# Scope & Sequence

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| Course Name: Animation II Lab **TSDS PEIMS Code:** 13008410 | | | **Course Credit:** 2.0  **Course Requirements:** This course is recommended for students in Grades 11 and 12.  **Prerequisite:** Animation I.  **Corequisite:** Animation II Lab.  This course must be taken concurrently with Animation II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Animation II to allow students sufficient time to master the content of both courses. |
| **Course Description:** Aligned with the 2015 Texas Essential Knowledge and Skills (TEKS), the Animation II Lab course scope and sequence within the Arts, Audio/Video Technology, and Communications cluster summarizes the content to be taught and presents one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS is included. This scope and sequence may be adapted or adopted by the local education agency. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods.  7875 Minutes.  131.25 Hours. \* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.86. (c) Knowledge and Skills** | |
| **Unit 1:** **Elements and Principles of Animation, Art, and Animation Systems**  In this unit, students will use their prior knowledge of the history of animation to summarize and explain the evolution of the process of animation. They will also apply their historical knowledge of animation to assist in the application of the principle of animation and of art. The culminating activity for this unit will be a paper in which the student describes and demonstrates elements of animation such as cycles and layers and principles such as timing and exaggeration as well as the role of additive color theory, line shape, and texture to compare and contrast various styles of animation. This activity may require extensive amounts of time and should be flexibly arranged with the course instructor. | 13 periods  585 minutes | (12) The student demonstrates animation principles and elements. The student is expected to:  (A) apply animation principles such as arcs, timing, and exaggeration; and  (B) identify animation elements such as cycles, layers, transitions, and transparency.  (13) The student applies the elements and principles of art to animation projects. The student is expected to:  (A) identify animation design elements such as line, color, shape, and texture;  (B) explain the use of additive color theory; and  (C) compare various styles of animation.  (6) The student understands animation systems. The student is expected to analyze and summarize the history and evolution of the animation field | |
| **Unit 2**: **Application of ELA and Math in Animation Projects**  Strong ELA and Math skills are critical components of high level Animation projects. Skills previously earned will be applied as projects and presentations are created and shared. The culminating activity for the unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 10 periods  450 minutes | (2) The student applies academic knowledge and skills in animation projects. The student is expected to:  (A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and  (B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations. | |
| **Unit 3: Ethical Decision Making**  In this unit, students will apply the standards of ethical conduct, the legal requirements of ethical behavior, and liabilities associated for failure to meet those expectations. Students will demonstrate the constructs of confidentiality and digital etiquette. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 14 periods  630 minutes | (9) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:  (A) exhibit ethical conduct;  (B) apply copyright laws;  (C) model respect for intellectual property; and  (D) demonstrate proper etiquette and knowledge of acceptable use policies. | |
| **Unit 4: Technology Applications, Problem Solving and Efficiency**  Technology applications are key to the efficient design and delivery of Animation projects. In this unit, students will use advanced critical thinking and problem–solving skills independently and in groups to increase the quality of their presentations and projects. Additionally, students will utilize time-management skills and planning to increase the efficiency of the design and delivery processes for completing assigned projects. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 10 periods  450 minutes | (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects.  (4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:  (A) employ critical-thinking skills independently and in groups; and  (B) employ interpersonal skills in groups to solve problems.  (10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks. | |
| **Unit 5: Professional Communications**  Students will build upon prior knowledge of sound communications techniques and utilize skills previously learned to communicate clearly —both orally and in writing. Students will appropriately adapt the language used to deliver formal and informal presentations and will work to exhibit public relations skills as required. As the basis for formal and informal presentations. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion | 12 periods  540 minutes | (3) The student applies professional communications strategies. The student is expected to:  (A) adapt language for audience, purpose, situation, and intent;  (B) organize oral and written information;  (C) interpret and communicate information;  (D) deliver formal and informal presentations;  (E) apply active listening skills;  (F) listen to and speak with diverse individuals; and  (G) exhibit public relations skills. | |
| **Unit 6: Cyber Security**  Cyber security is becoming more important as the world becomes increasingly dependent on technology. As animation is heavily dependent on technology, insuring the safety of student work is critical. Students will use advanced knowledge of cyber security procedures to create safeguards that protect student work and the students themselves from attack from outside entities. The culminating activity for this 15-period unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 15 periods  675 minutes | (7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations. | |
| **Unit 7: Animation**  In this unit, students will apply advanced technical understanding of the constructs of animation. This will be accomplished by preparing and conducting verbal and visual communications, projects, and presentations using production elements such as lighting techniques, edits, and framing and angles. Additionally, all projects will include orthographic and isometric drawing techniques and will feature commercial production applications. The culminating activity for this unit will be a student–produced piece of animation that includes well–designed visuals, quality audio, and that captures the imagination of those viewing the production. This activity may require extensive amounts of time and should be flexibly arranged with the course instructor. | 18 periods  810 minutes | (11) The student develops an advanced technical understanding of animation. The student is expected to:  (A) operate communication systems to prepare and conduct verbal and visual communication;  (B) use production elements such as transitions, edits, framing, angle, and lighting techniques;  (C) use orthographic and isometric drawing techniques; and  (D) demonstrate familiarity with commercial production applications. | |
| **Unit 8: Employability**  In this unit, students will apply previous learning to demonstrate the positive work behaviors and personal qualities needed to secure employment and to stay employed. Additionally, students will seek out and participate in training and education that leads to certification and/or employment.  Students will complete job applications, create resumes, develop cover/application letters and demonstrate effective interview skills. The culminating activity for this unit will be the creation of a career portfolio that includes, work experience, licenses held, certifications obtained, and samples of student work. This activity may require extensive amounts of time and should be flexibly arranged with the course instructor. | 18 periods  810 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment;  (B) demonstrate positive work behaviors and personal qualities needed to be employable;  (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills; and  (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples. | |
| **Unit 9: Leadership**  Based on leadership skills previously learned, students will analyze the characteristics of various leaders to describe leadership styles and problem–solving traits. Students will also build working relationships, value diversity, and managing stress. Additionally, students will conduct and participate in various types of meetings and employ meeting techniques that will increase the efficiency and timeliness of meetings. This unit will culminate by preparing a collection of documents that will demonstrate the mastery of techniques such as meeting minutes, parliamentary procedures, meeting goals and objectives, use of constructive praise and criticism, and the effective use of mentoring skills. This activity may require extensive amounts of time and should be flexibly arranged with the course instructor. | 15 periods  675 minutes | (8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;  (B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;  (C) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas;  (D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed; and  (E) employ mentoring skills to inspire and teach others. | |
| **Unit 10: Pre-Production Processes**  Producing effective animation projects requires in–depth planning to globally frame the desired outcomes. To be effective students will analyze their audience, write and edit scripts, create storyboards and determine the aspect ratio and frame rate appropriate for the piece of animation. The culminating activity for this unit will be a student–produced project that will outline all of the pre–production skills as required by the standards. This activity may require extensive amounts of time and should be flexibly arranged with the course instructor. | 15 periods  675 minutes | (14) The student applies pre-production processes. The student is expected to:  (A) analyze target audience to identify needs and wants;  (B) write and edit scripts;  (C) create storyboards; and  (D) select aspect ratio and frame rate appropriate to delivery method. | |
| **Unit 11: Production Processes**  Production processes follow the pre–production processes by designing the structures and techniques to make the animation come alive. Students will use a wide variety of animation techniques to deliver the piece of animation that matches the pre-production goals and plans as established. The culminating activity for this unit will be the creation of a student–produced project that delineates the skills that will be incorporated into the piece of animation. This activity may require extensive amounts of time and should be flexibly arranged with the course instructor. | 20 periods  900 minutes | (15) The student applies production processes. The student is expected to:  (A) design color and compositional elements;  (B) design characters, environments, and props;  (C) model characters, environments, and props;  (D) light sets or animating lights as needed;  (E) develop rigs for animating characters;  (F) assemble particle systems for visual effects such as rain, snow, and fire;  (G) animate characters, environments, or cameras;  (H) incorporate music and sound effects; and  (I) render scenes. | |
| **Unit 12: Post-Production Processes**  Post–production processes provide the finishing touches to a complete piece of animation work. This work is finished by effective editing, producing titles and credits, adding visual and audio effects and the final production of the piece of animation. This unit will have as its culminating activity, the additions and outputs as required by the standards. This activity may require extensive amounts of time and should be flexibly arranged with the course instructor. | 15 periods  675 minutes | (16) The student applies post-production processes. The student is expected to:  (A) edit;  (B) produce titles and credits;  (C) add visual effects and processing;  (D) add audio effects and processing; and  (E) produce output. | |