# Scope & Sequence

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| Course Name: Animation I **TSDS PEIMS Code:** 13008300 | | | **Course Credit:** 1.0  **Course Requirements:** Recommended for students in Grades 10-12.  **Recommended Prerequisite:** Art 1 or Principles of Art, Audio/Video Technology, and Communications.  **Recommended Corequisite** Animation 1 Lab. |
| **Course Description:** Aligned with the 2015 Texas Essential Knowledge and Skills (TEKS), the Animation 1 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.  7,875 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**  **130.84. (c) Knowledge and Skills** | |
| **Unit 1: History of and Careers in Animation**  This unit will deepen the student’s knowledge of the history and evolution of animation. Additionally, students will explore the impact of technology and the innovative animation technologies. Finally, students will become familiar with the career opportunities in the field of animation. The culminating activity for this unit will be student–created projects focused on one or more of the animation related careers. | 16 periods  720 minutes | (14) The student researches the history and evolution of animation. The student is expected to:  (A) explain the history of animation;  (B) describe how changing technology is affecting the industry;  (C) analyze the use of symbols in the animation of diverse cultures;  (D) compare current animation technologies with historical technologies;  (E) compare various styles of animation; and  (F) explore emerging and innovative animation technologies and software. | |
| **Unit 2: Understanding and Applying the Principles of Design in Animation**  Students will use their prior knowledge of animation to create solutions to a variety of problems and then apply the principles of design to demonstrate their learning. Learning opportunities will include the use of various techniques and media common in animation. This 20 period unit will culminate the students creating a multi-media presentation, presenting that work to classmates, and then working in groups using postproduction processes to improve the unit. | 20 periods  900 minutes | (12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:  (A) combine graphics, images, and sound;  (B) apply principles of design;  (C) develop and reference technical documentation; and  (D) edit products.  (13) The student creates animation projects. The student is expected to:  (A) use a variety of techniques and software programs; and  (B) publish and deliver products using a variety of media.  (15) The student understands and applies animation principles, elements, and techniques. The student is expected to:  (A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats;  (B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity;  (C) describe lighting and camera shots;  (D) describe and use flip books, claymation, or cut-outs;  (E) render; and  (F) describe and use postproduction processes such as editing and creating titles, credits, and special effects. | |
| **Unit 3: Application of ELA and Math in Animation Projects**  This unit will cause student to deepen their understanding of ELA and Math skills in Animation projects. Skills learned 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. | 15 periods  675 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.  (16) The student presents oral or written evaluations of animation projects. The student is expected to:  (A) identify the intended audience;  (B) describe aesthetics;  (C) explain the storyline;  (D) summarize subject matter; and  (E) discuss the use of sound. | |
| **Unit 4: Ethical Decision Making**  In this unit, students will examine 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. | 15 periods  675 minutes | (8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:  (A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and giving proper credit for ideas;  (B) discuss and apply copyright laws;  (C) model respect of intellectual property;  (D) demonstrate proper etiquette and knowledge of acceptable use policies; and  (E) analyze the impact of the animation industry on society. | |
| **Unit 5: 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 critical thinking and problem–solving skills independently and in groups as to increase the quality of their presentations and 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. | 15 periods  675 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.  (9) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks. | |
| **Unit 6: Communications Strategies in Animation**  In this unit, students will be expected to increase their understanding the strategies involved in communications—both written and oral. As the basis for formal and informal presentations, mastery of these constructs is essential. 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. | 15 periods  675 minutes | (3) The student understands 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 7: Cybersecurity in Animation**  Cybersecurity 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. The culminating activity for this 10-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  625 minutes | (6) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations. | |
| **Unit 8:** **Animation**  Mastery of the principles, elements and techniques of animation is critical to the creation of quality work. Students must know how to appropriately use a variety the various types of hardware, software and storage devices and be able to demonstrate that knowledge. Also critical to quality pieces of animation is stellar visual design. 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. | 22 periods  990 minutes | (10) The student develops an understanding of animation technology. The student is expected to:  (A) demonstrate appropriate use of hardware components, software programs, and storage devices;  (B) demonstrate knowledge of sound editing;  (C) demonstrate knowledge of file formats and cross-platform compatibility; and  (D) acquire and exchange information in a variety of electronic file sharing formats.  (11) The student evaluates visual information. The student is expected to:  (A) recognize the use of principles and elements of design; and  (B) recognize the use of typography. | |
| **Unit 9: Employability**  According to many employers, one of the greatest barriers to young people seeking employment is a lack of employability skills such as appropriate dress, demeanor and punctuality.  Additionally, those same employers cite a need for students to know how to complete job applications, understand the work they are applying to perform, the credentials necessary to obtain the desired position. The culminating activity for this unit will be the creation of a career portfolio that includes, work experience, licenses held, certifications obtained, and sample of student work. | 22 periods  990 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify and participate in training, education, or certification for employment;  (B) identify and demonstrate positive work behaviors and personal qualities needed to be employable;  (C) demonstrate skills related to seeking and applying for employment;  (D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples;  (E) demonstrate skills in evaluating and comparing employment opportunities; and  (F) examine employment opportunities in entrepreneurship. | |
| **Unit 10: Leadership**  This 20-period unit enables the student to identify and develop characteristics of leadership. It will cause students to gain knowledge about the various student leadership activities and organizations that are available in the AAVTC cluster and the school. This learning experience will culminate with the students creating a profile of a leader they would most desire to become and a formal presentation of that profile to the other students in the class. | 20 periods  900 minutes | (7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:  (A) demonstrate leadership skills independently and in a group setting;  (B) conduct and participate in groups; and  (C) model mentoring skills. | |