

# Computer Animation, Art and Graphics ~~10~~11

YCAN11

**District Name:** School District 34 (Abbotsford)

**District Number:** 34

**Developed by:** Richard F. Whitman

**Date Developed:** January 1, 2004

**School Name:** Abbotsford Senior Secondary School

**Principal's Name:** Mr. Glen Roger

**Board/Authority Approval Date:** APR - 5 2004

**Board/Authority Signature:** \_\_\_\_\_

**Course Name:** Computer Animation, Art and Graphics ~~10~~11

**Grade Level of Course:** 10 -11

**Number of Course Credits:** 3 <sup>2 4</sup>

**Number of Hours of Instruction:** 120

**Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Computer Lab – PC Based

**Course Synopsis:** Students will explore the medium of visual communication, design and dramatic interpretation using the tools associated with computer animation and graphics as their means to produce and create an animation and the associated graphical elements that meet criteria set forth in various design and visual communication assignments.

**Rationale:**

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	History of Animation, Computer Art and Design	10 Hours
Unit 2	Drawing with the PC – Computer Drawing and Design	35 Hours
Unit 3	2D Animation – Macromedia Flash 5	40 Hours
Unit 4	Script / Story Board Design – Animated Story Telling	10 Hours
Unit 5	Final Project – 3 Animations	25 Hours
<b>Total Hours</b>		120 Hours

**Unit/Topic/Module Descriptions:**

**Unit 1: History of Animation, Computer Art and Design**

**Overview:** The history of animation, from the beginning of the 20<sup>th</sup> century through computer animation of today will be presented so the student will gain an understanding of the challenges and techniques of classic animations.

**Curriculum Organizers and Learning Outcomes:** Students will be able to identify the primary animators that defined the creation of animation as a legitimate art form and medium. Through video, students will identify the major contributions of Disney studios, Max Fleischer, Winsor McCay, and Otto Messmer. Students will be able to recall through multiple selection assessment, the timeline associated with the development of computer based drawing and animation tools. Students will be able to match the animation technique to the animator through a multiple selection assessment and class discussion. To complete this unit, students will use the internet as their primary source and prepare a short presentation using PowerPoint about a person, character, technique or event that relates to this unit. This presentation will be assessed on criteria developed in class but will always include completeness of presentation, presentation quality, and preparation of a list of resources.

**Unit 2: Drawing with the PC – Computer Drawing and Design**

**Overview:** Students will learn to use the computer drawing tools included with the following software: Macromedia Flash 5, Adobe Illustrator, and Adobe Photoshop, to create specified drawings and prepare elements to be used in later animation units.

**Curriculum Organizers and Learning Outcomes:** Students will be able to identify and use ALL drawing tools included with the above listed software to complete a series of 2d line, 2d perspective, photo collage, and text manipulation drawings. Students will be tested on the understanding of the tools and uses through multiple selection assessment. Students will be required to complete a series of drawing that will demonstrate their ability to use the tools that are studied. Work time to produce these drawings will account for \_ of the hours for this unit. Students will receive marks for the quantity and quality of their work. We will develop criteria in class to build a better understanding for the students of what determines a “quality” drawing.

**Unit 3: 2D Animation – Macromedia Flash 5**

**Overview:** Students will learn to use the computer animation tools included with the program Flash 5. These include animation, sound, and movie control tools.

**Curriculum Organizers and Learning Outcomes:** Students will be able to identify and use ALL animation tools included with the above listed software to complete a series example animations. Students will be tested on the understanding of the tools and uses through multiple selection assessment. Students will be required to complete a series of animations that will demonstrate their ability to use the tools that are studied. Work time to produce these animations will account for 1/3 of the hours for this unit. Students

will receive marks for the quantity and quality of their work. We will develop criteria in class to build a better understanding for the students of what determines a “quality” animation.

#### **Unit 4: Script / Story Board Design – Animated Story Telling**

**Overview:** Students will identify the elements of a story board and be able to produce one based on a video they view. The emphasis will be placed on direction annotation and scene identification and camera placement.

**Curriculum Organizers and Learning Outcomes:** Students will be able to identify camera setup and scene identification when viewing an animation. They will be able to produce a storyboard and annotate scripting elements from a viewed animation. To demonstrate their learning, students will be assessed by producing a story board from an animation that will be presented to the entire class. They must also visually (story board) adapt their own idea to the storyboard format.

#### **Unit 5: Final Project – 3 Animations**

**Overview:** Students will produce 3 animations. 1) Instructional, 2) Visual Non-Representation 3) Animated Story

**Curriculum Organizers and Learning Outcomes:** Students will storyboard, create, and present three animations listed above. Students will be required to produce the first two on their own and may work in a group of 2 or 3 for their final production. Animation will be assessed on their technical (effective use of program tools) merit and their artistic merit (how well the concepts were interpreted in the visual medium). Criteria will be developed in class due to the changing nature and capabilities of the software and the hardware that students have access to. Final assessment will consider each animation separately.

**Instructional Component:** Primary instructional component will be classroom presentation of concepts and techniques. This will be reinforced by electronic manuals and web based multiple selection assessment. Video and audio recourses will be used to provide instruction and examples. At this time all course materials are electronic. Students will also use the internet to gain access to specialized tutorial and software.

**Assessment Component:** Assessment will consist of electronic multiple selection assessment (20%) daily assignments and short productions (20%) portfolio of drawings (20%) portfolio of animations including the final project (40%). Additional assessment that is part of daily assignments will include class participation in discussions and group learning.

**Learning Resources:** Internet, Software (see programs listed in above sections), Computers, Video, and Electronic Tutorials included in the software.

**Additional Information:** None

# BAA Core Training 10A Framework

**District Name:** Abbotsford

**District Number:** 34

**Developed by:** Construction Trades ITA, Yale Secondary School

**Date Developed:** May, 2007

**School Name:** Yale Secondary School

**Principal's Name:** Glen Roger

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Construction Trades Core Training 10A

**Grade Level of Course:** 10

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** none

**Special Training, Facilities or Equipment Required:** Small hand tools, Wood shop access, classroom access, visiting trainers for WHIMIS, Flagging, Industrial First Aid Level 1, Forklift Operations and Workplace Safety

## Course Synopsis:

This course was originally developed by the Construction Trades Industry Training Authority to prepare students Construction Trades employment and as pre-apprenticeship training. Modules include:

- Describe the Construction Industry
- Comply with Safety Procedures
- Use Construction Tools
- Complete Building Projects

Further, they will be trained in the use of small hand tools and common shop tools. These practical skills will be integrated into several projects – including building a sawhorse, a wooden tool box and some wooden toys. It is anticipated that students who successfully complete this course and the partner course (Core Training 10B) will engage in appropriate work experience or move on to a Secondary School Apprenticeship.

This course is non  
existent It is  
now CORE 11A  
CORE 11B  
  
Core TRAINING 10A+B  
was switched to grade 11  
at Yale by Glen  
Roger

**Rationale:**

This course has been developed to better prepare students to engage in skilled trades immediately out of high school. There is a huge demand for skilled workers and employers voice concerns that the supply of skilled labour does not meet the demand.

Secondly, many students drop out of school in grades 10, 11 and 12 because they do not see relevance in their regular courses. This course brings relevance to the school day and it is expected that students will remain in school as a result.

**Organizational Structure and Unit/Topic/Module Descriptions:**

See attached ITA Core Training document.

**Instructional Component:**

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modelling
- Practical creativity
- Brainstorming
- Group work
- Videotape
- Guest instructors
- Video instruction

**Assessment Component:**

- As per attached document

**Learning Resources:**

- Guest instructors
- Construction site visits
- Internet searches
- CORE Training Manual

**Additional Information:**

# BAA Core Training 10B Framework

**District Name:** Abbotsford

**District Number:** 34

**Developed by:** Construction Trades ITA, Yale Secondary School

**Date Developed:** May, 2007

**School Name:** Yale Secondary School

**Principal's Name:** Glen Roger

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Construction Trades Core Training 10B

**Grade Level of Course:** 10

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 100

**Prerequisite(s):** none

**Special Training, Facilities or Equipment Required:** Small hand tools, Wood shop access, classroom access, visiting trainers for WHIMIS, Flagging, Industrial First Aid Level 1, Forklift Operations and Workplace Safety

## **Course Synopsis:**

This course was originally developed by the Construction Trades Industry Training Authority to prepare students Construction Trades employment and as pre-apprenticeship training. Modules include:

- Use Ladders, Scaffolds and Platforms
- Career Planning
- More Construction Tools
- Complete Building Projects

Further, they will be trained in the use of small hand tools and common shop tools. These practical skills will be integrated into several projects – including building a sawhorse, a wooden tool box and some wooden toys. It is anticipated that students who successfully complete this course and the partner course (Core Training 10A) will engage in appropriate work experience or move on to a Secondary School Apprenticeship.

**Rationale:**

This course has been developed to better prepare students to engage in skilled trades immediately out of high school. There is a huge demand for skilled workers and employers voice concerns that the supply of skilled labour does not meet the demand.

Secondly, many students drop out of school in grades 10, 11 and 12 because they do not see relevance in their regular courses. This course brings relevance to the school day and it is expected that students will remain in school as a result.

**Organizational Structure and Unit/Topic/Module Descriptions:**

See attached ITA Core Training document.

**Instructional Component:**

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modelling
- Practical creativity
- Brainstorming
- Group work
- Videotape
- Guest instructors
- Video instruction

**Assessment Component:**

- As per attached document

**Learning Resources:**

- Guest instructors
- Construction site visits
- Internet searches
- CORE Training Manual

**Additional Information:**