generating ideas.

Proficient

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Accomplished

- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Advanced

- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

Accomplished

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives

Anchor Standard 3: Refining and completing products.

Accomplished

- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Artistic Process: Performing/Presenting/Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Accomplished

- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

Advanced

- 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Accomplished

- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Anchor Standard 6: Conveying meaning through art.

Accomplished

- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Artistic Process: Responding

Anchor Standard 7: Perceiving and analyzing products.

Proficient

- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

Anchor Standard 9: Applying criteria to evaluate products.

Proficient

- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

Accomplished

- 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Advanced

- 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Artistic Process: Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Accomplished

- 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Advanced

- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**Accomplished**

- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Interdisciplinary Companion Standards (NJSLS):

- NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Technology Integration (NJSLS 8):

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
 - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
 - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
 - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
 - Evaluate and select technological tools that can be used to collaborate on a project.
- Practice 7: Communicating About Computing and Design
 - Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences. When engaging in this practice, students:
 - Select, organize, and interpret large data sets from multiple sources to support a claim.
 - Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose.
 - Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.

21st Century Skills Integration (NJSL 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- *Recognize and solve practical problems involving character development and design, including those for which the solution approach is not obvious, by using problem solving strategies.*

In this unit...

- *Students will solve real-world problems involving creating a project & importing footage, create a composition and arrange layers, add effects and modify layer properties, animate the composition, preview work, render and export a composition, work with illustrator layers, control effects, apply an animation preset, preview the effects, use text animation, animate a layer position, & timing layer animations.*

Meaning

Enduring Understandings

Students will understand that:

- Character Animator is a visual form of communication.
- Students create visual unity and strong composition in a video by applying their knowledge.
- Motion Graphics is about learning how to see, about observing, and recording them to create a match from the vision to physical content.
- Motion Graphics is an acquired skill. The creative process is often as enjoyable as the finished product.
- We live in a visual society surrounded by Motion Graphics.
- Equipment, techniques, and processes are needed and must be used properly when creating effective character based video clips.

Essential Questions

- What is character design and how does it relate to our culture?
- How are art elements and design principles used to create a character?
- How does the creative process relate to the finished video?
- How do animators decide what to create?
- How does knowledge of character design and the world improve one's ability to create a character?
- What is the role of a character designer today?
- What are the basics of character design?

Acquisition of Knowledge & Skills

Students will know:

- Technical Aspects of character design
 - General History
 - Concept Development
- Composition
 - Layers

Students will be able to:

- Create a character in photoshop or illustrator and import to character animator
- Create a character and arrange layers
- Add effects and modify layer properties
- Animate the character

- 0
- Digital Pathways
 - Basic file formats
 - Preparing Source Art
 - Building Scene
- Critical Thinking
 - Evaluate success in achieving the objectives of a 2d character
 - Analyze character for technical and aesthetic purposes.

- Use the Tools Panel
- Use the Timeline panel
- Preview work
- Render and export composition
- Customize workspace
- Create a new composition
- Work with imported layers

STAGE 2: ACCEPTABLE EVIDENCE

Performance Task & Unit Assessments:

- Students will create projects for this unit that may include:
 - Getting to Know the Workflow - On the Move Animation - Cartoon Basic Packet
 - Creating a Basic Animation - Flip Book
 - Basic Character Development Photoshop/Illustrator - Creating a Character from Basic Shapes
 - Characters with Different Emotions - extracting the main details and simplifying in shapes so that a person can recognize what they are looking at.

REFERENCE MATERIALS

- Adobe Character Animator
- Online video and text tutorials
- Instructor made video tutorials and text instructions
- Vocabulary will be taught and reinforced as it applies to concepts and assignments covered throughout the semester.
- Students will learn storytelling, capturing and editing characters and skill sets through demonstration and guided practice.
- Student work will be differentiated by content, process, product, and environment based on interest, readiness, and learning style.
- Pixar in a Box

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in	Teachers identify the modifications that they will use in	Teachers identify the modifications that they will use in

<p>the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use eDictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) 	<p>the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual supports • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnerin • g/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistanceTranslation tool for different languages 	<p>the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> • Provide a variety of individualized work centers • Demonstrate for class • Create additional project in a different medium • Individual presentation • Multiple mediums in project
--	--	---

<ul style="list-style-type: none"> • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none"> • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers 		
---	--	--

STAGE 3: ACTIVITIES TO FOSTER LEARNING

- **About Character Animation** - Students will develop an understanding of the types of Animation.
- Students will practice with character development + animation.
Storyboarding
- Students will be able to produce sketches, and rough layouts in a sequential order. Students will be able to evaluate, produce and design storyboards that demonstrate composition, cutting, staging writing and acting.
- Students will develop timing and pace of the movements of a character or object during the sequence of images. Students will be able to create a story with a beginning, middle and end.
- Character Design - Students will be able to demonstrate color and shape theory within their character design. Students will be able to design a character, using digital and traditional techniques.
- Students will be able to demonstrate proper use of the elements and principles of design.
- Students will be able to draw a character in various positions (front view, ¼ front view, side view, ¼ back view and back view)
- Students will be able to design character concepts in various styles of art for multiple types of productions.
- Animation productions are about bringing appealing characters to life. The characters can be humorous, cute, villainous, beautiful, or ugly, but regardless they must appeal to the audience.
- Students will be designing, developing, and creating character sheets for an animation production.
- Character design work is important for creating the appeal and visual qualities of the production.
- Layout + Background -
- Students will be able to create sketches, artwork or illustrations, which are camera ready, using a range of materials.
- Students will learn to create and design models, backgrounds, sets, characters, objects and environments using various technical 2D and/or 3D software packages.

- History of Animation - the Beginning - How it began - Types of animation - FlipBook, Cel, Stop Motion, 2D, 3D
- Flipbook Animation - Depict movement using simple flipbook techniques and will be able to define basic animation vocabulary: storyboard, freeze frame, & sequence. Students will understand that animation is created through a series of freeze frames by developing a story of motion through a series of small drawings.
- Toy Story 2 - Study of Characters (Khan Academy Supplements) -Students will be able to describe characteristics of well-designed and executed characters. Demonstrate basic drawing skills. Express themselves in a distinct visual language which clearly communicates its message. Critically analyze creative work and work of others.
-



Verona High School

Character Animator

Unit Two: Preparing Source Art

Duration: 4 weeks

STAGE 1: DESIRED RESULTS

Established Goals (NJSLS):

Artistic Process: Creating

Anchor Standard 1: Conceptualizing and generating ideas.

Proficient

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Accomplished

- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Advanced

- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

Accomplished

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives

Anchor Standard 3: Refining and completing products.

Accomplished

- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Artistic Process: Performing/Presenting/Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Accomplished

- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

Advanced

- 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Accomplished

- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Anchor Standard 6: Conveying meaning through art.

Accomplished

- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Artistic Process: Responding

Anchor Standard 7: Perceiving and analyzing products.

Proficient

- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

Anchor Standard 9: Applying criteria to evaluate products.

Proficient

- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

Accomplished

- 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Advanced

- 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Artistic Process: Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Accomplished

- 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Advanced

- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**Accomplished**

- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Interdisciplinary Companion Standards (NJSLS):

- NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Technology Integration (NJSLS 8):

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:

- Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
- Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
- Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
- Evaluate and select technological tools that can be used to collaborate on a project.
- Practice 7: Communicating About Computing and Design
 - Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences. When engaging in this practice, students:
 - Select, organize, and interpret large data sets from multiple sources to support a claim.
 - Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose.
 - Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.

21st Century Skills Integration (NJSLS 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer:

Transfer Goal:

Students will be able to independently use their learning to...

- *Demonstrate creative thinking, construct knowledge and develop innovative characters using technology.*

Meaning

<p>Enduring Understandings</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> Students use digital media to communicate and work collaboratively, and contribute to project teams to produce original characters and solve problems. 	<p>Essential Questions</p> <ul style="list-style-type: none"> What makes an interesting character design? Is the character built to work? What might enhance the design of the character?
<p>Acquisition of Knowledge & Skills</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> Critical Thinking <ul style="list-style-type: none"> Evaluate success in achieving the design of a character Analyze characters for technical and aesthetic purposes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Design a Character in Photoshop or Illustrator with the appropriate layers to import into Character Animator Critique the work of others in a manner that is appropriate, constructive, and critical. Cultivate habits of mind that allow the student to visualize the image before starting the design/animation. Contribute to project teams to produce original works and solve problems. Create custom shapes, duplicate shapes, add a shape layer, modify a composition. Design a character/background Add an audio track Animate movement in the scenery
<p>STAGE 2: ACCEPTABLE EVIDENCE</p>	
<p>Performance Task & Unit Assessments:</p> <ul style="list-style-type: none"> Students will continue to add to their digital portfolio. <ul style="list-style-type: none"> For this unit, they will create characters that demonstrate mastery in the technical aspects of character design using Adobe Photoshop/Illustrator Animator and Adobe Character. The students' best work will be incorporated into their digital portfolio. <p>The projects for this unit may include:</p> <ul style="list-style-type: none"> Building an Animated Face How to use a Character Animator Template Arm Tutorial - How to set up arms for a character Designing an Original Character Pixar in a Box 	

REFERENCE MATERIALS

- Adobe Photoshop/Illustrator & Adobe Character Animator
- Online video and text tutorials
- Instructor made video tutorials and text instructions
- Vocabulary will be taught and reinforced as it applies to concepts and assignments covered throughout the semester.
- Students will learn storytelling, capturing and editing video and audio and skill sets through demonstration and guided practice.
- Student work will be differentiated by content, process, product, and environment based on interest, readiness, and learning style.

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Demonstrate for class ● Create additional project in a different medium ● Individual presentation ● Multiple mediums in project

<p>Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)</p> <ul style="list-style-type: none"> • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none"> • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers 	<ul style="list-style-type: none"> • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Translation tool for different languages 	
--	---	--

STAGE 3: ACTIVITIES TO FOSTER LEARNING

- **Storyboarding** - make storyboards to show the beginning, middle, and end of stories, A storyboard is a tool used by writers and is often used to plan movies. It helps writers plan out the order, or sequence, of a movie
- **Stop Motion Animation** - Use a stop motion technique to create an animation that communicates an idea/story.
 - Part 1: Deciding Type of Stop Motion to use (Group or Individual)
 - Part 2: Storyboarding your Idea/Story - STORYBOARD MUST BE APPROVED
 - Part 3: Gather your props/characters
 - PART 4: Setting Up a Mini Set with a green screen

- Part 5: Starting your Animation
- Simple Shape Characters - Create original characters from simple shapes (drawing)
- Photoshop Simple Shape Character - Use the shape tool in photoshop to create simple shape characters
- Creating a Basic Head to Animate - Students will be able to create a basic face animation in Character Animator

Character MUST have, Face Background, Left Eye, Left Pupil, Left Blink, Right Eye, Right Pupil, Right Blink, Mouth (ALREADY given to you just turn on eyeball in layer panel) Nose, Right Eyebrow, Left Eyebrow

- Converting music for Character Animator - Learning how to convert phone recordings to work with Character Animator



Verona High School

After Effects

Unit Three: Using Character Animation to Communicate

Duration: 10 weeks

STAGE 1: DESIRED RESULTS

Established Goals (NJSLS):

Artistic Process: Creating

Anchor Standard 1: Conceptualizing and generating ideas.

Proficient

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Accomplished

- 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Advanced

- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

Accomplished

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives

Anchor Standard 3: Refining and completing products.

Accomplished

- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Artistic Process: Performing/Presenting/Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Accomplished

- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

Advanced

- 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Accomplished

- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Anchor Standard 6: Conveying meaning through art.

Accomplished

- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Artistic Process: Responding

Anchor Standard 7: Perceiving and analyzing products.

Proficient

- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

Anchor Standard 9: Applying criteria to evaluate products.

Proficient

- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

Accomplished

- 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Advanced

- 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Artistic Process: Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Accomplished

- 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Advanced

- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**Accomplished**

- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Interdisciplinary Companion Standards (NJSLS):

- NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Technology Integration (NJSLS 8):

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:

- Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
- Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
- Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
- Evaluate and select technological tools that can be used to collaborate on a project.
- Practice 7: Communicating About Computing and Design
 - Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences. When engaging in this practice, students:
 - Select, organize, and interpret large data sets from multiple sources to support a claim.
 - Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose.
 - Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.

21st Century Skills Integration (NJSLS 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Recognize and solve practical problems involving character design and animation including those for which the solution approach is not obvious, by using problem solving strategies.

In this unit...

- Students will create an original work in character animator to express ideas and/or to evoke mood and emotion.

Meaning

Enduring Understandings

Students will understand that:

- Character animation is a visual form of communication.
- Art evokes meaning.
- Creating a memorable animation takes time.
- Equipment, techniques, and processes are needed and must be used properly when creating effective character animations.

Essential Questions

- How does the creative process relate to the finished video?
- How do artists decide what to animate?
- What inspires an animator?
- How does knowledge of art history and the world improve one's ability to create a character?
- What are the basics of animation?

Acquisition of Knowledge & Skills

Students will know:

- Technical Aspects of Character Animator
- Technical Aspects of Adobe Photoshop
- Technical Aspects of Adobe Illustrator
- Animation Composition
- Digital Pathways
 - Basic file formats and file set ups
- Critical Thinking
 - Evaluate success in achieving the objectives of an animation
 - Analyze animated movies for technical and aesthetic purposes.

Students will be able to:

- Motion Track
- Import backgrounds
- Import Sound
- Render Animations
- Create projects based on class interest

STAGE 2: ACCEPTABLE EVIDENCE

Performance Task & Unit Assessments:

- Students will continue to add to their digital portfolio.

- For this unit, they will create animations that demonstrate mastery in the technical aspects of motion graphics using Adobe Character Animator. The students' best work will be incorporated into their digital portfolio.

The projects for this unit may include:

- Triggers - Learning to create triggers to control a character
- Recording and Editing
- Pixar in a Box
- Walking Cycle

REFERENCE MATERIALS

- Adobe Character Animator
- Online video and text tutorials
- Instructor made video tutorials and text instructions
- Vocabulary will be taught and reinforced as it applies to concepts and assignments covered throughout the semester.
- Students will learn storytelling, capturing and editing video and audio and skill sets through demonstration and guided practice.
- Student work will be differentiated by content, process, product, and environment based on interest, readiness, and learning style.

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Demonstrate for class ● Create additional project in a different medium ● Individual presentation ● Multiple mediums in project

<ul style="list-style-type: none"> • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use eDictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what 	<p>binder, completing assignments on time, and checking classroom website for assignments.</p> <ul style="list-style-type: none"> • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual supports • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Translation tool for different languages 	
--	---	--

<p>they do not understand at first, so monitor and give examples.</p> <ul style="list-style-type: none"> Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none"> 20 strategies to Support EAL Children What English Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers 		
--	--	--

STAGE 3: ACTIVITIES TO FOSTER LEARNING

- Basic Eye Rigging - How to Rig Different Types of Basic Eyes
- Character Details - understand why details are important when designing an original character. When Designing a Character one thing to pay attention to is DETAILS that are present in the character. Each and every detail is important even if it's the smallest thing, this is what gives them their personality. An exercise that will help you recognize even the smallest, simple details and help you when you begin to design your own.
- Super Hero Details - (The Incredibles 1 + 2) - Create their own Superhero with details to give them personality. Your Hero MUST HAVE -
-COLOR, -Name, -Super Power, -Arms/Hands, -Legs/Feet, -You will need to tell me what makes your hero special and describe them in detail
- Rigging a Character to be body Tracked - Created Superhero Character will be body tracked in Character animator - Give Character Bones and joints and name the parts. Creating an Original Character/ Rigging an original character
- Using the Puppet Maker to build interacting characters - Create customized characters and use for an original animation of choice. Creating more than one character to interact with each other.