

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Art
COURSE TITLE: Animation I & II (with instructor approval)
GRADE LEVEL: 10-12
PREREQUISITES: 2 Art Classes (Art Exploration, 2D Art) (C or above)

COURSE DESCRIPTION:

Animation will focus on giving students the opportunity to develop skill in effectively communicating through the process of animation. The main focus of the class will be in using the 12 principles of animation to produce finished products in a range of possible animation techniques. Some of the possible types of animation could include (but not limited to) stop motion, hand drawn, computer generated, and photographic animation. Students will learn about effective historical and contemporary examples of animation, as well as the discipline's different career paths. Due to the nature of animation, this class will have a heavy focus on collaboration and various forms of critique.

CONTENT STANDARDS AND COURSE BENCHMARKS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Animation should be able to . . .

Content Standard I. Understand and apply media, techniques, and processes.
Benchmarks:
Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Content Standard II. Use knowledge of structures and functions.
Benchmarks:
Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
Evaluate the effectiveness of artworks in terms of organizational structures and functions.
Create artworks that use organizational principles and functions to solve specific visual arts problems.

Content Standard III. Choose and evaluate a range of subject matter, symbols, and ideas.
Benchmarks:
Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.



Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Content Standard IV. Understand the visual arts in relation to history and cultures.

Benchmarks:

Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Content Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others.

Benchmarks:

Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Content Standard VI. Make connections between visual arts and other disciplines.

Benchmarks:

Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Content Standard VII. Understand and apply current digital technology.

Benchmarks:

Utilize technology as a creative tool to create an artwork.

Utilize technology in order to conduct visual research.



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CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:

Standard I: Understand and apply media, techniques, and processes. The students of Urbandale Community School District’s Animation should be able to . . .

Benchmark: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Indicators: Create animated products that effectively communicate a specific idea.

Assessments: Rubric
Informal Assessment
Peer Evaluation
Guided Self-Evaluation

Benchmark: Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Indicators: Apply the principles of animation to effectively communicate their ideas.
Analyze examples of effective animation and reflect on how the 12 principles of animation were used.

Assessments: Rubric
Informal Assessment
Peer Evaluation
Guided Self-Evaluation
Written Assessment
Verbal Assessment

Standard II. Use knowledge of structures and functions. The students of Urbandale Community School District’s Animation should be able to . . .

Benchmark: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other



purposes of art.

Indicators: Defend judgments about the characteristics and structures of their animation during in-process and/or finished product critique.

Assessment: Peer Critique
Instructor Critique
Self-Assessment
Informal Assessment

Benchmark: Evaluate the effectiveness of artworks in terms of organizational structures and functions.

Indicators: Evaluate the effectiveness of peer products during peer evaluation.
Evaluate the effectiveness of professionally produced products.

Assessment: Peer Critique
Written reflection
Class Discussion

Benchmark: Create artworks that use organizational principles and functions to solve specific visual arts problems.

Indicators: Apply the 12 principles of animation to visually communicate a specific idea to a specific audience.

Assessment: Rubric
Product Assessment
Self-Assessment
Informal Assessment

Standard III. Choose and evaluate a range of subject matter, symbols, and ideas. The students of Urbandale Community School District's Animation should be able to . . .

Benchmarks: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Indicators: Analyze examples of animation from different historical periods and cultures.
Identify differences found in examples of animation from different historical periods and/or cultures.

Assessments: Student Reflection
Class Discussion
Informal Assessment
Written or Verbal Assessment



Benchmark: Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Indicators: Apply concepts researched in class, and skills developed, to produce a finished animation that solves a visual problem that the student has self-assigned and/or received from instructor.

Assessments: Product Assessment
Rubric
Self-Assessment

Standard IV. Understand the visual arts in relation to history and cultures. The students of Urbandale Community School District's Animation should be able to . . .

Benchmark: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Indicators: Identify differences found in examples of animation from different historical periods and/or cultures.

Assessments: Student Reflection
Class Discussion
Informal Assessment
Verbal Assessment

Benchmark: Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Indicators: Identify differences found in examples of animation from different historical periods and/or cultures.

Assessments: Student Reflection
Class Discussion
Informal Assessment

Benchmark: Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Indicators: Analyze examples of animation from different historical periods and/or cultures, form conclusions from the comparison, and communicate these conclusions to peers and/or instructor.
Reflect and identify, the historical and/or cultural influences that influenced the decisions made in creating their animation.



Assessments: Class Discussion
Written Reflection
Verbal Reflection
Self-Assessment
Class Critique

Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others. The students of Urbandale Community School District’s Animation should be able to . . .

Benchmark: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Indicators: Recognize the purpose for particular animations shown in class and consider how different decisions would enhance, or hinder, the communication of its purpose.
Recognize the purpose for peer animations and consider how different decisions would enhance, or hinder, the communication of its purpose.
Recognize the purpose for their individual animations and consider how different decisions would enhance, or hinder, the communication of its purpose.

Assessments: Class Discussion
Group Discussion/ Reflection
Verbal Reflection
Critique
Self-Assessment
Verbal Critique
Self-Reflection

Benchmark: Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Indicators: Describe different animation processes and the historical and/or cultural origins of these processes.

Assessments: Class Discussion
Product

Benchmark: Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Indicators: Reflect analytically on the animation created their peers to assist their peers in making sure their animation purposes are being achieved.
Reflect analytically on their own animation to make sure their animation purposes are being achieved.



Assessments: Peer Assessment
Peer Critique
Self-Reflection
In-Process Critique

Standard VI. Make connections between visual arts and other disciplines. The students of Urbandale Community School District's Animation should be able to . . .

Benchmark: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Indicators: Identify and compare how animation processes are related to other disciplines.

Assessments: Class Discussion
Informal Assessment

Benchmark: Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Indicators: Understand how different animation studios were influenced by issues in humanities and or science of the time of the studio's operation.

Assessments: Class Discussion
Informal Assessment

Standard VII. Understand and apply current digital technology. The students of Urbandale Community School District's Animation should be able to . . .

Benchmark: Utilize technology as a creative tool to create an artwork.

Indicators: Use the school's available digital technology to create finished animations.

Assessments: Product
Rubric
Process Documentation

Benchmark: Utilize technology in order to conduct visual research.

Indicators: Show proficiency in finding quality digital examples of effective animation, and/or other visual art, that will be used as inspiration their own products.

Assessments: Product
Informal Assessment
Critique
Process Documentation



No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

